**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*

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| ***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 tearsSounds in Motion RoutinesFountas 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 practiceMorning 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 3Demonstrate 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 tearsSounds in Motion RoutinesFountas 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 practiceMorning 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 StoriesModel 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 soundDemonstrate 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 tearsSounds in Motion RoutinesFountas 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 practiceMorning 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 eventWK3: 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 tearsSounds in Motion RoutinesFountas 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 simplewords phonetically drawing on knowledge of sound letter relationshipsSounds and MotionWriter’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 tearsSounds in Motion RoutinesFountas 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 simplewords phonetically drawing on knowledge of sound letter relationships**How the Students are meeting the Standard (What activities are students engaging in)**Sounds and MotionWriter’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 tearsSounds in Motion RoutinesFountas 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 MotionWriter’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 tearsSounds in Motion RoutinesFountas 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 MotionWriter’s Workshop lessons focusing on conventions of writingWriting 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 tearsSounds in Motion RoutinesFountas 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 MotionWriter’s Workshop lessons focusing on conventions of writingWriting 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 pictureHolding a bookTurning pagesDistinguishing between words and pictures**Exposure to Repeated Readings of Familiar and predictable stories** | **Model/Practice**Phonological AwarenessPhonemic AwarenessNamesRhymesFonts/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**

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| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | 1Kindergarten Here I come | 2B Bear and Lolly | 3Ms Bindergarten | 4No David | 5Pete 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 enjoymentRead Pictures to complete phrase | Look at sentence will you be my friend…encourage kids to say alongDay 1 | Read and Encourage children to join in the reading…Act out the book | Read for enjoymentPredict 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 skillsp. 26Mat Man | Crayon Song p. 29Mat Man | Mat Manp.36Crayon 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 routinesGetting materialsPutting away | Writing workshop routinesGetting materialsPutting away | Writing Routines Getting materialsPutting away |  | My Name is Book… |
| **Getting to Know You****MBM 19-22****During content week 1** | Choose 2 Names per DayCheer 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 BAnd Syllables |
| **Alphabet Poem**[**/b/**](#Bisforball)B is for ballB is for batB 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 enjoymentRead 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 DayCheer 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 movementsPractice BAPM movements | Introduce Blending BA, AP, BAM, MAP | Practice BAPM movementsPractice Blending BA, AP, BAM, MAP | Practice BAPM movementsPractice Blending BA, AP, BAM, MAP |
| **Alphabet Poem****/a/**A is for AlligatorsA 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)**

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| **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 enjoymentRead 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 85And 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 DayCheer Name and talk about letters in nameClap SyllablesInterview and teacher records | Choose 2 Names per DayCheer Name and talk about letters in nameClap SyllablesInterview and teacher records | Choose 2 Names per DayCheer Name and talk about letters in nameClap SyllablesInterview and teacher records |  |  |
| **Sounds in Motion** | Practice BAPM movementsPractice Blending BA, AP, BAM, MAPClap syllables daily | Nonsense Poem with Syllables | Barbee’s AdventureStory1.Practice vocabulary with pictures and motions2. Tell story with children helping to point |  |  |
| **Alphabet Poem****/a/**A is for AlligatorsA 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)**

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| --- | --- | --- | --- | --- | --- |
| **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 enjoymentRead 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 85And 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 mangnadoodlesStar 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 DayCheer Name and talk about letters in nameClap SyllablesInterview and teacher records | Choose 2 Names per DayCheer Name and talk about letters in nameClap SyllablesInterview and teacher records | Choose 2 Names per DayCheer Name and talk about letters in nameClap SyllablesInterview and teacher records |  |  |
| **Sounds in Motion****Week 3** | Practice BAPM movementsPractice Blending BA, AP, BAM, MAPIntroduce w I g kSoundsBlend wig, pig, map,  | Practice abkimpwgPractice blendingMap, bag, cap, bak, pak | Discrimination word pairs b and pBigPigBugpug | Wanda Witch Story |  |
| **Alphabet Poem****/a/**M is for MonsterM is for MopM 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 enjoymentConcepts 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 PuzzelsTree BookPut Sentences togetherDid You Ever | Name PuzzelsTree BookPut Sentences togetherDid You Ever | Name PuzzelsTree BookPut Sentences togetherDid You Ever | Name PuzzelsTree BookPut Sentences togetherDid You Ever | Name PuzzelsTree BookPut Sentences togetherDid You Ever |
| **Story Writing****Writers’****Workshop** | Children will write stories independently One focus group per day | Children will write stories independentlyOne 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 movementsIntroduce new sounds | Practice blending | Discrimination word pairs b and pBigPigBugpug | 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 enjoymentConcepts 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 independentlyOne focus group per day  | Children will write stories independently.One focus group per day |  |  |
|  |
| **Sounds in Motion****Week 6****tdnu** | Practice movementsIntroduce new sounds | Practice blending | Discrimination word pairs b and pBigPigBugpug |  |  |
| **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 dayMonday: Fiction Reading ResponseLlama Llama Red PajamaHow is Does Mama Take Care of Her Little LlamaWednesday: 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 enjoymentConcepts 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 Practice1 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 movementsIntroduce new soundsRJL | Practice New Movements and Review old Movements | Practice BlendingLapLipLitLetMet | Practice BlendingMetMitMatCatCapMap |  |

**November**

**Week 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits\*at least 2 per dayMonday:  | 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 Practice1 Letter per Day | Start At The Corner Letters Letter Practice1 Letter per Day | Start At The Corner Letters Letter Practice1 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 movementsIntroduce new soundsZ QX | Practice New Movements and Review old Movements | Practice BlendingLapLipLitLetMet | Practice BlendingMetMitMatCatCapMap |  |

**December**

**Week 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits\*at least 2 per dayMonday: 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 couldWho are the Characters | The Little Engine that couldWhat is the problem in the story? | The Little Engine that couldRetell 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 Practice1 Letter per Day | Start At The Corner Letters Letter Practice1 Letter per Day | Start At The Corner Letters Letter Practice1 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 movementsIntroduce new soundsTh ch sh | Practice New Movements and Review old Movements | Practice BlendingLapLipLitLetMet | Practice BlendingMetMitMatCatCapMap |  |

**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 Practice1 Letter per Day | Start At The Corner Letters Letter Practice1 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 movementsIntroduce new soundsTh 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 DumptyJack Be NimbleItsy Bitsey SpiderBaa Baa Black SheepRead pointing to words | Humpty DumptyJack Be NimbleItsy bitsy SpiderMake our own Book Jack Be Nimble | Mrs. Wishy Washy Book 1-4Read Pictures Listen for Understanding | Mrs. Wishy Washy Book 1-4Read words and finish lines with what makes sense | Mrs. Wishy WashyBook 1-4Tell 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 Practice1 Letter per Day | Start At The Corner Letters Letter Practice1 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 vacationFocus 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 vacationIntroduce sight word wall | I can write a story about what I did over winter vacationSound out words | I can write a story about what I did over winter vacationPunctuation | I can write a story about what I did over winter vacationI can share my story with others |
|  |
| **Sounds in Motion****Week 6****Tdnu** | Practice movementsIntroduce new soundsTh 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 pageGood 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 CelebrationSharing our winter Journals, sharing our bear homes, sharing our winter game. |
| **Shared reading with Predictable Big Books****Page 10 -13 MBM** | Little Miss MuffetLook 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 MuffetGood 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 SamandaJavienMadelyn1-1 | Practice withAnthonyJaydanGabriel1-1Good 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 withJavienEzraSamandaShirley | 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 GabrielJavienMs. Alberto in morning and extra homework in packet |  |  |  |  |
| **Predictable Charts****MBM 16-18** | Little \_\_\_\_\_\_\_\_ sat on a \_\_\_\_\_\_\_\_.JavienSamandaAnthonyGabriel |  |  |  |  |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 GabrielMs. 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.**