**Literacy Curriculum Outline 2014-15**

***All standards will be spiraled throughout the year to provide students with an opportunity to participate in a gradual release of responsibility. They will see skills modeled, participate and shared experiences, and finally be able to fulfill the standards independently.***

***Students will engage in group informative writing throughout the year…In the May unit they will be expected to create their own research from texts at their level.***

***Students will engage in response to literature weekly throughout the year but will culminate in creating reviews of their own books in June.***

***WK8 “With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question” will be addresses daily in content throughout the year.***

*Kindergarten*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Month*** | ***Reading*** | ***Writing*** | | ***Phonics/Letter Study*** | ***Language*** |
| [September](#September) | **Standards**  **Reading Behaviors**   * RLK 10 Actively engage in group reading activities with purpose and understanding. * RIK5 Identify the front cover the back cover and title page of a book.   **How the Students are meeting the Standard (What activities are students engaging in)**  Words Around Us/Favorite Stories   * Name study * Environmental print * Read Aloud both informational and Literature Based to introduce students to the purpose of reading. | **Writing Standards**  WK3:Use dictating and drawing and writing to narrate a single event. to narrate a single event  **How the Students are meeting the Standard (What activities are students engaging in)**   * Oral storytelling and dramatic play * Initial Writing Samples | | **Letter Study Standards**  **Phonological Awareness**  RFK2: Demonstrate an understanding of spoken words, syllables and sounds.   * Recognize and produce rhyming words. * Count pronounce and blend segment syllables in spoken words   **Phonics and word Recognition**  Demonstrate a basic knowledge of letter sound correspondence by producing the primary or most frequent sound for each consonant.  LK1 Print many upper and lower case letters  **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting with out tears  Sounds in Motion Routines  Fountas and Pinell Lessons | **Language Standards**  LK1 Demonstrate command of the conventions of standard English grammer and usage when **speaking**   * print many upper case and lower case letters * use frequently occurring nouns and verbs   **LK2 Demonstrate a command of conventions of Standard English Capitalization, punctuation and spelling…differentiate as needed for students who are ready for this level of instruction**  **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting without tears daily practice  Morning Meeting Discussions and Sharing Circles focusing on conventions of speech when speaking. |
| October | **Standards**  **Reading Behaviors**  RLK6 With Prompting and Support name the author and illustrator of a story and define the role of each in telling a story in Informational Text and Literature.  RFK1:  Demonstrate an Understanding of the basic features of print.  RLK6: With prompting and support , name the author and illustrator of a story and define the role of each in telling the story.  With prompting and support describe the relationship between the illustrations and the story in which they appear.  .  **How are the Students are meeting the Standard (What activities are students engaging in)**  Emergent Stories  Informational Text That matches Content Unit | **Writing Standards**  WK3:Use dictating and drawing and writing to narrate a single event. to narrate a single event  **How the Students are meeting the Standard (What activities are students engaging in)**  What do writers write about? Narratives   * Writers write in pictures how can I represent my ideas in pictures?   Writing always includes pictures and words | | **Letter Study Standards**  RFK 3  Demonstrate a basic knowledge of letter sound correspondence by producing the primary or most frequent sound for each consonant.  **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting with out tears  Sounds in Motion Routines  Fountas and Pinell Lessons | **Language Standards**  LK1 Demonstrate command of the conventions of standard English grammer and usage when **speaking**   * print many upper case and lower case letters * use frequently occurring nouns and verbs   **LK2 Demonstrate a command of conventions of Standard English Capitalization, punctuation and spelling…Differentiate as needed for students**  **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting without tears daily practice  Morning Meeting Discussions and Sharing Circles focusing on conventions of speech when speaking |
| November | **Standards**  **Reading Behaviors**  RLK2 With prompting and support retell familiar stories, including key details.  RLK3 With prompting and support identify characters, settings, and major events.  RIK1: With promting and support, ask and answer questions about key details in text.  RLK5: Recognize common types of texts.  **How the Students are meeting the Standard (What activities are students engaging in)**  Emergent Stories  Model and Practice Reading Response and Non Fiction Response once a week | **Writing Standards**  WK1 Use dictating and drawing and writing to compose opinion pieces.  WK2: Use dictation and writing to compose informative/explanatory pieces in which they name what they are writing and supply some information.  WK3:Use dictating and drawing and writing to narrate a single event. to narrate a single event  **How the Students are meeting the Standard (What activities are students engaging in)**   * Continue writing narratives… * Writers write in pictures how can I represent my ideas in pictures? * Writing always includes pictures and words * **Begin reading response and non fiction response once a week** | | **Letter Study Standards**  Isolate and pronounce initial sound  Demonstrate a basic knowledge of letter sound correspondence by producing the primary or most frequent sound for each consonant  **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting with out tears  Sounds in Motion Routines  Fountas and Pinell Lessons | **Language Standards**  LK1 Demonstrate command of the conventions of standard English grammer and usage when **speaking**   * print many upper case and lower case letters * use frequently occurring nouns and verbs   **LK2 Demonstrate a command of conventions of Standard English Capitalization, punctuation and spelling**  Write letters for most consonant and short vowel sounds  **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting without tears daily practice  Morning Meeting Discussions and Sharing Circles focusing on conventions of speech when speaking |
| December/  January/beginning of Febuaury | **Standards**  **Reading Behaviors**  With Support Ask and Answer questions about key details in text**.**  RFK4: Read emergent reader texts with purpose and understanding  **How the Students are meeting the Standard (What activities are students engaging in)**  Nursery Rhymes/ Predictable Texts | **Writing Standards**  WK1 Use dictating and drawing and writing to compose opinion pieces.  WK2: Use dictation and writing to compose informative/explanatory pieces in which they name what they are writing and supply some information.  WK3:Use dictating and drawing and writing to narrate a single event. to narrate a single event  WK3: With guidance from adults respond to questions from peers and add details to strengthen writing as needed.  **How the Students are meeting the Standard (What activities are students engaging in)**   * Making our own books * Writing stories across pages | | **Letter Study Standards**   * Blend and segment onsets and rimes of single syllable spoken words. * Isolate and pronounce final vowel * Read common sight words   **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting with out tears  Sounds in Motion Routines  Fountas and Pinell Lessons | **Language Standards**  LK1 Demonstrate command of the conventions of standard English grammer and usage when **speaking and writing.**  Form regular plural nouns orally by adding or es  **LK2 Demonstrate a command of conventions of Standard English Capitalization, punctuation and spelling** spell simple  words phonetically drawing on knowledge of sound letter relationships  Sounds and Motion  Writer’s Workshop lessons focusing on conventions of writing  **How the Students are meeting the Standard (What activities are students engaging in)** |
| February/March | **Standards**  **Reading Behaviors**  RLK6: With prompting and support , name the author and illustrator of a story and define the role of each in telling the story.  RLK9: With prompting and support compare and contrast the adventures and experiences of characters in a familiar story.  RIK8: With prompting and support identify the reasons an author gives to support point in a text.  **How the Students are meeting the Standard (What activities are students engaging in)**     * Author Study | **Writing Standards**  WK1 Use dictating and drawing and writing to compose opinion pieces.  WK2: Use dictation and writing to compose informative/explanatory pieces in which they name what they are writing and supply some information.  WK3:Use dictating and drawing and writing to narrate a single event. to narrate a single event.  WK6: With guidance and support explore a variety of digital tools to produce and publish writing.  **How the Students are meeting the Standard (What activities are students engaging in)**  Choosing a mentor author and creating a book like their author.   * Writing like a mentor author | | **Letter Study Standards**   * Isolate and pronounce medial vowel in CVC words.   **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting with out tears  Sounds in Motion Routines  Fountas and Pinell Lessons | **Language Standards**  LK1 Demonstrate command of the conventions of standard English grammer and usage when **speaking and writing.**   * Understand and use question words * Use the most frequently occurring prepositions   **LK2 Demonstrate a command of conventions of Standard English Capitalization, punctuation and spelling**  spell simple  words phonetically drawing on knowledge of sound letter relationships  **How the Students are meeting the Standard (What activities are students engaging in)**  Sounds and Motion  Writer’s Workshop lessons focusing on conventions of writing |
| April | **Standards**  RLK9: With prompting and support compare and contrast the adventures and experiences of characters in a familiar story.  **Reading Behaviors**  **How the Students are meeting the Standard (What activities are students engaging in)**   * Character Study | **Writing Standards**  WK1 Use dictating and drawing and writing to compose opinion pieces.  WK2: Use dictation and writing to compose informative/explanatory pieces in which they name what they are writing and supply some information.  WK3:Use dictating and drawing and writing to narrate a single event. to narrate a single event  **How the Students are meeting the Standard (What activities are students engaging in)** | | **Letter Study Standards**   * Associate long and short vowels with common spellings.   **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting with out tears  Sounds in Motion Routines  Fountas and Pinell Lessons | **Language Standards**  LK1 Demonstrate command of the conventions of standard English grammer and usage when **speaking and writing.**   * Understand and use question words * Use the most frequently occurring prepositions   **LK2 Demonstrate a command of conventions of Standard English Capitalization, punctuation and spelling**  Spell simple words phonetically drawing on knowledge of sound letter relationships  **How the Students are meeting the Standard (What activities are students engaging in)**  Sounds and Motion  Writer’s Workshop lessons focusing on conventions of writing |
| May | **Standards**  **Reading Behaviors**  RIK2: With prompting and support, identlfy the main topic and retell the key details of a text. (Begin modeling and discussing in content in Nov)  RIK3: With Prompting and Support describe the connection between two individuals, events, ideas or pieces of information in text. (Begin modeling and discussing in content in Nov)  RLK4: Ask and answer questions about unknown words in text.  RIK8: With prompting and support identify the reasons an author gives to support point in a text. (In content throughout)  RIK9: With prompting and support, identify the basic similarities and differences between two texts on the same topic. (Content throughout)  **Writing Standards**  WK1 Use dictating and drawing and writing to compose opinion pieces.  WK2: Use dictation and writing to compose informative/explanatory pieces in which they name what they are writing and supply some information.  **How the Students are meeting the Standard (What activities are students engaging in)**  Students will choose a topic, read about it and create books to teach about that topic. | | | **Letter Study Standards**   * Distinguish between similarly spelled words by the sounds and letters that they differ.   **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting with out tears  Sounds in Motion Routines  Fountas and Pinell Lessons | **Language Standards**  LK1 Demonstrate command of the conventions of standard English grammer and usage when **speaking and writing.**  **LK2 Demonstrate a command of conventions of Standard English Capitalization, punctuation and spelling.**   * Capitalize I * Recognize and name end punctuation * Spell simple words phonetically drawing on knowledge of sound letter relationships   **How the Students are meeting the Standard (What activities are students engaging in)**  Sounds and Motion  Writer’s Workshop lessons focusing on conventions of writing  Writing Checklists to self assess own writing |
| May/June | **Standards**  **Reading Behaviors**  **How the Students are meeting the Standard (What activities are students engaging in)**   * Books for Summer | | **Writing Standards**  WK1 Use dictating and drawing and writing to compose opinion pieces.  WK2: Use dictation and writing to compose informative/explanatory pieces in which they name what they are writing and supply some information.  WK3:Use dictating and drawing and writing to narrate a single event. to narrate a single event  **How the Students are meeting the Standard (What activities are students engaging in)**   * Students will review books that their friends can read for the summer. * Students will create their own book fiction or non fiction that portrays their style as a writer. | **Letter Study Standards**  **How the Students are meeting the Standard (What activities are students engaging in)**  Handwriting with out tears  Sounds in Motion Routines  Fountas and Pinell Lessons | **Language Standards**  LK1 Demonstrate command of the conventions of standard English grammer and usage when **speaking and writing.**  **How the Students are meeting the Standard (What activities are students engaging in)**  Sounds and Motion  Writer’s Workshop lessons focusing on conventions of writing  Writing Checklists to self assess own writing |

**September**

**Resources**

Month By Month Phonics – For Kindergarten

[Fountas and Pinnell](http://www.phonicsminilessons.com/explorethecomponents/gradek/toc.html)

Fundations

Sounds and Motion

Handwriting without Tears

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Reading**  **Strategies** | **Phonics** | **Centers** |
| AA | **Mastery of:**  - Telling a story by looking at a picture  Holding a book  Turning pages  Distinguishing between words and pictures  **Exposure to Repeated Readings of Familiar and predictable stories** | **Model/Practice**  Phonological Awareness  Phonemic Awareness  Names  Rhymes  Fonts/Letters (based on have introduced)  Concept of a Word | **Reading Center**  **Writing Center**  **Playdough Letters**  **Listening Center**  **Dramatic Play** |

[**Standards**](http://www.thecurriculumcorner.com/thecurriculumcorner123/2012/08/18/common-core-checklists/)

**Week 1/2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | 1  Kindergarten Here I come | 2  B Bear and Lolly | 3  Ms Bindergarten | 4  No David | 5  Pete the Cat |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Will you be my Friend By Eric Carle*  Talk about title, cover…go on a picture walk… focus on vocab (animals)  Read for enjoyment | Read for enjoyment  Read Pictures to complete phrase | Look at sentence will you be my friend…encourage kids to say along  Day 1 | Read and Encourage children to join in the reading…Act out the book | Read for enjoyment  Predict the animal on the next page by the tail of the previous page |
| **Afternoon**  **Message**  **Page 14 MBM**  **MATH** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you  \*in math | How many words | What am I telling you |
| **Handwriting**  **HWT** | Shake hands  p. 23 | Hand skills  p. 26  Mat Man | Crayon Song p. 29  Mat Man | Mat Man  p.36  Crayon Song | Re do Shake hands |
| **Predictable Charts**  **MBM 16-18** | My name is\_\_\_\_Day 1, 2, 3 Dictation | Day 4 and 5 Touch reading the sentences | Day 5  Make a Class Book |  | My Name is… |
| **Phonics**  [**F&P**](http://www.phonicsminilessons.com/explorethecomponents/gradek/planningtools.html)  **\*delay start** | Not starting yet |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop** | Writing workshop routines  Getting materials  Putting away | Writing workshop routines  Getting materials  Putting away | Writing Routines  Getting materials  Putting away |  | My Name is Book… |
| **Getting to Know You**  **MBM 19-22**  **During content week 1** | Choose 2 Names per Day  Cheer Name and talk about letters in name | Clap Syllables | Interview and teacher records | Children draw a picture of the child and write their name. |  |
| **Sounds in Motion** | Whole Body Listening | Introduce A B | A B story | Practice AB | Practice A and B  And Syllables |
| **Alphabet Poem**  [**/b/**](#Bisforball)B is for ball  B is for bat  B is for bug  On my cat. |  |  |  |  |  |

Code: Red - Art/Writing Activity (goal 1 per day)

**Week 3**

**Centers for 45 minutes**

**Including writers workshop center**

**And ABC enter…initial testing (DRA)**

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| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits | Throughout day when time permits | Throughout day when time permits | Throughout day when time permits | Throughout day when time permits |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Head To Toe*  *Read for enjoyment* | Read for enjoyment  Read Pictures to complete phrase | Highlight pictures matching words | Read and Encourage children to join in the reading…Act out the book |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you | How many words | What am I telling you |
| **Handwriting**  **HWT** | ABCs teacher model pointing | ABCs students practice pointing to letters while we sing | Talk about lines and curves with wooden letters | Begin making PMBA with wooden sticks | Catch up day |
| **Predictable Charts**  **MBM 16-18** | During Content  (Learning)  It is… | During Content…(Summer Trees.. It has |  |  |  |
| **Phonics**  [**F&P**](http://www.phonicsminilessons.com/explorethecomponents/gradek/planningtools.html)  **\*delay start** | Not starting yet |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop**  **During Centers in AM and Literacy (8-12 children per day)** | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. |
| **Getting to Know You**  **MBM 19-22**  **Begin during Literacy Week 2** | Choose 2 Names per Day  Cheer Name and talk about letters in name | Clap Syllables | Interview and teacher records | Children draw a picture of the child and write their name. | Children draw a picture of the child and write their name. |
| **Sounds in Motion** | Practice BA | Introduce PM movements  Practice BAPM movements | Introduce Blending BA, AP, BAM, MAP | Practice BAPM movements  Practice Blending BA, AP, BAM, MAP | Practice BAPM movements  Practice Blending BA, AP, BAM, MAP |
| **Alphabet Poem**  **/a/**  A is for Alligators  A is for ants.  A is for apples.  On my Pants | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as |

Code: Red - Art/Writing Activity (goal 1 per day)

**Week 4**

**Centers for 45 minutes**

**Including writers workshop center**

**And ABC enter…initial testing (DRA)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | No School | No School |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Head To Toe*  *Read for enjoyment* | Read for enjoyment  Read Pictures to complete phrase | Sounds in motion story |  |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class** | Wood Pieces with Music page 85  And make MAPB | Polish sort and trade wood pieces page 87 and Make DEG | Wood pieces in a bag (page 87) and make H I J |  |  |
| **Predictable Charts**  **MBM 16-18** | During Content  (Learning)  It is… | Dictate sentences during centers and cut up 2-3 per day… A summer tree has \_\_\_\_\_\_\_ |  |  |  |
| **Phonics**  [**F&P**](http://www.phonicsminilessons.com/explorethecomponents/gradek/planningtools.html)  **\*delay start** | Not starting yet |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop**  **During Centers in AM and Literacy (8-12 children per day)** | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. |  |  |
| **Getting to Know You**  **MBM 19-22**  **Begin during Literacy Week 2** | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records |  |  |
| **Sounds in Motion** | Practice BAPM movements  Practice Blending BA, AP, BAM, MAP  Clap syllables daily | Nonsense Poem with Syllables | Barbee’s Adventure  Story  1.Practice vocabulary with pictures and motions  2. Tell story with children helping to point |  |  |
| **Alphabet Poem**  **/a/**  A is for Alligators  A is for ants.  A is for apples.  On my Pants |  |  |  |  |  |

Code: Red - Art/Writing Activity (goal 1 per day)

**Week 5**

**Centers for 45 minutes**

**Including writers workshop center**

**And ABC enter…initial testing (DRA)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | No School | No School |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Head To Toe*  *Read for enjoyment* | Read for enjoyment  Read Pictures to complete phrase | Sounds in motion story |  |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Wood Pieces with Music page 85  And make MAPB | Polish sort and trade wood pieces page 87 and Make DEG | Wood pieces in a bag (page 87) and make H I J |  |  |
| **Predictable Charts**  **MBM 16-18** | During Content  (Learning)  It is… | Dictate sentences during centers and cut up 2-3 per day… A summer tree has \_\_\_\_\_\_\_ |  |  |  |
| **Phonics**  [**F&P**](http://www.phonicsminilessons.com/explorethecomponents/gradek/planningtools.html)  **\*delay start** | Introduce in Centers.  Magnetic names and mangnadoodles  Star names (pm) | Name Chart page 71-72 |  |  |  |
| **Story Writing**  **Writers’**  **Workshop**  **During Centers in AM and Literacy (8-12 children per day)** | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. |  |  |
| **Getting to Know You**  **MBM 19-22**  **Begin during Literacy Week 2** | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records |  |  |
| **Sounds in Motion**  **Week 3** | Practice BAPM movements  Practice Blending BA, AP, BAM, MAP  Introduce w I g k  Sounds  Blend wig, pig, map, | Practice abkimpwg  Practice blending  Map, bag, cap, bak, pak | Discrimination word pairs b and p  Big  Pig  Bug  pug | Wanda Witch Story |  |
| **Alphabet Poem**  **/a/**  M is for Monster  M is for Mop  M is for Monster spinning a Top |  |  |  |  |  |

**October**

**Week 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | No School | No School |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Super Mouse Series…Story 1* | Read for enjoyment  Concepts of print. | Read pictures to complete phrase | Who is the character?  What is the Setting? | Retell the Story |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Frog Jump Letter Practice | Frog Jump Letter Practice | Frog Jump Letter Practice | Frog Jump Letter Practice | Frog Jump Letter Practice |
| **Predictable Charts**  **MBM 16-18** | A Fall Tree Has… |  |  |  |  |
| **Phonics** | Name Puzzels  Tree Book  Put Sentences together  Did You Ever | Name Puzzels  Tree Book  Put Sentences together  Did You Ever | Name Puzzels  Tree Book  Put Sentences together  Did You Ever | Name Puzzels  Tree Book  Put Sentences together  Did You Ever | Name Puzzels  Tree Book  Put Sentences together  Did You Ever |
| **Story Writing**  **Writers’**  **Workshop** | Children will write stories independently  One focus group per day | Children will write stories independently  One focus group per day | Children will write stories independently.  One focus group per day | Children will write stories independently.  One focus group per day | Children will write stories independently.  One focus group per day |
|  | | | | | |
| **Sounds in Motion**  **Week 6**  **tdnu** | Practice movements  Introduce new sounds | Practice blending | Discrimination word pairs b and p  Big  Pig  Bug  pug | practice | Practice |
| **Alphabet Poem**  **/c/** |  |  |  |  |  |

Code: Red - Art/Writing Activity (goal 1 per day)

\*next week good morning song and rhyming

**November**

**Week 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day |  |  |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Super Mouse Series* | Read for enjoyment  Concepts of print. | Read pictures to complete phrase |  |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Frog Jump Letter Practice | Frog Jump Letter Practice | Frog Jump Letter Practice |  |  |
| **Predictable Charts**  **MBM 16-18** | A Family Has… |  |  |  |  |
|  |  |  |  |  |  |
| **Phonics** | Clapping Syllables in I like Poem | Clapping Syllables in I like poem | Writing words using syllables |  |  |
| **Story Writing**  **Writers’**  **Workshop** | Children will write stories independently  One focus group per day | Children will write stories independently  One focus group per day | Children will write stories independently.  One focus group per day |  |  |
|  | | | | | |
| **Sounds in Motion**  **Week 6**  **tdnu** | Practice movements  Introduce new sounds | Practice blending | Discrimination word pairs b and p  Big  Pig  Bug  pug |  |  |
| **Alphabet Poem**  **/c/** |  |  |  |  |  |

Code: Red - Art/Writing Activity (goal 1 per day)

\*next week good morning song and rhyming

**November**

**Week 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day  Monday: Fiction Reading Response  Llama Llama Red Pajama  How is Does Mama Take Care of Her Little Llama  Wednesday: Non-Fiction Book About Family… What is the Author Teaching Us About Family | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day |  |  |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Pig And Dad*  *Story 1* | Read for enjoyment  Concepts of print. | Identif character, setting and major event.  Read pictures to complete phrase | Retell familiar story including key details. |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Frog Jump Letter Practice  1 Letter per Day | Frog Jump Letter Practice | Frog Jump Letter Practice |  |  |
| **Predictable Charts**  **MBM 16-18** | A Family Has… |  |  |  |  |
| **Phonics** | Introduce Alphabet naming Rhyme and how to insert names to complete rhyme | Practice Alphabet naming Rhyme and how to insert names to complete rhyme | Create Own alphabet naming rhyme inserting own name to complete. |  |  |
| **Story Writing**  **Writers’**  **Workshop** |  |  | Children will write stories independently  Writers think of an idea…say it out loud and draw it on paper.  One focus group per day |  |  |
|  |
| **Sounds in Motion**  **Week 6**  **tdnu** | Practice movements  Introduce new sounds  RJL | Practice New Movements and Review old Movements | Practice Blending  Lap  Lip  Lit  Let  Met | Practice Blending  Met  Mit  Mat  Cat  Cap  Map |  |

**November**

**Week 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day  Monday: | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day |  |  |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | Owl Babies  Who are the Characters | Owl Babies What is the problem in the story? | What did you think about when you heard the story? |  |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Start At The Corner Letters Letter Practice  1 Letter per Day | Start At The Corner Letters Letter Practice  1 Letter per Day | Start At The Corner Letters Letter Practice  1 Letter per Day |  |  |
| **Predictable Charts**  **MBM 16-18** |  |  |  |  |  |
| **Phonics** | Stand up if your name begins with… |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop** | Charaters: Stories have characters...who is the character in our story | What is Thanksgiving? | Children will write stories independently  Writers think of an idea…say it out loud and draw it on paper.  One focus group per day |  |  |
|  |
| **Sounds in Motion**  **Week 6**  **tdnu** | Practice movements  Introduce new sounds  Z QX | Practice New Movements and Review old Movements | Practice Blending  Lap  Lip  Lit  Let  Met | Practice Blending  Met  Mit  Mat  Cat  Cap  Map |  |

**December**

**Week 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day  Monday:  Baby Theme, Determination | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day |  |  |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | The Little Engine that could  Who are the Characters | The Little Engine that could  What is the problem in the story? | The Little Engine that could  Retell the story | Story Play |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Start At The Corner Letters Letter Practice  1 Letter per Day | Start At The Corner Letters Letter Practice  1 Letter per Day | Start At The Corner Letters Letter Practice  1 Letter per Day |  |  |
| **Predictable Charts**  **MBM 16-18** |  |  |  |  |  |
| **Phonics** | Stand up if your name begins with… |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop** | I can write a story about when I was little. | I can write a story about when I was little.? | I can write a story about when I was little. |  |  |
|  |
| **Sounds in Motion**  **Week 6**  **tdnu** | Practice movements  Introduce new sounds  Th ch sh | Practice New Movements and Review old Movements | Practice Blending  Lap  Lip  Lit  Let  Met | Practice Blending  Met  Mit  Mat  Cat  Cap  Map |  |

**December**

**Week 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Careful Santa | Santa Claus and the 3 Bears |  |  |  |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | Jack Be Nimble |  |  |  |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Start At The Corner Letters Letter Practice  1 Letter per Day | Start At The Corner Letters Letter Practice  1 Letter per Day |  |  |  |
| **Predictable Charts**  **MBM 16-18** |  |  |  |  |  |
| **Phonics** | Color Words | Color Words |  |  |  |
| **Story Writing**  **Writers’**  **Workshop** | I can Write holiday cards | I can write holiday cards |  |  |  |
|  |
| **Sounds in Motion**  **Week 6**  **tdnu** | Practice movements  Introduce new sounds  Th ch sh | Practice New Movements and Review old Movements |  |  |  |

**January**

**Week 1-4**

**Work on Print concepts in Nursery Rhymes**

**Pointing to words**

**Noticing first letters**

**Noticing punctuation**

**Recognizing sight words in Poems**

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| **Read Aloud** | Morning |  |  |  |  |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | Humpty Dumpty  Jack Be Nimble  Itsy Bitsey Spider  Baa Baa Black Sheep  Read pointing to words | Humpty Dumpty  Jack Be Nimble  Itsy bitsy Spider  Make our own Book Jack Be Nimble | Mrs. Wishy Washy Book 1-4  Read Pictures Listen for Understanding | Mrs. Wishy Washy Book 1-4  Read words and finish lines with what makes sense | Mrs. Wishy Washy  Book 1-4  Tell what happened in the story |
| **Morning**  **Message**  **Page 14 MBM** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Start At The Corner Letters Letter Practice  1 Letter per Day | Start At The Corner Letters Letter Practice  1 Letter per Day |  |  |  |
| **Predictable Charts**  **MBM 16-18** | \_\_\_\_ jumped over a \_\_\_\_\_\_\_. |  |  |  |  |
| **Phonics** | Color Words | Color Words |  |  |  |
| **Story Writing**  **Writers’**  **Workshop** | I can write a story about what I did over winter vacation  Focus on adding more details, drawing a picture that has a lot of details and writing words with increased accuracy | I can write a story about what I did over winter vacation  Introduce sight word wall | I can write a story about what I did over winter vacation  Sound out words | I can write a story about what I did over winter vacation  Punctuation | I can write a story about what I did over winter vacation  I can share my story with others |
|  |
| **Sounds in Motion**  **Week 6**  **Tdnu** | Practice movements  Introduce new sounds  Th ch sh | Practice New Movements and Review old Movements |  |  |  |

**February Week 1**

**Little Miss Muffet**

**Describing the characters and using their names (solid)**

**Work on Retelling (4th week)**

**Making Connections in books (new concept)**

**Writing stories across pages**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Morning…  Migration page  Good readers can take information from a book and use it to inform their understanding. | Squirrells page…what do squirrels in winter | Reading my own book and doing research about my own animal | Writing my book and researching my animal | Winter Celebration  Sharing our winter Journals, sharing our bear homes, sharing our winter game. |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | Little Miss Muffet  Look at the Pictures who will the characters be what will the rhyme be about.  When good readers read they say the names of the characters as they read. | Little Miss Muffet  Good readers retell the stories when they read by saying/writing what happens in the beginning middle and end. | Story writing writing “what happens next” | Practice with Samanda  Javien  Madelyn  1-1 | Practice with  Anthony  Jaydan  Gabriel  1-1  Good readers say and write the connection they have to a book they have…What connections do you have to Little Miss Muffet |
| **Morning**  **Message**  **Page 14 MBM** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Each day work on saying to the marker then saying on board with  Javien  Ezra  Samanda  Shirley | Whole class: What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Work on with  Gabriel  Javien  Ms. Alberto in morning and extra homework in packet |  |  |  |  |
| **Predictable Charts**  **MBM 16-18** | Little \_\_\_\_\_\_\_\_ sat on a \_\_\_\_\_\_\_\_.  Javien  Samanda  Anthony  Gabriel |  |  |  |  |
| **Phonics** | **Individual focus in guided reading** |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop** | What do we do in writers workshop.  Staying on task. | I can write a story across pages **Rehearsing your story across** pages and drawing pictures | I can write a story across pages **Rehearsing your story across** pages and drawing pictures | I can write my story across pages and write down words by saying **sentence out loud (focus**) | I can write a story aloud and read my writing to others.  Finishing my story and **sharing with others**. |
|  |
| **Sounds in Motion** | Sight words:  And | Introduce sight wall word she | Introduce sight wall word was | he | said |

**February Week 2: Begin Story Unit (6 week unit week 1)**

**The Wide Mouth Frog**

**Picture Walk Using the Pictures to Tell Story**

**Acting**

**Retelling**

**Making Connections**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Morning**  **Message**  **Page 14 MBM** | Morning Meeting focus on phonics strategies and understanding |  |  |  |  |
| **Predictable Charts**  **MBM 16-18** | Individual focus during guided reading Groups A/B |  |  |  |  |
| **Phonics** | Individual Focus During Guided Reading |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop** | What do we do in writers workshop.  Staying on task. | I can write a story across pages **Rehearsing your story across** pages and drawing pictures | I can write a story across pages **Rehearsing your story across** pages and drawing pictures | I can write my story across pages and write down words by saying **sentence out loud (focus**) | I can write a story aloud and read my writing to others.  Finishing my story and **sharing with others**. |
|  |
| **Sounds in Motion** | Sight words:  And | Introduce sight wall word she | Introduce sight wall word was | he | said |

**February Week 4: Story Unit (6 week unit week 2)**

**The Little Red Hen**

**Picture Walk Using the Pictures to Tell Story (M)**

**Acting (T)**

**Retelling (W)**

**Making Connections (R)**

**Act out play and sing songs daily…this week casting**

|  |  |  |  |  |  |
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| **Morning**  **Message**  **Page 14 MBM** | Daily to reinforce phonics concepts |  |  |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Work on with  Gabriel  Ms. Alberto in morning and extra homework in packet |  |  |  |  |
| **Predictable Charts**  **MBM 16-18** | Individual focus during guided reading Groups A/B |  |  |  |  |
| **Phonics** | Individual Focus During Guided Reading |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop** | What do we do in writers workshop.  Staying on task. | I can write a story across pages **Rehearsing your story across** pages and drawing pictures | I can write a story across pages **Rehearsing your story across** pages and drawing pictures | I can write my story across pages and write down words by saying **sentence out loud (focus**) | I can write a story aloud and read my writing to others.  Finishing my story and **sharing with others**. |
|  |
| **Sounds in Motion** | Sight words:  And | Introduce sight wall word she | Introduce sight wall word was | he | said |

**Schedule**

**Whole Group Literacy**

**Centers (Literacy and Guided Reading)**

**-Art (Playdough)**

**-Blocks**

**Library**

**Writing (Free Choice)**

**Math**

**Dramatic Play**

**Ms. Morgan (2 groups)**

**Work center from Ms. Morgan**

**My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Baa baa black sheep**

**Have you any wool**

**Yes sir, yes sir,**

**Three bags full.**

**One for my master**

**One for the dame,**

**One for the little boy,**

**Who lives down the lane.**

**Baa baa black sheep**

**Have you any wool**

**Yes sir, yes sir,**

**Three bags full.**

**B is for ball.**

**B is for bat.**

**B is for bug.**

**On my cat.**

**A is for alligator.**

**A is for ants.**

**A is for apples,**

**On my Pants.**

**M is for muffin.**

**M is for mop.**

**M is for monster,**

**Spinning a top.**

**P is for popcorn.**

**P is for pants.**

**P is for porcupines,**

**Doing a dance.**

**G is for gift.**

**G is for grape.**

**G is for gorilla,**

**Wearing a cape.**

**C is for cape.**

**C is for cat.**

**C is for caterpillar,**

**Sitting on a mat.**

**K is for koala.**

**K is for kite.**

**K is for kangaroo,**

**Playing with a knight.**

**H is for hamster.**

**H is for hop.**

**H is for hippo,**

**Spinning a top.**