

Week of: October 30-November 3
 Teachers: Mrs. G. and Ms. Carolina

Study: Pets: Exploring the Topic
 Focus Question: What do we know about pets? What do we want to know?

Story Time 1—Active Nursery Rhymes and movement					
8:35am-8:45am	Standard: RF.PK.2,a,b,c TCCO: 15abc				
	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration
	Nursery Rhyme or Poem: Bingo	Nursery Rhyme or Poem: Three Little Kittens	Nursery Rhyme or Poem: Bingo	Nursery Rhyme or Poem: Three Little Kittens	Nursery Rhyme or Poem: Bingo

Morning Group Meeting					
Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front					
8:45am-9:05am	Monday	Tuesday	Wednesday	Thursday	Friday
	Question of the day	Question of the day	Question of the day	Question of the day	Question of the day
	Do you have a pet?	Which animal is a pet?	What do you think our new pet will be?	Have you ever seen a pet like this?	Did you see any pets on your way to school today?
	<u>Greeting:</u> Where is...	<u>Greeting:</u> Where is...	<u>Greeting:</u> Where is...	<u>Greeting:</u> Where is...	<u>Greeting:</u> Where is...
<u>Sharing:</u> Show a collection of books about pets (Explain fiction vs nonfiction) and some items related to pets (Brush, leash, collar, bowls, etc). Ask how pets use these things. Talk about what we know about pets.					
<u>Sharing:</u> Talk about what animals make good pets. Bring hermit crab to rug. Ask students what they notice (prompt if needed). Show them some pics of hermit crabs on the smart board. What do they					
<u>Sharing:</u> Have a new pet under a sheet in the tank. Ask students to guess what they think the pet could be. Talk in pairs and then Record responses. Go over responses and ask students to give a thumbs up/down if they					
<u>Sharing:</u> Show stuffed animals, both wild and pets. Talk about stuffed animals students brought in. Are they wild or domesticated? Sort them into piles using hula hoops. Add to our “what do we know about pets” chart.					
<u>Sharing:</u> Show pet supplies again. Ask students to talk about what they know about the objects. Talk about how we know a lot about pets, but let’s think of things we want to LEARN about pets.					

	<p><u>Activity:</u> MM 17</p> <p><u>N&A:</u> There will be books about pets in the library book baskets for you to read and look at.</p> <p>Standard:RL.PK.5 TCCO: 18a</p> <p>Obj: Students will differentiate between what a fiction and non fiction book looks like.</p>	<p>notice. Talk about the characteristics</p> <p><u>Activity:</u> MM22</p> <p><u>N&A:</u> There will be close up pics on the smart board of hermit crabs for you to see.</p> <p>Standard: Science 5.3.1 TCCO: 9a</p> <p>Obj: Students will learn and use new vocabulary for the parts of a living thing (Hermit Crab)</p>	<p>think that animal could be our new class pet..why or why not. Show pet, go over what type of animal it is. Show food and tank. Talk about how we can observe him in the Discovery area today and draw him as well. We will name him during choice.</p> <p><u>Activity:</u> MM10</p> <p><u>N&A:</u> There are nonfiction and fiction books all mixed up. How can we organize and sort them?</p> <p>Standard: ATP 9.3.3 TCCO: 9a, 9b, 9c</p> <p>Obj: Students will use thinking skills to guess what kind of animal is there. Students will explain why or why not it could be that animal.</p>	<p><u>Activity:</u> MM39</p> <p><u>N&A:</u> There are additional toys and supplies in the DP area. Talk about how they can work together to organize them.</p> <p>Standard: Math 4.3.1 TCCO: 13</p> <p>Obj: Students will sort wild vs domesticated animals</p>	<p>Model a question using self talk for students. Encourage them to ask questions. Record them.</p> <p><u>Activity:</u> MM84</p> <p><u>N&A:</u> Remind students of the toy animals in the DP area. They are not real, they are a representation of real animals. Give definition of representation.</p> <p>Standard: ATL 9.4.2 TCCO: 12a</p> <p>Obj: Students will recall information they learned this week about pets.</p>
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Small Group

<p>9:05am-9:25am</p> <p>1:45pm-2:05pm</p>	<p>Modification/Strategies</p> <p>1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>				
<p>Standard: RF.PK.1.d TCCO: 16a</p> <p>ITC: LL29 making my name</p> <p>Obj: demonstrate knowledge of the alphabet</p> <p>Procedure: Group 1 (yellow/green)- students will match letters for their first name and glue them on paper. Will go over letters when needed. Will have names on sentence strips for students to use as models. Will go over how letters have to be in the correct order to read. Have students write name underneath, focusing on letters being in order.</p> <p>Group2 –Students will letter stampers to write first name in correct order on paper. Will</p>	<p>Students will watch the Kindergarten performance for October</p> <p>Standard: C/VA 1.1.8</p> <p>Will read “Where’s My Mummy” in library area in small groups when we get back from the play.</p>	<p>Standard: science 5.1.5 TCCO: 19a, 7b, 14a</p> <p>ITC: LL45 Observational Drawing</p> <p>Obj: Students will observe a living thing and draw a representational picture/write a message to describe their observation.</p> <p>Procedure: Group 1-Students will talk about what they see. Will talk about the parts of the fish (fins, tail). Will go over the items we see in the tank. Will have students draw what they see. Will go over what else we see to encourage them to add details to their drawings.</p> <p>Group 2-Students will draw a picture of what they observe (fish, tank, etc) will go over names</p>	<p>Standard: Math 4.3.1 TCCO: 13</p> <p>ITC: M05 Sorting and Classifying</p> <p>Obj: Students will sort objects based on 1 or more characteristics.</p> <p>Group 1-sort shapes that are all the same size. Will model how to sort and match shapes. Have students try to do it by themselves. If that is successful, we will move on to sorting by color, explaining how things can be sorted by diff’t characteristics.</p> <p>Group 2-Give students transportation materials to sort. Ask them how we can sort them. Model sorting by color, type of transportation. Talk about how we can sort the same objects diff’t ways.</p> <p>Group 3-Have foam</p>	<p>Standard: math 4.1.4 TCCO: 20a</p> <p>ITC: M18 bounce and count</p> <p>Obj: compare and measure, use number concepts and operations</p> <p>Group1 -talk about what more means. Model bouncing a ball and counting the bounces. Chart it using links. Model bouncing another ball. Count bounces using links. Compare which bounced more based on length of links. Have students demonstrate bouncing and counting.</p> <p>Group2- counting sheet, different size balls, number cards have students take turns bouncing a ball of choice and counting. Keep track of # of bounces. Have number cards for</p>	

	<p>have a card as a model. Will then write their names.</p> <p>Group 3-Students will go over letters of their last names. Students will glue their first and last name letters on the paper using a model card.</p> <p>DOL: Students will create their names with letters in the correct order in art, writing, and library area.</p>		<p>of parts. Will encourage students to create a message about the fish.</p> <p>Group 3-Will have students draw a picture with details observing the fish. Will have students write a message, focusing on sounding out the beginning sounds of some words.</p> <p>DOL: Students will draw a picture of the Hermit crab during choice in the Disc Area, adding a message when possible.</p>	<p>shapes and 3-d shapes. Go over names of 3-d shapes and ask students to sort them (2-d vs 3d, color, shapes) explain how we can sort using diff't characteristics.</p> <p>DOL: Students will sort objects based on visible characteristics (color, size, shape)</p> <p>**challenge** sorting living vs non living objects in Disc area**</p>	<p>students to identify the # of bounces. When all students have gone, compare which ball bounced the most, fewest.</p> <p>Group3- different size balls, number cards have students take turns bouncing a ball of choice and counting. Keep track of # of bounces. Have number cards for students to identify the # of bounces. When all students have gone, compare which ball bounced the most, fewest</p> <p>DOL: Student will count bounces and compare more or less</p> <p>:</p>
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<p>9:05am-10:20am 1:00pm-2:35pm</p>	<p>Academic Choice</p>	
	<p>Modification/Strategies</p> <p>1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure</p> <p>2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions</p> <p>3- short instructions, visuals, one task at a time.</p> <p>4-Reinforce concepts from large group during play, visual cues, alerting cues</p> <p>Art: Fingerpainting our names (DOL) Drawing our friends (DOL)</p> <p>Dramatic Play Area:</p>	<p>Music and Movement Area: Bouncing and counting different size balls (DOL)</p> <p>Computer Area: Counting games on ABCmouse.com (DOL)</p>

	<p>Sorting animals (wild vs domesticated) (DOL)</p> <p>Discovery Area: Observing and drawing hermit crabs and fish (DOL) -writing names, message about drawing -Living vs nonliving things (DOL)</p> <p>Toys and Games: Sorting shapes (DOL) Sorting objects based on size, color (DOL) Making name necklaces with letter beads (DOL)</p> <p>Blocks Area: Creating cages for pets -add pets to make cages for (Turtle, etc)</p>	<p>Pet games on Abcmouse.com</p> <p>Sand and Water Area: Magnetic fishing game-Counting Shells in sand table search and count</p> <p>Library: Magnet letter name writing (DOL) Bouncing balls and counting (DOL) Fiction and Nonfiction books about pets (DOL)</p> <p>Writing: Rubber Stampers for name writing (DOL)</p>
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Choice time intervention/reinforcement activities for IEP/PIRT students	
1:	RL- Giving the dog a bone game (Fine motor skills + counting)
2:	MNP- Giving the dog a bone game (Fine motor skills + counting)
3:	NBA- Giving the dog a bone game (following directions to how many bones to give the dog)
4:	FB-Describing familiar pets in pictures using complete sentences.
5:	CW-role plays problem solving techniques using puppets and Problem Solving Kit Poster

10:20am - 11:00am	Outdoors Choice Time				
	Gym either in gym or outdoors with gym teacher Mrs. K and Ms. Carolina				
	Monday	Tuesday	Wednesday	Thursday	Friday
Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	

Whole Group Extensions					
11:00am-11:15am	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p> <p style="color: red;">Monday-Mindful Monday.. We will focus on friendship, feelings, ways to work out problems, ways to calm down, yoga, meditation, etc.</p> <p style="color: blue;">Tuesday-Literacy Activity</p> <p style="color: orange;">Wednesday-Math Activity</p> <p>Thursday-Large Group Story Writing about focus question of the week.</p> <p style="color: green;">Friday-Questions/answer skills for the story of the week “Who what where when why how”</p> <p>**Subject to change based on calendar/special activities**</p>				
	<p>Standard: Soc emo 0.4.6 TCCO: 3a, 3b</p> <p>Obj: Students will learn problem solving techniques to use in the classroom.</p> <p>Activity: Introducing the Problem Solving Kit</p> <p>Materials and Procedure: Problem solving kit pictures. Students will be introduced to the pictures of problem solving techniques. Students will talk about what technique they can use for a problem acted out by teacher and</p>	<p>Standard: RL.PK.1, Soc EMO 0.3.1 TCCO: 18a, 2b</p> <p>Obj: Students will read a Halloween story, identifying emotions of the main characters.</p> <p>Activity: The Hallo-Wiener (Halloween book)</p> <p>Materials and Procedure: The Hallo-Wiener book from public library. Students will identify emotions and reasons why those emotions are occurring in a new story.</p>	<p>Standard: Math 4.4.1 TCCO:21a</p> <p>Obj: Students will follow and use positional word directions during a large group activity</p> <p>Activity: Positional Word Simon Says</p> <p>Materials and Procedure: Positional words on board. Will go over different positional words. Will play simon says based on positions. Will have students be the leader and use the positional words to direct others.</p>	<p>Standard: SL.PK.4 TCCO:9a,12a</p> <p>Obj: Students will create a story based on the focus question of the week as a large group while answering on topic and speaking in complete sentences.</p> <p>Activity: We Are Authors!</p> <p>Materials and Procedure: Students will create a book about what we have learned about pets this week. Students will contribute a sentence or 2 and pick a picture to illustrate the book.</p>	<p>Standard: L.Pk.1.d TCCO:9a</p> <p>Obj: Students will answer questions based on “WWWWWH”</p> <p>Activity: Who, What, Where, When, Why, How!?</p> <p>Materials and Procedure: Chart paper with questions based on “Not Norman”. Students will answer questions ranging from recall using pics to higher order thinking questions based on a text that was read at least 3 times over a time period. Will go over</p>

	student.				what is expected when we ask a certain question. (ex: Where—a place, When---a time, etc)
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Read Aloud					
11:40am-12:00pm	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4-Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>				
	<p>OBJ:SWBAT recall information from story</p> <p>Standard: RL.PK.4 TCCO: 18a</p> <p>Book: I Wish I Had a Pet</p> <p>Procedure: Before you read: Ask “I wonder what this book could be about?”Go over pets that may be unfamiliar (iguana, guinea pig)Ask students to recall the pets that were listed in the story</p> <p>Materials: paper, writing materials, book</p>	<p>OBJ:SWBAT discuss main characters change from beginning to end</p> <p>Standard:RI.PK.9 TCCO: 18a</p> <p>Book: Not Norman</p> <p>Procedure: Before you read: What do you think the title of the book means? Does he like his goldfish? How did the boy’s feelings change from the beginning of the story to the end of the story?</p> <p>Materials: book, writing materials, paper</p>	<p>OBJ:SWBAT recall information from story that was previously read</p> <p>Standard:RL.PK.3 TCCO: 18c</p> <p>Book: I Wish I Had a Pet</p> <p>Procedure: Before you read: Do you remember any pets that were in this story? Point out what each pet needs (specific food, cage,etc) Ask students to recall what pets need to be kept in a cage/tank.</p> <p>Materials: book, writing materials, paper</p>	<p>OBJ: SWBAT answer questions in complete sentence based on information presented in story.</p> <p>Standard:RL.PK.2 TCCO: 18c</p> <p>Book: Not Norman</p> <p>Procedure: Before you read: Who is Norman? Why does the boy not like Norman? How is Norman the perfect pet at the end of the story?</p> <p>Materials: book, writing materials, paper</p>	<p>OBJ:SWBAT review and recall vocab from week</p> <p>Standard:RF.PK.1.b TCCO: 18c</p> <p>Book: I Wish I Had a Pet, Not Norman</p> <p>Procedure: Before you read: We are going to review the 2 new books we read this week. They will go in our ‘public library’ after today.</p> <p>As you read: Review vocabulary from previous days reading and check for understanding (tank, cage, habitat)</p> <p>After you read: ask children to vote on new class pet based on pets in the story. Which ones could we have vs not have.</p>

					(show nonfiction books as well for more pet review) Materials: paper, writing materials, books
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Story Time 2					
2:35pm-2:50pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front				
	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c Title: My Dog Spot Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c Title: Matilda's Cat Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c Title: My Crocodile Does Not Bite Obj: Students will interact with a new story by answering questions and using complete sentences.	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c Title: The Birthday Pet Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c Title: The True Story of Stellina Obj: Students will interact with a new story by answering questions and using complete sentences. Students will

	learned from the text. (Books from my public library)	use vocabulary learned from the text. (Books from my public library)	Students will begin to use vocabulary learned from the text. (Books from my public library)	the text. (Books from my public library)	begin to use vocabulary learned from the text. (Books from my public library)

2:50pm-3:00pm	Afternoon Group Meeting				
	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front				
	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual
DLL/ELL Focus: Use pictures/gestures/translations into home language/preread stories/one on one during ACT					
Wow! Experiences: Halloween parade and party, performance					
Family Partnerships: Send in pictures of pets at home					
Vocabulary: domesticated, wild, characteristics, nocturnal, representation, words related to pet features (whiskers, claw, wing, etc)					

- 1-MNP
- 2-FB
- 3-NBA
- 4-RL
- 5-MNP,NBA,RL,FB

Week of: Dec 4-8

Teachers: Mrs. G. and Ms. Carolina

Study: Invest 4 Pets

Focus Question: How do we care for pets?

Story Time 1—Active Nursery Rhymes and movement					
8:35am-8:45am	Standard: RF.PK.2,a,b,c TCCO: 15abc				
	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration
	Nursery Rhyme or Poem: White rabbit				

Morning Group Meeting					
Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front					
8:45am-9:05am	Monday	Tuesday	Wednesday	Thursday	Friday
	Question of the day	Question of the day	Question of the day	Question of the day	Question of the day
	Do animals talk?	Which of these animals should be brushed?	Which of these do we use to keep our classroom clean?	What kind of pet is this?	What did you learn about how to take care of animals?
	<u>Greeting:</u> Around and around <u>Discussion & shared writing:</u> Invite students to talk to each other about how animals talk in pairs. Share their ideas and record responses. Talk about if we can communicate without words? Talk about gestures and body	<u>Greeting:</u> Around and around <u>Discussion & shared writing:</u> Ask students how they keep clean? Record responses. Talk about how pets clean themselves. Show some pics of animals being groomed or grooming	<u>Greeting:</u> Around and around <u>Discussion & shared writing:</u> Put objects around the rug and tell students not to move them when they are sitting down. Ask children what it was like when the rug was	<u>Greeting:</u> Around and around <u>Discussion & shared writing:</u> Show a picture of animals in a shelter. Ask students to talk about what they see. Focus on the animal description tag on the cages. Talk about how they tell people about the animals and anything	<u>Greeting:</u> Around and around <u>Discussion & shared writing:</u> Ask students to talk with a friend about how animals talk to each other. Have students share with the group and the answers will be recorded. Prompt for

	<p>language. Have students communicate with a partner something without using words. Talk about how animals don't use words but we can still know what they need sometimes. How would an angry dog look or sound like? What about an angry cat?</p> <p><u>Activity:</u> MM 64 paper towel rap</p> <p><u>N&A:</u> Observe the animals in the Discovery area to see if they communicate their needs somehow.</p> <p>Standard: ATL 9.3.2, science 5.3.2 TCCO:9a, 9b, 9c</p> <p>Obj: Students will demonstrate knowledge of vocabulary using movements and dramatizations</p>	<p>themselves. Talk about what a groomer is and what they do. Do we have tools in our class for pretending to be a groomer? Show picture of tools they would use and see what we have in our class.</p> <p><u>Activity:</u> MM 86 Listening story</p> <p><u>N&A:</u> Invite students to make the DP area a grooming station today. What should we put in there?</p> <p>Standard: Health 2.1.1, L.PK.5c TCCO: 12b</p> <p>Obj: Students will learn have a discussion about the similarities and differences of keeping clean by people and animals.</p>	<p>all messy. Record responses. Ask what we can do to fix the rug. Ask students to do it, join back, and talk about why it is important to keep our room clean and neat. Talk about how they think our pet would feel if his/her cage or tank was dirty. Record responses. What can we do to make sure the animals tanks are clean?</p> <p><u>Activity:</u> MM69 The Litter Monster</p> <p><u>N&A:</u> Explain that we can keep the classroom clean by washing some of the toys in the water table.</p> <p>Standard: Safety 3.2.1 TCCO: 8a, 9a, 9c</p> <p>Obj: Students will learn about the need to keep things clean for safety and comfort.</p>	<p>that is special about it (medicine, food, age, etc). Talk about how the veterinarian is the animal doctor. Show a nonfiction collection about vets. What do you think a vet does for pets? Record responses. Show off Vet kit that will be in the DP area and the cards to give pets checkups.</p> <p><u>Activity:</u> MM 29 Baa Baa Black Sheep</p> <p><u>N&A:</u> There will be materials in the DP area to pretend to be a veterinarian.</p> <p>Standard: Soc Stud 6.3.2 TCCO: 12b</p> <p>Obj: Students will learn new vocab and the tools associated with the worker.</p>	<p>anything that students may have forgotten to add to the "what we learned" chart.</p> <p><u>Activity:</u> MM 29 Baa Baa Black Sheep</p> <p><u>N&A:</u> Remember to write down the pet needs to put on their cages and tanks so people know what the pets need.</p> <p>Standard: ATL 9.3.2 TCCO:12a, 12b</p> <p>Obj: Students will recall previous knowledge using memory, visuals, and verbal hints when needed.</p>
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Small Group

<p>9:05am-9:25am 1:45pm-2:05pm</p>	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>				
<p>Standard: ATL 9.1.5 TCCO: 12a, 9a</p>	<p>Standard: Math 4.3.1. RF.PK.1b TCCO: 22a, 17b</p>	<p>Standard: Math Math 4.1.2 4.1.3abc TCCO: 20a, 20b, 20c</p>	<p>Standard: Math 4.3.1 TCCO: 23</p>	<p>Standard: ATL 9.1.5 TCCO: 12a, 9a</p>	
<p>ITC: LL08 Memory Game</p>	<p>ITC: Play Doh</p>	<p>ITC: M04 number cards</p>	<p>ITC: M35 action patterns</p>	<p>ITC: LL08 Memory Game (repeat from Monday)</p>	
<p>Obj: Students will recall location of matching picture cards</p>	<p>Obj: Students will use print concepts and measuring skills for a cooking project.</p>	<p>Obj: Students will count and match quantities with written numbers</p>	<p>Obj: Students will copy or create patterns.</p>	<p>Obj: Students will recall location of matching picture cards</p>	
<p>Procedures and materials:</p>	<p>Procedures and materials:</p>	<p>Procedures and materials:</p>	<p>Procedures and materials:</p>	<p>Procedures and materials:</p>	
<p>Group 1-Students will have 5 pairs set up to play memory game. Students will each have a turn and I will name picture on the card as they flip. When they make a pair they will keep it. Students will count pairs and see who has the most after the game is over.</p>	<p>Will present recipe to students and go over words as I read them. Will measure ingredients and talk about what they notice. Will add food coloring and glitter.</p>	<p>Group 1-Use # cards 1-5. Go over written numbers and have students name the numbers they know. Give them cards and have them use objects to match the written number.</p>	<p>Group 1-Invite students to choose two action cards to create a pattern. Demonstrate the pattern created, and invite students to copy your movements.</p>	<p>Group 1-Students will have 5 pairs set up to play memory game. Students will each have a turn and I will name picture on the card as they flip. When they make a pair they will keep it. Students will count pairs and see who has the most after the game is over.</p>	
<p>Group 2-Students will have 10 pairs set up to play memory game. Students will each have a turn and I will name picture on the card as they flip. When they</p>	<p>DOL: Students will use measuring tools and recipe cards to make food in the DP area, water, and sand area.</p>	<p>Group 2-Use # cards 10-15. Go over written numbers and have students name the numbers they know. Give them cards and have them use objects to match the written</p>	<p>Group 2-Invite the children to extend a simple pattern by increasing the number of times he acts out the movement on the cards.</p> <p>Group 3-Invite the child to extend a simple pattern by increasing the number of times he or she act the movement on the card.</p>	<p>Group 2-Students will have 10 pairs set up to play memory game. Students will each have a turn and I will name picture on the card as</p>	
<p>DOL: Students will use musical instruments to</p>			<p>DOL: Students will use musical instruments to</p>		

	<p>make a pair they will keep it. Students will count pairs and see who has the most after the game is over.</p> <p>Group 3-Students will have 20 pairs set up to play memory game. Students will each have a turn and I will name picture on the card as they flip. When they make a pair they will keep it. Students will count pairs and see who has the most after the game is over.</p> <p>DOL: Students will play matching game in TG area and in Discovery area.</p>		<p>number.</p> <p>Group 3-Go over numbers 15-20. Go over written numbers and have students name the numbers they know. Give them cards and have them use objects to match the written number.</p> <p>DOL: Students will match number quantities in TG area on chart. Students will create a math collage matching numbers and objects.</p>	<p>create patterns in the music area. Students will create movement patterns in the block area.</p>	<p>they flip. When they make a pair they will keep it. Students will count pairs and see who has the most after the game is over.</p>
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<p>9:05am-10:20am 1:00pm-2:35pm</p>	Academic Choice	
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time. 4-Reinforce concepts from large group during play, visual cues, alerting cues</p>	
	<p>Art: Math collage written numbers and quantities (DOL) Letters to santa Making clay bones/pet accessories 10 Black Dots literacy/math activity</p> <p>Dramatic Play Area: Recipe cards for print concepts and reading skills (DOL) Measuring tools to pretend to cook (DOL) Veterinarian kit Vet checklists</p> <p>Discovery Area: Match Game (DOL) Cleaning out the hermit crab tank</p> <p>Toys and Games: Match Game (DOL) 3-d shape names review</p> <p>Blocks Area: Movement patterns (DOL)</p>	<p>Music and Movement Area: Music patterns (DOL) Action patterns (DOL)</p> <p>Computer Area: Songs and poems about patterns and number quantities Action number cards (on green rug) put actions and quantity on smart board for students to do during choice (DOL)</p> <p>Sand and Water Area: Measuring tools to compare and measure (DOL) Number fishing (DOL) Number sand molds</p> <p>Library: Fiction and nonfiction books about caring for pets.</p>
Choice time intervention/reinforcement activities for IEP/PIRT students		
1: RL-Read a book of his choice in library area. Ask “w” questions		
2. MNP- Use dog feeding game for fine motor skills and counting		
3. NBA- Use dog feeding game for following directions and attention		
4. FB-Bring in her dog from home. Ask her questions about taking care of it. Model complete sentences		

10:20am - 11:00am	Outdoors Choice Time				
	Gym either in gym or outdoors with gym teacher Mrs. K and Ms. Carolina				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher

11:00am-11:15am	Whole Group Extensions				
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p> <p>Monday-Mindful Monday..We will focus on friendship, feelings, ways to work out problems, ways to calm down, yoga, meditation, etc.</p> <p>Tuesday-Literacy Activity</p> <p>Wednesday-Math Activity</p> <p>Thursday-Large Group Story Writing about focus question of the week.</p> <p>Friday-Questions/answer skills for the story of the week “Who what where when why how”</p> <p>**Subject to change based on calendar/special activities**</p>				
	<p>Standard: soc emo 0.3.3 TCCO: 1a, 3b</p> <p>Obj: Students will discuss ways that they can “handle it” in an active or nonactive way based on a story.</p> <p>Activity: “I Can Handle It”</p> <p>Materials and Procedure: Will tell students about how I was so angry when I spilled the milk. I</p>	<p>Standard: RF.PK.2.a TCCO: 15a</p> <p>Obj: Students will recognize and produce their own made up rhyming words.</p> <p>Activity: “Nothing Rhymes With Orange”!</p> <p>Materials and Procedure: Will go over some rhyming words and have students think of words that rhyme. Will then introduce</p>	<p>Standard: Math 4.1.2 TCCO:20c</p> <p>Obj: Students will use imagination and creativity based on number recognition and counting activity.</p> <p>Activity: “10 Black Dots”</p> <p>Materials and Procedure: Will talk about the book “10 Black Dots” Will show cover and talk about</p>	<p>Standard: RF.PK.1.b,d TCCO: 16a, 17b</p> <p>Obj: Students will demonstrate knowledge of print</p> <p>Materials: smart board</p> <p>Activity: Whole group bookmaking</p> <p>Procedure: Ask students what they want to write about friends. Find a picture to go along. Have each</p>	<p>Standard: SL.PK.4 TCCO: 9a, 12a</p> <p>Obj: Students will answer questions using “WWWHWW”</p> <p>Materials: Paper set up with questions about story, book “Too Much Noise”</p> <p>Activity: Question answering skills chart</p> <p>Procedure: Students will be shown the cover of</p>

	screamed and cried. I didn't handle it well. This book "I Can Handle It" talks about ways to be mindful and deal with strong emotions. Will read the book, acting out emotions and using facial and movement cues. Will ask students to think of ways they can handle things if they are having a strong emotion. Will record responses.	story. Will read story, going over the words that rhyme with the other fruit. After reading, will discuss how no real words rhyme with orange but we can use made up words. Have students list made up words that they come up with that rhyme with orange. Will record answers and discuss how they all sound the same at the end of the word.	how the illustrator made a number 10 with the black dots. Will read story, focusing on written numbers and quantities. Will ask students what they think they can make with 1, 2, or 3 dots. Will then talk about how each student will receive a certain number of dots to make a piece of art during afternoon choice.	student dictate a sentence or two about the picture. Ask students to come up with a title for our story. Create a cover for our book and a title. Explain what an author is and that we all need to include our names. Have students guess whose name is being typed while I am typing it. Print it out.	the book. Will go over what the words "who what where when why how" mean and how to answer. Will ask questions about story and answer them on topic, stopping to explain why or why not is the correct answer for that type of question.
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Read Aloud					
11:40am-12:00pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 -alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 -Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front				
	OBJ: Students will retell main events and details of a familiar story. Standard: RL.PK.2 and 3 TCCO: 18a, 18c Book: Ferdinand (read 3) Procedure: Will ask students to recall the name of the story. Will turn book page and page and ask students to retell the	OBJ: Students will use picture clues to guess what a new story is about before it is read aloud Standard: RL.PK.6 TCCO: 17a Book: Pet Show Procedure: Will tell students that we are going to do something new today. We are going to	OBJ: Students will talk about facts they learned from a nonfiction book about pets Standard: RI.PK.2 TCCO: 18a Book: A Pet's Life: Rabbits Procedure: Will ask students if they think this is a fiction or nonfiction	OBJ: Students will learn about community helpers, the job they perform, and the tools they use in a nonfiction book Standard: RI.PK.2 TCCO: 18a, 18b Book: A Day in the Life of a veterinarian Procedure: Will go over fiction and nonfiction	OBJ: Students will recall the needs, habitats, and changes of animals Standard: Science 5.3.3, 5.3.4 TCCO: 9b,9c, 12a Book: Fish is Fish Procedure: Students will reread "Fish is Fish" by Leo Lionni. Will ask them to pay attention to the

	<p>story using words, movements, and sounds. Will go over vocabulary and ask what they mean. Will ask students how they think F felt was he was alone in the center of the ring?</p> <p>Materials: book</p>	<p>ONLY use the pictures to guess what the story is about. Will record their responses. Will then read the story and compare what we thought happened to what really happened in the story. Talk about how the pictures help us guess what is going on.</p> <p>Materials: book, chart paper, marker</p>	<p>book and explain their answer. Will go through book, reading important facts about taking care of a rabbit. Will point out new items and go over what they do and how the rabbit uses them.</p> <p>Materials: book</p>	<p>again. Will as students what they think this book is about and to recall the name of an animal doctor from morning meeting. Will go through book, reading what a vet does and how they are similar and different from people doctors. Will ask students to recall some things they learned about a vet after reading the book.</p> <p>Materials: book</p>	<p>changes they see and the habitats of the animals. After, will ask how the fish changed and how the tadpole changed. Will talk about life cycle of frog. Will show a short video clip of a tadpole turning into a frog and how it needed water at first but then could go on land.</p> <p>Materials: book, smart board, video clip</p>
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Story Time 2					
2:35pm-2:50pm	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>				
	<p>Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c</p> <p>Title: Guinea Pigs Add up</p> <p>Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public</p>	<p>Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c</p> <p>Title: Ferret Fun</p> <p>Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)</p>	<p>Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c</p> <p>Title: Wanted, The Perfect Pet</p> <p>Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books</p>	<p>Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c</p> <p>Title: Before You Were Mine</p> <p>Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)</p>	<p>Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c</p> <p>Title: The New Girl..and Me</p> <p>Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public</p>

	library)		from my public library)		library)

2:50pm-3:00pm	Afternoon Group Meeting				
	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5- sit close to teacher/assistant near the front				
	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual
DLL/ELL Focus: Use pictures/gestures/translations into home language/preread stories/one on one during ACT					
Wow! Experiences: Pet show and tell Friday (bring in your sick animal to take care of in the DP area)					
Family Partnerships: Bring in any pictures of pets you may have in your home or in your family.					
Vocabulary: veterinarian, groom, groomer, stethoscope, tidy, fierce, matador					

1-MNP

2-FB

3-NBA

4-RL

Week of: November 27-Dec 1st
 Teachers: Mrs. G. and Ms. Carolina

Study: Pets invest 3
 Focus Question: What do pets eat?

Story Time 1—Active Nursery Rhymes and movement					
8:35am-8:45am	Standard: RF.PK.2,a,b,c TCCO: 15abc				
	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration
	Nursery Rhyme or Poem: I have a little frog..	Nursery Rhyme or Poem: I have a little frog..	Nursery Rhyme or Poem: I have a little frog..	Nursery Rhyme or Poem: I have a little frog..	Nursery Rhyme or Poem: I have a little frog..

Morning Group Meeting					
Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front					
8:45am-9:05am	Monday	Tuesday	Wednesday	Thursday	Friday
	Question of the day	Question of the day	Question of the day	Question of the day	Question of the day
	What pets eat this?	Do all pets have teeth?	How many times a day do our pets eat?	What would happen if we fed our pets too much?	Do these teeth belong to a carn, herb, omni?
	<u>Greeting:</u> Get up and dance	<u>Greeting:</u> Where is..	<u>Greeting:</u> Get up and dance	<u>Greeting:</u> Where is..	<u>Greeting:</u> Get up and dance
<u>Discussion & shared writing:</u> What do pets eat? Record what students know. Display different kinds of pet foods (ziplock bags), students can pass around. Will put a picture of each pet that eats that type of food in					
<u>Discussion & shared writing:</u> Students will be asked to think about the pets they have at home and the pets that have visited and the pets in the class. Do they have teeth? Will look at pictures of animals with their mouths open to see					
<u>Discussion & shared writing:</u> How much do pets eat? Ask “I wonder how much food a dog eats in one day? Have cups for each student and a measuring spoon to scoop how much they think the dog					
<u>Discussion & shared writing:</u> How many times a week does our pet eat? Talk about the feeding amounts for a small fish. Show where it tells us how much and how often to feed the fish. Have students guess what would					
<u>Discussion & shared writing:</u> Introduce vocab herbivore, carnivore, omnivore. Show pictures of the teeth of animals and ask what type of food that animal eats. Ask why do you think carnivores/herbivores					

<p>the center. Students will describe what the food looks like and why they think the particular animal likes that food.</p> <p><u>Activity:</u> MM 77 Hello Bingo</p> <p><u>N&A:</u> Point out empty pet food containers in art for kids to make pet food for the pets in DP.</p> <p>Standard: SL.PK.4 TCCO:9A 9B</p> <p>OBJ: Students will use vocab and concepts learned through previous lessons to match food with animal.</p>	<p>which animals have teeth or not? Will ask a question. How do animals without teeth eat? Record student guesses. Will reveal answers</p> <p><u>Activity:</u> MM 74 Jack in the box</p> <p><u>N&A:</u> Explain that videos and photos of animals will be on the computer</p> <p>Standard: SCIENCE 5.1. 4 TCCO:11D</p> <p>OBJ: SWBAT make an educated guess based on prior knowledge.</p>	<p>should eat in one day. After all students make a guess, we will show the print out from the bag of the recommended amount. We will record the student's predictions and see who is closest to the recommendation.</p> <p><u>Activity</u> MM 80 hickory dickory dock</p> <p><u>N&A:</u> Tell that pet food that they made will be available to measure in the Disc area.</p> <p>Standard: MATH 4.3.2 TCCO:22</p> <p>OBJ: Students will compare amounts they measured with the actual recommended amount. Use math vocabulary</p>	<p>happen if we fed our pet too much? What would happen if we didn't feed our fish enough? Record responses</p> <p><u>Activity:</u> MM 56 I had a little nut tree</p> <p><u>N&A:</u> Ask students to look at the animal shelter and see if we need to add anything else</p> <p>Standard: L.Pk.1.d RI.PK.2 TCCO: 17a, 11c</p> <p>OBJ: Students will use print concepts to find information about feeding fish. Students will make connections about feeding based on prior lessons/information presented.</p>	<p>have such different teeth. Point out how carnivores have sharp long teeth and herbivores have short flat teeth. Show a rock and say that the herbivore teeth are flat like this. Use a staple remover to show sharp teeth.</p> <p><u>Activity:</u> MM 40 clap a friend's name</p> <p><u>N&A:</u> Explain that there will be a dog feeding game in the TG area</p> <p>Standard: science 5.3.3 TCCO:11d, 9b</p> <p>OBJ: Students will learn and understand the meaning of new vocab through the use of props, actions, and visuals.</p>
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Small Group

<p>9:05am-9:25am 1:45pm-2:05pm</p>	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>				
	<p>Standards: ATL 9.1.3- focus TCCO: 12a</p> <p>ITC LL18 What's Missing</p> <p>OBJ: Students will recall what objects are missing from a collection.</p> <p>group 1 5 objects. Will remove 1 at a time to check for ability to figure out what's missing. Will add more objects and take out 2 at a time if children are able to do so.</p> <p>group 2 8 items total. Removing objects 1 at a time to introduce game. Will then remove 2-3-4 objects to have students recall what is missing.</p> <p>group 3 10 items total.</p>	<p>Standard: math 4.1.3 TCCO: 20ac</p> <p>ITC M78 Math collage</p> <p>OBJ: use number concepts and operations</p> <p>group 1 Use cards 1-3 and let the child choose a card to count and trace. Invite him or her to count the correct number of items to match the number on the cards.</p> <p>group 2 Use cards to 10. let the child choose a card to count and trace. Invite him or her to count the correct number of items to match the number on the cards.</p> <p>group 3 choose card 1-20. let the child choose a card to count and trace.</p>	<p>Standards: Math 4.4.2 TCCO:21b</p> <p>ITC M20 I'm thinking of a shape</p> <p>OBJ: Students will name both 2-d and 3d shapes</p> <p>group 1 Talk about shapes. Have students find a matching shape from the collection in the center. Have students describe the shapes in their own words.</p> <p>group 2 Ask the child to describe the shapes presented and the everyday objects in their own words.</p> <p>group 3 Encourage child to describe shapes using their own words. Ask what objects look like</p>	<p>Standards: Math 4.1.4c TCCO:20b</p> <p>ITC M16 Show me 5</p> <p>OBJ: Students will use number concepts and operations</p> <p>group 1 Give students 10 items. Have the students count the items. Rearrange their groups and ask if it is still the same amount as before. Model when necessary</p> <p>group 2 -Have students count out 15 objects from pile of bears. Practice counting 1 for each bear. Have students split bears into 2 groups. Talk about amounts in each group and how they will equal 15.</p> <p>group 3 Have students count out 20 objects from pile of</p>	<p>Standards: RF.PK.1.d TCCO: 16a</p> <p>ITCLL21 Buried Treasures</p> <p>OBJ: Students will demonstrate knowledge of the alphabet</p> <p>group 1 Students will be in the sand area. Students will have the letters of their first names in the sand. Students will try to search for it. When they find it. They will identify it and go over the sound it makes together. Will add more letters after to search for.</p> <p>group 2 Students will find letters in the water table. Students will try to find the letters in their names. Students will put the letters back and keep finding letters, going</p>

	<p>Removing objects 1 at a time to introduce game. Will then remove 2-3-4 objects to have students recall what is missing.</p> <p>DOL: Students will play “What’s Missing” in Toys and Games and Discovery area using cups.</p>	<p>Invite him or her to count the correct number of items to match the number on the cards.</p> <p>DOL: Students will create number collages in the art area and put the correct amount in the labeled square in discovery area</p>	<p>the shapes presented. Go over the names of 3-d shapes and ask the same question</p> <p>DOL: Students will sort and match shapes. Students will fish for shapes in the water/sand area</p>	<p>bears. Practice counting 1 for each bear. Have students split bears into 2 groups. Talk about amounts in each group and how they will equal 20.</p> <p>DOL: Students will count and use numbers in the block area using chart. Students will quantify buttons in the art area.</p>	<p>over sounds and words that begin with those letters.</p> <p>group 3 Sand table. Students will be given 10 seconds to find as many letters as they can get using 1 hand and a spoon. They will put them in a bucket. Students will then name the letters they have. Will repeat until time allows.</p> <p>DOL: Students will search for letters in the sand and water area. Students will search for letters of their names on shapes in the Disc. area</p>
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<p>9:05am-10:20am 1:00pm-2:35pm</p>	Academic Choice	
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time. 4-Reinforce concepts from large group during play, visual cues, alerting cues</p>	
	<p>Art: Number collage (DOL) Button quantifying and gluing (DOL)</p> <p>Dramatic Play Area: Pretending to feed our pets Making food using playdoh</p> <p>Discovery Area: What's missing game (DOL) Matching numbers to quantities (DOL) Pictures of animals teeth</p> <p>Toys and Games: What's missing game (DOL) 2 and 3d shape drawing and matching (DOL)</p> <p>Blocks Area: Building towers using chart (DOL)</p>	<p>Music and Movement Area:</p> <p>Computer Area: Hamster bowling Shape songs</p> <p>Sand and Water Area: Fishing for shapes (DOL) Letter search (DOL)</p> <p>Library: Books about pets and how to take care of them from the public library</p>
Choice time intervention/reinforcement activities for IEP/PIRT students		
1: RL-what's missing using 1-3 objects		
2. MNP-what's missing using 2-4 objects		
3. NBA- what's missing using 5 objects		
4. FB- what's missing using 6 objects		
5. CW- refer to solution kit when necessary. Positive reinforcement		

10:20am - 11:00am	Outdoors Choice Time				
	Gym either in gym or outdoors with gym teacher Mrs. K and Ms. Carolina				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher

11:00am-11:15am	Whole Group Extensions				
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p> <p>Monday-Mindful Monday..We will focus on friendship, feelings, ways to work out problems, ways to calm down, yoga, meditation, etc.</p> <p>Tuesday-Literacy Activity</p> <p>Wednesday-Math Activity</p> <p>Thursday-Large Group Story Writing about focus question of the week.</p> <p>Friday-Questions/answer skills for the story of the week “Who what where when why how”</p> <p>**Subject to change based on calendar/special activities**</p>				
	<p>Standard: Soc Emo 0.4.6 Soc Emo 0.3.3 TCCO: 3b, 1a</p> <p>Obj: Students will learn ways to control strong emotions.</p> <p>Activity: Ways to Calm Down</p> <p>Materials and Procedure: Talk about a time when I was angry. I wanted to punch. Instead, I went to the park and rode my bike. Talk about how that is</p>	<p>Standard: RF.PK.1.d TCCO:16a</p> <p>OBJ: SWBAT demonstrate letter knowledge</p> <p>Activity: Counting Letters</p> <p>Procedure: Students will be shown an alliterative sentence. Students will work in pairs to count how many times they see a letter that is typed on the top of the phrase or sentence. Students</p>	<p>Standard: Math 4.1.2, 4.1.1 TCCO: 20c 20a</p> <p>Obj: Students will recognize written numbers on a dice and do the same amount of movements</p> <p>Activity: Roll em and hop</p> <p>Materials and Procedure: Students will take turns with a large die with numbers on it. Students will</p>	<p>Standard: RF.PK.1.b,d TCCO: 16a, 17b</p> <p>Obj: Students will demonstrate knowledge of print</p> <p>Materials: smart board</p> <p>Activity: Whole group bookmaking</p> <p>Procedure: Ask students what they want to write about friends. Find a picture to go along. Have each student dictate a sentence</p>	<p>Standard: SL.PK.4 TCCO: 9a, 12a</p> <p>Obj: Students will answer questions using “WWHWW”</p> <p>Materials: Paper set up with questions about story, book</p> <p>Activity: Question answering skills chart</p> <p>Procedure: Students will be shown the cover of the book. Will go over what the words “who</p>

	an active way to control a strong emotion. When I was sad, I went and painted a picture. That is a non-active way to calm down. Have students think of active and non active ways to calm down. Record answers. Talk about how we can do them at home and/or at school when we have a strong feeling	will move to a spot in the room with that number on it (4 cots each with diff't number. Will count together how many of the letters are there. Materials: sentence on board, cots labeled with numbers	name numbers and hop like a bunny for the number of times the die says. Will repeat until everyone has a chance.	or two about the picture. Ask students to come up with a title for our story. Create a cover for our book and a title. Explain what an author is and that we all need to include our names. Have students guess whose name is being typed while I am typing it. Print it out.	what where when why how” mean and how to answer. Will ask questions about story and answer them on topic, stopping to explain why or why not is the correct answer for that type of question.
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Read Aloud					
11:40am-12:00pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4-Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front				
	Standard: RL.PK.1 TCCO: 18a Book: The story of Ferdinand (1) Obj: Students will be introduced to the characters and the problem Procedure: Show cover. Talk about characters and the problem in the story. Ask students to pay close attention to how the	Standard: RF.PK.1d TCCO: 16a OBJ: SWBAT recognize letters of alphabet Book: R is for Rocket Procedure: wonder out loud “The book is titled R is for Rocket..I wonder what this book will be about? Point out letters and the names of students who begin with that letter.	Standard: RI.PK.2 TCCO: 18a OBJ: Students will read parts of information text to gain knowledge about pet care. Book: How to Care For: cats, dog, fish, hamsters Procedure: (will not read entire books, will skim through nonfiction books about how to care for pets)	Standard: RL.PK.3 TCCO: 18ac Book: The Story of Ferdinand (2) OBJ: students will recall setting, characters, prob and solutions from a familiar story. Procedure: Will ask who recalls the title. Ask students what the problem was. What was the	Standard: RF.PK.1.d TCCO: 16a OBJ: Students will recall letters and objects that the letter stood for in a familiar story. Book: R is for Rocket Procedure: Will go over letters and have students recall what the letters stood for using memory, visuals, or movement

problem is solved. Use gestures to point out vocab in story. Comment on characters actions. New vocab-bull, fierce, matador Ask recall questions at the end of the story. Talk about the how F must have been feeling	After reading have students try to recall what the letters stood for in the book, turning page by page.	Will go over what the pets need to be taken care of properly (habitat, food, grooming, ways to be handled, etc). Will ask students if these books are stories or not? Ask them to explain answers.	solution. Will have students go over vocab, introduce more vocab”bullfights, butt heads” asking them to use words or motions to explain the meaning.	cues. Will have students jump up when they see the letter of their first name
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Story Time 2					
2:35pm-2:50pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front				
	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c
	Title: Houdini was..	Title: The Fintastic Fishsitter	Title: There was an old lady who swallowed a shell	Title: Pet Shop	Title: Four Fur Feet
	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)

Afternoon Group Meeting					
2:50pm-3:00pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5- sit close to teacher/assistant near the front				
	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual
DLL/ELL Focus: Use pictures/gestures/translations into home language/preread stories/one on one during ACT					
Wow! Experiences: pet show and tell (stuffed animals/toys)					
Family Partnerships: Bring in some pet food if you have a pet,					
Vocabulary: pellets, hay, seeds, treats, carnivore, herbivore, omnivore					

- 1-MNP
- 2-FB
- 3-NBA
- 4-RL
- 5-CW

Week of: November 27-Dec 1st
 Teachers: Mrs. G. and Ms. Carolina

Study: Pets invest 3
 Focus Question: What do pets eat?

Story Time 1—Active Nursery Rhymes and movement					
8:35am-8:45am	Standard: RF.PK.2,a,b,c TCCO: 15abc				
	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration
	Nursery Rhyme or Poem: I have a little frog..	Nursery Rhyme or Poem: I have a little frog..	Nursery Rhyme or Poem: I have a little frog..	Nursery Rhyme or Poem: I have a little frog..	Nursery Rhyme or Poem: I have a little frog..

Morning Group Meeting					
8:45am-9:05am	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Question of the day What pets eat this?	Question of the day Do all pets have teeth?	Question of the day How many times a day do our pets eat?	Question of the day What would happen if we fed our pets too much?	Question of the day Do these teeth belong to a carn, herb, omni?
	<u>Greeting:</u> Get up and dance	<u>Greeting:</u> Where is..	<u>Greeting:</u> Get up and dance	<u>Greeting:</u> Where is..	<u>Greeting:</u> Get up and dance
	<u>Discussion & shared writing:</u> What do pets eat? Record what students know. Display different kinds of pet foods (ziplock bags), students can pass around. Will put a picture of each pet that	<u>Discussion & shared writing:</u> Students will be asked to think about the pets they have at home and the pets that have visited and the pets in the class. Do they have teeth? Will look at pictures of animals with	<u>Discussion & shared writing:</u> How much do pets eat? Ask “I wonder how much food a dog eats in one day? Have cups for each student and a measuring spoon to scoop how much	<u>Discussion & shared writing:</u> How many times a week does our pet eat? Talk about the feeding amounts for a small fish. Show where it tells us how much and how often to feed the fish. Have	<u>Discussion & shared writing:</u> Introduce vocab herbivore, carnivore, omnivore. Show pictures of the teeth of animals and ask what type of food that animal eats. Ask why do you think

<p>eats that type of food in the center. Students will describe what the food looks like and why they think the particular animal likes that food.</p> <p><u>Activity:</u> MM 77 Hello Bingo</p> <p><u>N&A:</u> Point out empty pet food containers in art for kids to make pet food for the pets in DP.</p> <p>Standard: SL.PK.4 TCCO:9A 9B</p> <p>OBJ: Students will use vocab and concepts learned through previous lessons to match food with animal.</p>	<p>their mouths open to see which animals have teeth or not? Will ask a question. How do animals without teeth eat? Record student guesses. Will reveal answers</p> <p><u>Activity:</u> MM 74 Jack in the box</p> <p><u>N&A:</u> Explain that videos and photos of animals will be on the computer</p> <p>Standard: SCIENCE 5.1. 4 TCCO:11D</p> <p>OBJ: SWBAT make an educated guess based on prior knowledge.</p>	<p>they think the dog should eat in one day. After all students make a guess, we will show the print out from the bag of the recommended amount. We will record the student's predictions and see who is closest to the recommendation.</p> <p><u>Activity</u> MM 80 hickory dickory dock</p> <p><u>N&A:</u> Tell that pet food that they made will be available to measure in the Disc area.</p> <p>Standard: MATH 4.3.2 TCCO:22</p> <p>OBJ: Students will compare amounts they measured with the actual recommended amount. Use math vocabulary</p>	<p>students guess what would happen if we fed our pet too much? What would happen if we didn't feed our fish enough? Record responses</p> <p><u>Activity:</u> MM 56 I had a little nut tree</p> <p><u>N&A:</u> Ask students to look at the animal shelter and see if we need to add anything else</p> <p>Standard: L.Pk.1.d RI.PK.2 TCCO: 17a, 11c</p> <p>OBJ: Students will use print concepts to find information about feeding fish. Students will make connections about feeding based on prior lessons/information presented.</p>	<p>carnivores/herbivores have such different teeth. Point out how carnivores have sharp long teeth and herbivores have short flat teeth. Show a rock and say that the herbivore teeth are flat like this. Use a staple remover to show sharp teeth.</p> <p><u>Activity:</u> MM 40 clap a friend's name</p> <p><u>N&A:</u> Explain that there will be a dog feeding game in the TG area</p> <p>Standard: science 5.3.3 TCCO:11d, 9b</p> <p>OBJ: Students will learn and understand the meaning of new vocab through the use of props, actions, and visuals.</p>
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Small Group

<p>9:05am-9:25am 1:45pm-2:05pm</p>	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>				
<p>Standards: ATL 9.1.3-focus TCCO: 12a</p> <p>ITC LL18 What's Missing</p> <p>OBJ: Students will recall what objects are missing from a collection.</p> <p>group 1 5 objects. Will remove 1 at a time to check for ability to figure out what's missing. Will add more objects and take out 2 at a time if children are able to do so.</p> <p>group 2 8 items total. Removing objects 1 at a time to introduce game. Will then remove 2-3-4 objects to have students recall what is missing.</p> <p>group 3</p>	<p>Standard: math 4.1.3 TCCO: 20ac</p> <p>ITC M78 Math collage</p> <p>OBJ: use number concepts and operations</p> <p>group 1 Use cards 1-3 and let the child choose a card to count and trace. Invite him or her to count the correct number of items to match the number on the cards.</p> <p>group 2 Use cards to 10. let the child choose a card to count and trace. Invite him or her to count the correct number of items to match the number on the cards.</p> <p>group 3 choose card 1-20. let the child choose a card</p>	<p>Standards: Math 4.4.2 TCCO:21b</p> <p>ITC M20 I'm thinking of a shape</p> <p>OBJ: Students will name both 2-d and 3d shapes</p> <p>group 1 Talk about shapes. Have students find a matching shape from the collection in the center. Have students describe the shapes in their own words.</p> <p>group 2 Ask the child to describe the shapes presented and the everyday objects in their own words.</p> <p>group 3 Encourage child to describe shapes using their own words. Ask</p>	<p>Standards: Math 4.1.4c TCCO:20b</p> <p>ITC M16 Show me 5</p> <p>OBJ: Students will use number concepts and operations</p> <p>group 1 Give students 10 items. Have the students count the items. Rearrange their groups and ask if it is still the same amount as before. Model when necessary</p> <p>group 2 -Have students count out 15 objects from pile of bears. Practice counting 1 for each bear. Have students split bears into 2 groups. Talk about amounts in each group and how they will equal 15.</p> <p>group 3 Have students count out</p>	<p>Standards: RF.PK.1.d TCCO: 16a</p> <p>ITCLL21 Buried Treasures</p> <p>OBJ: Students will demonstrate knowledge of the alphabet</p> <p>group 1 Students will be in the sand area. Students will have the letters of their first names in the sand. Students will try to search for it. When they find it. They will identify it and go over the sound it makes together. Will add more letters after to search for.</p> <p>group 2 Students will find letters in the water table. Students will try to find the letters in their names. Students will put the letters back and keep</p>	

	<p>10 items total. Removing objects 1 at a time to introduce game. Will then remove 2-3-4 objects to have students recall what is missing.</p> <p>DOL: Students will play “What’s Missing” in Toys and Games and Discovery area using cups.</p>	<p>to count and trace. Invite him or her to count the correct number of items to match the number on the cards.</p> <p>DOL: Students will create number collages in the art area and put the correct amount in the labeled square in discovery area</p>	<p>what objects look like the shapes presented. Go over the names of 3-d shapes and ask the same question</p> <p>DOL: Students will sort and match shapes. Students will fish for shapes in the water/sand area</p>	<p>20 objects from pile of bears. Practice counting 1 for each bear. Have students split bears into 2 groups. Talk about amounts in each group and how they will equal 20.</p> <p>DOL: Students will count and use numbers in the block area using chart. Students will quantify buttons in the art area.</p>	<p>finding letters, going over sounds and words that begin with those letters.</p> <p>group 3 Sand table. Students will be given 10 seconds to find as many letters as they can get using 1 hand and a spoon. They will put them in a bucket. Students will then name the letters they have. Will repeat until time allows.</p> <p>DOL: Students will search for letters in the sand and water area. Students will search for letters of their names on shapes in the Disc. area</p>
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<p>9:05am-10:20am 1:00pm-2:35pm</p>	Academic Choice	
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time. 4-Reinforce concepts from large group during play, visual cues, alerting cues</p>	
	<p>Art: Number collage (DOL) Button quantifying and gluing (DOL)</p> <p>Dramatic Play Area: Pretending to feed our pets Making food using playdoh</p> <p>Discovery Area: What's missing game (DOL) Matching numbers to quantities (DOL) Pictures of animals teeth</p> <p>Toys and Games: What's missing game (DOL) 2 and 3d shape drawing and matching (DOL)</p> <p>Blocks Area: Building towers using chart (DOL)</p>	<p>Music and Movement Area:</p> <p>Computer Area: Hamster bowling Shape songs</p> <p>Sand and Water Area: Fishing for shapes (DOL) Letter search (DOL)</p> <p>Library: Books about pets and how to take care of them from the public library</p>
Choice time intervention/reinforcement activities for IEP/PIRT students		
1: RL-what's missing using 1-3 objects		
2. MNP-what's missing using 2-4 objects		
3. NBA- what's missing using 5 objects		
4. FB- what's missing using 6 objects		
5. CW- refer to solution kit when necessary. Positive reinforcement		

10:20am - 11:00am	Outdoors Choice Time				
	Gym either in gym or outdoors with gym teacher Mrs. K and Ms. Carolina				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher

11:00am-11:15am	Whole Group Extensions				
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p> <p>Monday-Mindful Monday..We will focus on friendship, feelings, ways to work out problems, ways to calm down, yoga, meditation, etc.</p> <p>Tuesday-Literacy Activity</p> <p>Wednesday-Math Activity</p> <p>Thursday-Large Group Story Writing about focus question of the week.</p> <p>Friday-Questions/answer skills for the story of the week “Who what where when why how”</p> <p>**Subject to change based on calendar/special activities**</p>				
	<p>Standard: Soc Emo 0.4.6 Soc Emo 0.3.3 TCCO: 3b, 1a</p> <p>Obj: Students will learn ways to control strong emotions.</p> <p>Activity: Ways to Calm Down</p> <p>Materials and Procedure: Talk about a time when I was angry. I wanted to punch. Instead, I went to the park and rode my bike. Talk about how that is</p>	<p>Standard: RF.PK.1.d TCCO:16a</p> <p>OBJ: SWBAT demonstrate letter knowledge</p> <p>Activity: Counting Letters</p> <p>Procedure: Students will be shown an alliterative sentence. Students will work in pairs to count how many times they see a letter that is typed on the top of the phrase or sentence. Students</p>	<p>Standard: Math 4.1.2, 4.1.1 TCCO: 20c 20a</p> <p>Obj: Students will recognize written numbers on a dice and do the same amount of movements</p> <p>Activity: Roll em and hop</p> <p>Materials and Procedure: Students will take turns with a large die with numbers on it. Students will</p>	<p>Standard: RF.PK.1.b,d TCCO: 16a, 17b</p> <p>Obj: Students will demonstrate knowledge of print</p> <p>Materials: smart board</p> <p>Activity: Whole group bookmaking</p> <p>Procedure: Ask students what they want to write about friends. Find a picture to go along. Have each student dictate a sentence</p>	<p>Standard: SL.PK.4 TCCO: 9a, 12a</p> <p>Obj: Students will answer questions using “WWHWW”</p> <p>Materials: Paper set up with questions about story, book</p> <p>Activity: Question answering skills chart</p> <p>Procedure: Students will be shown the cover of the book. Will go over what the words “who</p>

	an active way to control a strong emotion. When I was sad, I went and painted a picture. That is a non-active way to calm down. Have students think of active and non active ways to calm down. Record answers. Talk about how we can do them at home and/or at school when we have a strong feeling	will move to a spot in the room with that number on it (4 cots each with diff't number. Will count together how many of the letters are there. Materials: sentence on board, cots labeled with numbers	name numbers and hop like a bunny for the number of times the die says. Will repeat until everyone has a chance.	or two about the picture. Ask students to come up with a title for our story. Create a cover for our book and a title. Explain what an author is and that we all need to include our names. Have students guess whose name is being typed while I am typing it. Print it out.	what where when why how” mean and how to answer. Will ask questions about story and answer them on topic, stopping to explain why or why not is the correct answer for that type of question.
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Read Aloud					
11:40am-12:00pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 -alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 -Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front				
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problem is solved. Use gestures to point out vocab in story. Comment on characters actions. New vocab-bull, fierce, matador Ask recall questions at the end of the story. Talk about the how F must have been feeling	After reading have students try to recall what the letters stood for in the book, turning page by page.	Will go over what the pets need to be taken care of properly (habitat, food, grooming, ways to be handled, etc). Will ask students if these books are stories or not? Ask them to explain answers.	solution. Will have students go over vocab, introduce more vocab”bullfights, butt heads” asking them to use words or motions to explain the meaning.	cues. Will have students jump up when they see the letter of their first name
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Story Time 2					
2:35pm-2:50pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front				
	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c
	Title: Houdini was..	Title: The Fintastic Fishsitter	Title: There was an old lady who swallowed a shell	Title: Pet Shop	Title: Four Fur Feet
	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)

Afternoon Group Meeting					
2:50pm-3:00pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5- sit close to teacher/assistant near the front				
	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual
DLL/ELL Focus: Use pictures/gestures/translations into home language/preread stories/one on one during ACT					
Wow! Experiences: pet show and tell (stuffed animals/toys)					
Family Partnerships: Bring in some pet food if you have a pet,					
Vocabulary: pellets, hay, seeds, treats, carnivore, herbivore, omnivore					

- 1-MNP
- 2-FB
- 3-NBA
- 4-RL
- 5-CW

Week of: November 13-17
 Teachers: Mrs. G. and Ms. Carolina

Study: Pets Investigation 2
 Focus Question: Where do pets live?

Story Time 1—Active Nursery Rhymes and movement					
8:35am-8:45am	Standard: RF.PK.2,a,b,c TCCO: 15abc				
	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration
	Nursery Rhyme or Poem: I have a friend..	Nursery Rhyme or Poem: I have a friend..	Nursery Rhyme or Poem: I have a friend..	Nursery Rhyme or Poem: I have a friend..	Nursery Rhyme or Poem: I have a friend..

Morning Group Meeting					
Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front					
8:45am-9:05am	Monday	Tuesday	Wednesday	Thursday	Friday
	Question of the day	Question of the day	Question of the day	Question of the day	Question of the day
	Would you rather sleep in a nest or a tank?	What kind of pet sleeps in a nest? *bird, hamster*	Which is the best type of home for this pet?	Which is the best type of home for this pet?	How many fish can comfortably live in this aquarium?
	Greeting: High 5's	Greeting: High 5's	Greeting: High 5's	Greeting: High 5's	Greeting: High 5's
<u>Discussion & shared writing:</u> Talk about how homes have certain features (bedrooms, bathrooms, etc) Have students talk about their homes. Record responses. Show the hermit crab tank. Talk					
<u>Discussion & shared writing:</u> Talk to students about their beds and bedding at home. Talk about how pets have different bedding as well. Show pictures of pets in their beds (hay, nests, sand,					
<u>Discussion & shared writing:</u> Bring the fish tank to the circle. Ask students to list pets that live in wire cages. Discuss the word “enclosure” and “aquarium”. Talk about how this animal lives in					
<u>Discussion & shared writing:</u> Show off nonfiction books about pet habitats. Ask “what are we doing to make sure our pet has what he needs in his habitat? Have students list features of pet habitats. Ask what they think the habitats would					
<u>Discussion & shared writing:</u> Talk about how there are different size centers in the classroom. Why do you think we need more space in some and less in others? Record responses. Talk about					

	<p>about how each pet has its own kind of home. (habitat). Look at HC habitat. What do we notice? Record responses to “What do we know about the habitats of pets?”</p> <p><u>Activity:</u> MM 6 This is the way</p> <p><u>N&A:</u> There will be pictures of animal habitats in the block area and TG area for you to create your own habitats for the animals.</p> <p>Standard: Science 5.3.3 TCCO:9a</p> <p>Obj: Students will use vocab learned in previous weeks to describe in details what they see.</p>	<p>straw, paper, etc). Have students talk to a friend about which bedding they would like to sleep in if they had to. Record responses.</p> <p><u>Activity:</u> MM35 My name too!</p> <p><u>N&A:</u> There will be materials to create a nest in the Art area today.</p> <p>Standard: Science 5.3.3 TCCO:9a</p> <p>Obj: Students will use vocab learned in lesson about types of animal bedding and discuss preference.</p>	<p>a tank, not a wire cage. Why does she need a tank? Why do they think some animals live in tanks and some live in enclosures? Talk to each other and bring it back to record responses as large group.</p> <p><u>Activity:</u> MM 93 Oh Dear, What can the Matter be?</p> <p><u>N&A:</u> Materials will be available in the Discovery area to write a story about our class pets.</p> <p>Standard: Science 5.3.2 TCCO: 10a 10 b</p> <p>Obj: Students will engage in back and forth conversations about a topic presented</p>	<p>look like if the animals lived in the wild? Show off books that show the natural habitats of pets. Ask students if they notice anything we can add to our fish/hermit crab tanks to make it look more like a natural habitat? Record responses.</p> <p><u>Activity:</u> MM5 Silly Willy Walking</p> <p><u>N&A:</u> The nonfiction books are going to be available in the yellow container by the morning meeting rug.</p> <p>Standard: Science 5.3.2 5.3.3 TCCO: 9a 9c</p> <p>Obj: Students will speak in complete sentences as modeled in previous lessons to describe observations</p>	<p>how the more people you have in a center the more space you will need. Show an empty fish tank or bowl. Have students guess how many plastic fish we can fit inside the tank. Record responses, talk about who is closest to the correct number.</p> <p><u>Activity:</u> MM85 Listen for your name</p> <p><u>N&A:</u> There will be rulers in the water area to measure the length of the fish.</p> <p>Standard: Math 4.1.1, 4.3.2 TCCO: 22a, 20a</p> <p>Obj: Students will guesstimate, count, and compare results of amount of fish guessed vs actual amount.</p>
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Small Group

<p>9:05am-9:25am</p> <p>1:45pm-2:05pm</p>	<p>Modification/Strategies</p> <p>1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>				
<p>Standard: RF.PK.3a TCCO: 15b</p> <p>Activity: ITC LL12 Same sound sort</p> <p>OBJ: SWBAT sort objects based on the beginning sound of the object.</p> <p>Procedures and materials:</p> <p>Group 1-Students will have 2 groups with the letter S and M. Students will go over the sounds together. Students will then go one by one with each object, sounding it out, and then placing it in the container that has the matching letter on it. Students will try to think of other words that begin with the S and M sound.</p> <p>Group 2- Students will</p>	<p>Standard: ATL 9.3.1 TCCO: 2c,3b</p> <p>Activity: ITC SE08 Group problem solving</p> <p>OBJ: SWBAT work together as a group to solve a problem</p> <p>Procedures and materials:</p> <p>Group 1-Students will be presented with a problem (It takes a long time for the girls and boys to wash their hands after lunch. It is getting in the way of our story time. What can we do to solve this problem? Record responses, prompt when needed. Repeat responses to model using complete sentences.</p> <p>Group 2 – Problem will</p>	<p>Standard: Math 4.3.2 TCCO: 22</p> <p>Activity: ITC M31 Lining it up</p> <p>OBJ: SWBAT compare and measure objects based on height, length.</p> <p>Procedures and materials:</p> <p>Group 1- Talk about how things can be arranged (smallest to largest) Give students 3 bears (small, med, large) and ask them to put them in order from small to large. Have students explain their choices and work together to correct anything that may need help. Have pictures of 3 objects in different sizes as a guide of small, med, large.</p>	<p>Standard: Math 4.3.2 TCCO: 22</p> <p>ITC: M34 Cover up</p> <p>Obj: Students will compare amounts of objects needed to cover up a specific area.</p> <p>Procedures and materials:</p> <p>Group 1- Invite students to pick a block out of a pile of diff't size blocks. Explain that we are going to cover the blocks using cubes. Model how I am going to cover my block with cubes. After, we will count how many cubes it took to cover our blocks. Why did some blocks take more cubes to cover?</p> <p>Group 2-Give students different size blocks. Explain that we are going to cover them like a blanket. What happens if</p>	<p>Standard: RF.PK.3a TCCO: 15b</p> <p>Activity: ITC LL12 Same sound sort</p> <p>OBJ: SWBAT sort objects based on the beginning sound of the object.</p> <p>Procedures and materials:</p> <p>Group 1-Students will have 2 groups with the letter S and M. Students will go over the sounds together. Students will then go one by one with each object, sounding it out, and then placing it in the container that has the matching letter on it. Students will try to think of other words that begin with the S and M sound.</p> <p>Group 2- Students will have 4 groups with the letter S,M, T, and R.</p>	

<p>have 4 groups with the letter S, M, T, and R. Students will go over the sounds together. Students will then go one by one with each object, sounding it out, and then placing it in the container that has the matching letter on it. Students will try to think of other words that begin with the S TRM sound.</p> <p>Group 3- Students will have 6 groups with the letter H, K, L, W, and E. Students will go over the sounds together. Students will then go one by one with each object, sounding it out, and then placing it in the container that has the matching letter on it. Students will try to think of other words that begin with the H, K, L, W, and E</p> <p>DOL: Students will sort based on initial sounds in the library area, music area, computer area, and art area.</p>	<p>be presented “Students continue to run in the classroom. What can we do to solve this problem? Record responses. Talk about which ones we can use and which ones we can’t. Model speaking in complete sentences. Talk about the importance of following this rule.</p> <p>Group 3-Talk about the rules in the classroom. Which one is broken most often? How can we fix it so that this rule is followed? Record responses, discussing why the rules are important and what happens if we don’t follow them.</p> <p>DOL: Students will stop other students who are breaking a rule and remind him/her why they need to follow the rule (safety, time, polite, etc)</p>	<p>Group 2-Explain how we can arrange things based on small to big, short to long, short to tall. Have students build a short tower and a tall tower. Have a picture example for them to follow if needed. Have them work ind or in partners to complete task.</p> <p>Group 3- Ask students how they think we can line the objects up (different length pipe cleaners). Have them try to figure out a way to do it. After, talk about how we can arrange them based on size (small to big, long to short, short to tall). Ask students to arrange each other from shortest to tallest</p> <p>DOL: Short and tall towers in the block area, long and short trains with linking cubes in the TG area, smallest to biggest animals in the disc area</p>	<p>the blanket is too small? Give students diff’t options to cover up the blocks. Talk about how the amount of objects is diff’t based on the size of the blocks. Have students compare and compare who had to most objects to cover and the least.</p> <p>Group 3-Students are given a long block each. Students are asked to cover it with whatever objects they want in the block area. Students will then discuss what they notice about the blocks and objects and amounts of objects it took to cover. Will go over amounts and why some had more objects and some had less. Will ask students what they could use to cover the blocks in the fewest amounts of objects and the most amounts of objects.</p> <p>DOL: Covering a shape drawn on a paper using foam shapes, stampers, or paint dotters in the art area. Covering different shapes in the TG area using cubes. Covering blocks in the block area</p>	<p>Students will go over the sounds together. Students will then go one by one with each object, sounding it out, and then placing it in the container that has the matching letter on it. Students will try to think of other words that begin with the S TRM sound.</p> <p>Group 3- Students will have 6 groups with the letter H, K, L, W, and E. Students will go over the sounds together. Students will then go one by one with each object, sounding it out, and then placing it in the container that has the matching letter on it. Students will try to think of other words that begin with the H, K, L, W, and E</p> <p>DOL: Students will sort based on initial sounds in the library area, music area, computer area, and art area.</p>	<p>Students will go over the sounds together. Students will then go one by one with each object, sounding it out, and then placing it in the container that has the matching letter on it. Students will try to think of other words that begin with the S TRM sound.</p> <p>Group 3- Students will have 6 groups with the letter H, K, L, W, and E. Students will go over the sounds together. Students will then go one by one with each object, sounding it out, and then placing it in the container that has the matching letter on it. Students will try to think of other words that begin with the H, K, L, W, and E</p> <p>DOL: Students will sort based on initial sounds in the library area, music area, computer area, and art area.</p>
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<p>9:05am-10:20am 1:00pm-2:35pm</p>	Academic Choice	
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time. 4-Reinforce concepts from large group during play, visual cues, alerting cues</p>	
	<p>Art: Beginning sound artwork (DOL) Covering space using materials (DOL) Making pets 3-D using Model Magic Making bedding for our pets</p> <p>Dramatic Play Area: Create a pet store *giving it a name*</p> <p>Discovery Area: Smallest to biggest arrangement of animals (DOL) Guestimation jar--fish(DOL)</p> <p>Toys and Games: Shortest to longest cube trains (DOL) Covering shapes using cubes (DOL)</p> <p>Blocks Area: Shortest to tallest block towers (DOL) Covering blocks with other blocks (DOL)</p>	<p>Music and Movement Area: Beginning sound bingo (DOL) Rhyming bingo</p> <p>Computer Area: Beginning sound songs on ABCmouse.com (DOL)</p> <p>Sand and Water Area: Sorting shells in sand by size</p> <p>Library: Sorting buckets and objects (DOL) Guestimation jar- shells (DOL)</p>
Choice time intervention/reinforcement activities for IEP/PIRT students		
1: RL-Have him read “Swimmy” to me in the library		
2. MNP-play dough pushing pulling ripping		
3. NBA- building towers with 20 blocks		
4. FB- Have FB retell me a book of her choice		

10:20am - 11:00am	Outdoors Choice Time				
	Gym either in gym or outdoors with gym teacher Mrs. K and Ms. Carolina				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher

11:00am-11:15am	Whole Group Extensions				
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p> <p>Monday-Mindful Monday..We will focus on friendship, feelings, ways to work out problems, ways to calm down, yoga, meditation, etc.</p> <p>Tuesday-Literacy Activity</p> <p>Wednesday-Math Activity</p> <p>Thursday-Large Group Story Writing about focus question of the week.</p> <p>Friday-Questions/answer skills for the story of the week “Who what where when why how”</p> <p>**Subject to change based on calendar/special activities**</p>				
	<p>Standard: Soc Emo 0.3.3 TCCO: 1a</p> <p>Obj: Students will learn basic yoga moves for calming down.</p> <p>Activity: Yoga Bunny</p> <p>Materials and Procedure: Read “Yoga Bunny” students will do movements as bunny does them, focusing on being quiet, calm, and breathing. Students will learn “child pose” as</p>	<p>Standard: RF.PK.2a TCCO:15a</p> <p>Obj: Students will fill in rhyming word when appropriate using visuals when needed.</p> <p>Activity: Pet Rhymes</p> <p>Materials and Procedure: Students will be read a short statement about a pet we have learned about. Students will attempt to fill in the rhyme based on their knowledge of</p>	<p>Standard: Math 4.1.2, 4.1.1 TCCO: 20c 20a</p> <p>Obj: Students will recognize written numbers on a dice and do the same amount of movements</p> <p>Activity: Roll em and hop</p> <p>Materials and Procedure: Students will take turns with a large die with numbers on it. Students will</p>	<p>Standard: SL.PK.4 TCCO:9a,12a</p> <p>Obj: Students will create a story based on the focus question of the week as a large group while answering on topic and speaking in complete sentences.</p> <p>Activity: We Are Authors!</p> <p>Materials and Procedure: Students will create a book about what we have learned about pets this</p>	<p>Standard: L.Pk.1.d TCCO:9a</p> <p>Obj: Students will answer questions based on “WWWWWH”</p> <p>Activity: Who, What, Where, When, Why, How!?</p> <p>Materials and Procedure: Chart paper with questions based on “I Wanna Iguana”. Students will answer questions ranging from recall using pics to</p>

	well.	the pet characteristics. Students will be given visuals to choose from if needed.	name numbers and hop like a bunny for the number of times the die says. Will repeat until everyone has a chance.	week. Students will contribute a sentence or 2 and pick a picture to illustrate the book.	higher order thinking questions based on a text that was read at least 3 times over a time period. Will go over what is expected when we ask a certain question. (ex: Where—a place, When--a time, etc)
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Read Aloud					
11:40am-12:00pm	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4-Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>				
	<p>Standard:RF.PK.1b TCCO:17b Book: I Wanna Iguana</p> <p>OBJ: SWBAT understand different forms of print (note writing)</p> <p>Procedure: Before-I wonder how the boy will try to convince his mom to get him an iguana.. During: Point out how the mother and son wrote notes back and forth explaining their reasons for and against the pet. After: Ask the students if you would have bought the boy the iguana based on his notes.</p>	<p>Standard:RL.PK.3 TCCO:18a</p> <p>Book: Pet shop Lullaby</p> <p>OBJ: SWBAT recall important facts about main characters of story, introduce new vocabulary.</p> <p>Procedure: Before: I wonder if all animals sleep during the night? During: Point out the use of a poem (lullaby) in the story). This poem rhymes. Remember that some poems rhyme and some do not. After: Recall which animals slept during the day and which animals</p>	<p>Standard:RL.PK.3 TCCO:18a</p> <p>Book: The birthday pet</p> <p>OBJ: SWBAT recall important facts about the main characters of story</p> <p>Procedure: Before: The title of the book is “the Birthday Pet” and there is a picture of a turtle on the cover..” During: While reading about the other animals his family bought him ask “ why didn’t Danny like this pet?” After: Ask students to recall the reasons why Danny thought the turtle</p>	<p>Standard: RL.PK.7 TCCO:18c</p> <p>Book: I Wanna Iguana</p> <p>OBJ: SWBAT recall characters, events, and settings of a story</p> <p>Procedure: Before: Does anyone remember how the boy convinced his mom to get him the iguana? What did he do? (write notes). Reread story, going over vocab and asking students questions about main events, setting, problems and solutions.</p> <p>Materials: book</p>	<p>Standard:RL.PK.7 TCCO:18c</p> <p>Book: The birthday pet</p> <p>OBJ: SWBAT recall important facts about the main characters of story</p> <p>Procedure: Before: The title of the book is “the Birthday Pet” and there is a picture of a turtle on the cover..” During: While reading about the other animals his family bought him ask “ why didn’t Danny like this pet?” After: Ask students to recall the reasons why Danny thought the turtle</p>

	Materials: Book	slept at night. Introduce word “nocturnal”.	was the perfect birthday pet for him.		was the perfect birthday pet for him.
		Materials: book	Materials: book		Materials: book

Story Time 2					
2:35pm-2:50pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front				
	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c
	Title: Students choice from books from public library Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Title: Students choice from books from public library Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Title: Students choice from books from public library Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Title: Students choice from books from public library Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)	Title: Students choice from books from public library Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text. (Books from my public library)

Afternoon Group Meeting					
2:50pm-3:00pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front				
	Review highlights of the day/talk about what we are	Review highlights of the day/talk about what we are	Review highlights of the day/talk about what we are	Review highlights of the day/talk about what we are	Review highlights of the day/talk about what we are

	doing tomorrow/end with a goodbye song/poem or closing ritual	doing tomorrow/end with a goodbye song/poem or closing ritual	doing tomorrow/end with a goodbye song/poem or closing ritual	doing tomorrow/end with a goodbye song/poem or closing ritual	doing tomorrow/end with a goodbye song/poem or closing ritual
DLL/ELL Focus: Use pictures/gestures/translations into home language/preread stories/one on one during ACT					
Wow! Experiences: Meeting the Bearded dragon this week.					
Family Partnerships:					
Vocabulary: habitat, cage, aquarium, nest, bedding, tank, hutch					

1-MNP

2-FB

3-NBA

4-RL

5-MNP,NBA,RL,FB

Week of: Nov 6-8
 Teachers: Mrs. G. and Ms. Carolina

Study: Pets: Invest 1
 Focus Question: What kinds of animals are pets?

Story Time 1—Active Nursery Rhymes and movement					
8:35am-8:45am	Standard: RF.PK.2,a,b,c TCCO: 15abc	Standard: RF.PK.2,a,b,c TCCO: 15abc	Standard: RF.PK.2,a,b,c TCCO: 15abc		
	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration	Obj: Students will be able to produce or copy rhymes, separate words and/or syllables using movements, and use and recognize alliteration		
	Nursery Rhyme or Poem: Bingo	Nursery Rhyme or Poem: Bingo	Nursery Rhyme or Poem: Bingo		

Morning Group Meeting					
Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front					
8:45am-9:05am	Monday	Tuesday	Wednesday	Thursday	Friday
	Question of the day Do all pets have tails?	Question of the day Which pet do you like the best?	Question of the day Which kind of animal makes a safe pet?	Question of the day	Question of the day
	Greeting: Where is??	Greeting: Where is??	Greeting: Where is??		
	Discussion and shared writing: Show a picture of a bird. Describe the parts of the bird. Talk about other characteristics of animals of pets (tails, wings, feather, whiskers, fins, etc) Talk about how these are characteristics of animals.	Discussion and shared writing: What animal could be under the sheet? Have students guess based on knowledge of pets and their characteristics. Record responses. Unveil pet (gerbil) and have students talk about its characteristics of the	Discussion and shared writing: Review what we learned about pets and their characteristics. Ask if there is anything new they would like to learn about pets? Record responses. Activity: MM 89 We		

	<p><u>Activity:</u> MM 67 Let's stick together</p> <p><u>N&A:</u> There will be animal pictures in the Discovery area to sort. There will be pet accessories in the DP area for our pets.</p> <p>Standard:SL.PK.4 TCCO: 9a, 12b</p> <p>Obj: Students will use prior knowledge of animals to talk about characteristics. Students will learn new vocab about characteristics of animals.</p>	<p>animal and its habitat.</p> <p><u>Activity:</u> MM 44 Two Plump Armadillos</p> <p><u>N&A:</u> Today we will create a sign for our DP Pet store.</p> <p>Standard: ATP 9.3.3 TCCO: 9a, 9b, 9c</p> <p>Obj: Students will defend their responses of what kind of pet could be under the sheet based on information we have learned so far.</p>	<p>Like Clapping</p> <p><u>N&A:</u> We will be writing to an animal shelter asking if someone can come speak to our class about pets today.</p> <p>Standard: ATL 9.4.2 TCCO: 12a</p> <p>Obj: Students will speak in complete sentences, making connections between ideas and questions they may still have.</p>		
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Small Group

<p>9:05am-9:25am</p> <p>1:45pm-2:05pm</p>	<p>Modification/Strategies</p> <p>1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4-Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>				
<p>Standard: math 4.4.1 TCCO:21a</p> <p>Activity: ITC M51 Can you find it?</p> <p>OBJ:SWBAT explore spatial relationships and positional words</p> <p>Procedures & Materials: Group 1-Students will sit in the library area. We will go over positional words and actions, using hands and each other to model the positional words. Students will then be given an instruction to find something in the area. Students will take turns trying to give directions using positional words and guessing what the object is.</p> <p>Group 2-TG area. Students will have bears and blocks. Students will create structures and follow directions based on positional words. Students</p>	<p>Standard: math 4.3.1 TCCO:22</p> <p>Activity: ITC M26 Huff and Puff</p> <p>OBJ: SWBAT compare and measure distance</p> <p>Procedures and materials: puffs, straws, tape, diff't balls</p> <p>Group 1: Will talk about far and near. Will model using our bodies. Will explain the game, students trying to get the large puff ball closest to the line. Students will each take a turn. We will talk about closest and farthest from the line.</p> <p>Group 2-Will talk about distance and the rules of the game. Students will try to blow a small puff ball closest to the line. Will compare closest,</p>	<p>Standard: math 4.1.2 TCCO: 20abc</p> <p>Activity: ITC M611 Graphing</p> <p>OBJ: SWBAT will count, compare, and write numbers</p> <p>Procedures and materials:</p> <p>Group 1-Will have pictures of cats, dogs, and birds. Will have 6 dogs, 8 birds, and 10 cats. Students will add an X to the section of the graph every time they pick that animal from the pile. Will count up the totals, write numbers, and talk about which has more, less, or equal. Will practice counting 1-10</p> <p>Group 2- Will have pictures of cats, dogs, and birds. Will have 12</p>			

	<p>will then create their own positional word display and discuss it with the group</p> <p>Group 3: Students will create a drawing representation of the classroom. Students will pick an object or a center and draw a picture of how you would get there from where we are.</p> <p>DOL: Students will create habitats for pets using positional words in the art area, blocks, and toys and games area.</p>	<p>farthest, and equal.</p> <p>Group 3-Students will discuss distance and try to show far and near. Students will be explained that we want to get the ball as closest to the line as possible. Will give students different size puffs and ask what they think effects the distance the puffs go.</p> <p>DOL: Students will blow paint across paper to a line. Students will blow boats with a straw to a line. Students will play Huff and Puff in TG area.</p>	<p>dogs, 15 birds, and 13 cats. Students will add an X to the section of the graph every time they pick that animal from the pile. Will count up the totals, write numbers, and talk about which has more, less, or equal. Will practice counting 1-15</p> <p>Group 3- Will have pictures of cats, dogs, and birds. Will have 17 birds, 16 cats, and 20 dogs. Students will add an X to the section of the graph every time they pick that animal from the pile. Will count up the totals, write numbers, and talk about which has more, less, or equal. Will practice counting 1-20</p> <p>DOL: Students will make a graph in the Disc area of characteristics of pets (wings, fins, tails) using white board. Students will graph what pets they have at home in the DP area.</p>		
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<p>9:05am-10:20am 1:00pm-2:35pm</p>	Academic Choice	
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time. 4-Reinforce concepts from large group during play, visual cues, alerting cues 5-inform of transitions before, use solution kit.</p>	
	<p>Art: Blow art comparing distance (DOL) Pet habitat drawings with positional words (DOL)</p> <p>Dramatic Play Area: Graphing pets we have at home (DOL)</p> <p>Discovery Area: Pet characteristic graph (DOL)</p> <p>Toys and Games: Creating pet habitats and placing pets based on positional cards (DOL) Huff and Puff distance game (DOL)</p> <p>Blocks Area: Creating pet habitats and placing pets based on positional cards (DOL)</p>	<p>Music and Movement Area: Animal song cd</p> <p>Computer Area: Hamster bowling on ABC mouse (DOL) number recognition</p> <p>Sand and Water Area: Blowing boats distance (DOL)</p> <p>Library: Books about pets (fiction and nonfiction)</p> <p>Writing: Writing letters to the animal shelter for a visitor to come in</p>
Choice time intervention/reinforcement activities for IEP/PIRT students		
1: RL-go over characteristics of pets using stuffed animals		
2. MNP-read a short story about pets and ask focus questions based on pictures		
3. NBA- following directions drawing a picture of her favorite pet		
4. FB-Play rhyming game in library		
5.CW-read a short story with her individually.		

10:20am - 11:00am	Outdoors Choice Time				
	Gym either in gym or outdoors with gym teacher Mrs. K and Ms. Carolina				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Prep/PLC for Teacher	Prep/PLC for Teacher	Prep/PLC for Teacher		

11:00am-11:15am	Whole Group Extensions				
	<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2- alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4- Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p> <p>Monday-Mindful Monday..We will focus on friendship, feelings, ways to work out problems, ways to calm down, yoga, meditation Tuesday-Literacy Activity Wednesday-Math Activity Thursday-Large Group Story Writing about focus question of the week. Friday-Questions/answer skills for the story of the week “Who what where when why how” **Subject to change based on calendar/special activities**</p>				
	Standard: Soc emo 0.4.6 TCCO: 3a, 3b	Standard: Math 4.4.1 TCCO:21a	Standard: SL.PK.4 TCCO:9a,12a		
	Obj: Students will review problem solving techniques to use in the classroom.	Obj: Students will follow and use positional word directions during a large group activity	Obj: Students will create a story based on the focus question of the week as a large group while answering on topic and speaking in complete sentences.		
	Activity: Reviewing the Problem Solving Kit	Activity: Positional Word Simon Says	Activity: We Are Authors!		
	Materials and Procedure: Problem solving kit pictures. Students will go over pictures of problem solving techniques. Students will talk about what technique they can	Materials and Procedure: Positional words on board. Will go over different positional words. Will play simon says based on positions. Will have students be	Materials and Procedure: Students will create a book about what we have learned about pets		

	use for a problem acted out by teacher and student.	the leader and use the positional words to direct others.	this week. Students will contribute a sentence or 2 and pick a picture to illustrate the book.		
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Read Aloud					
<p>Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2-alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3- short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4-Reinforce concepts from large group during play, visual cues, alerting cues 5-sit close to teacher/assistant near the front</p>					
11:40am-12:00pm	<p>Book: Swimmy OBJ:SWBAT learn new vocabulary</p> <p>Standard: RL.PK.4 TCCO: 18a</p> <p>Procedure: Before: introduce characters and the problem. During: Introduce & explain vocab (school of fish, g, darting, fierce, swift, medusa) After: Ask: Why do you think Swimmy tells the new school of fish hiding in the rocks that they need to go swim and play and see things?</p> <p>Materials: Swimmy</p>	<p>Book: Swimmy OBJ:SWBAT recall vocabulary from previous read aloud</p> <p>Standard: RL.PK.4 TCCO: 18c</p> <p>Procedure: : Before: recall characters and what happened. During: Review vocabulary. After: Ask “The little fish trust Swimmy a lot to listen to his idea of swimming together. Who are some people you trust to have good ideas?</p> <p>Materials: Swimmy</p>	<p>Book: Swimmy OBJ:SWBAT : recall main characters and plot</p> <p>Standard:RL.PK.3 TCCO: 18c</p> <p>Procedure: Before: Ask students to remind you of main characters and what happened in the story. During: expland vocab (marvel, forest, sea anemones, gulp, escaped) After : Ask :I wonder what would have happened to Swimmy if he had not kept swimming and going through the different parts of the sea. What do you think? And “Do you think the new school of fish would have left their hiding spot if they never met Swimmy? Materials: Swimmy</p>		

Story Time 2				
2:35pm-2:50pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front			
	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c Title: Pink Little Pig Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text.	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c Title: Gilbert Goldfish Wants a Pet Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text.	Standard:RL.PK.3, RL.PK.10, L.PK.1 TCCO:18a, 18c, 9a, 9c Title: Tom Cat Obj: Students will interact with a new story by answering questions and using complete sentences. Students will begin to use vocabulary learned from the text.	

Afternoon Group Meeting				
2:50pm-3:00pm	Modification/Strategies 1 repeat directions, have him repeat directions, allow extra time to respond, alerting cues, immediate feedback, little time pressure 2 - alerting cues, visuals, frequent feedback, short instructions, extra time for response, hands-on learning, repeat directions/have student repeat directions 3 - short instructions, visuals, one task at a time, non verbal cues, 2 fingers on lips and touch ears to listen. 4 - Reinforce concepts from large group during play, visual cues, alerting cues 5 -sit close to teacher/assistant near the front			
	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	Review highlights of the day/talk about what we are doing tomorrow/end with a goodbye song/poem or closing ritual	
DLL/ELL Focus: Use pictures/gestures/translations into home language/preread stories/one on one during ACT				
Wow! Experiences: Pet visitor (gerbil or lizard)				
Family Partnerships: pictures of pets from home.				
Vocabulary: various parts of animals, various names of different animals that are pets				

1-MNP, 2-FB, 3-NBA, 4-RL, 5-CW