

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 | | | | | |
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| 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 | | | | | |
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| 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... |
| <p><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.</p> <p><u>Sharing:</u> **New Pet brought**Students using observational skills, learn new vocabulary, and talking about scientific characteristics of animals**Talk about</p> <p><u>Sharing:</u> **Introducing new pet using critical thinking skill** <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</p> <p><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.</p> <p><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> | | | | | |

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| | <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>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 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>pairs and then Record responses. Go over responses and ask students to give a thumbs up/down if they 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

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| 9:05am-9:25am | Modification/Strategies |
| 1:45pm-2:05pm | 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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| <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 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</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 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</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 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>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 students to identify the # of bounces. When all students have gone, compare which ball bounced the most, fewest.</p> |
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| | <p>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>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>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>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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| Academic Choice | | |
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| <p>9:05am-10:20am 1:00pm-2:35pm</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> | |
| | <table border="1"> <tr> <td data-bbox="268 1052 1142 1490"> <p>Art: Fingerpainting our names (DOL) Drawing our friends (DOL)</p> <p>Dramatic Play Area: 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> </td> <td data-bbox="1142 1052 2022 1490"> <p>Music and Movement Area: Bouncing and counting different size balls (DOL)</p> <p>Computer Area: Counting games on ABCmouse.com (DOL) Pet games on Abcmouse.com</p> <p>Sand and Water Area: Magnetic fishing game-Counting Shells in sand table search and count</p> </td> </tr> </table> | <p>Art: Fingerpainting our names (DOL) Drawing our friends (DOL)</p> <p>Dramatic Play Area: 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> |
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| | <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>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 |
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| 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 |

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| 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 |

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| 11:00am- 11:15am | Whole Group Extensions | | | | |
| | <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-</p> | | | | |

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| <p>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 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 student.</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 what is expected when we ask a certain question. (ex: Where—a place, When---a time, etc)</p> |

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| <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) 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. (show nonfiction books as well for more pet review)</p> <p>Materials: paper, writing materials, books</p> |

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| 2:35pm-2:50pm | Story Time 2 | | | | |
| | <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: My Dog Spot</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: Matilda's Cat</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: My Crocodile Does Not Bite</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 Birthday 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 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 True Story of Stellina</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> |

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| 2:50p m- 3:00p | Afternoon Group Meeting | | | | |
| | Modification/Strategies | | | | |

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| | 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