

Times:	Monday 10/19 Week 3	Tuesday 10/20 Week 3	Wednesday 10/21 Week 3
7:55 a.m.	Doors open. Welcome! Folders out on Tables and backpacks away		
8:00 a.m.	Tardy Bell-- Students place Communication "Sparky" folders on their table, Channel 5 ITV-WSPE Panther News: Pledge, Song, Menu, Announcem		
8:00 a.m.	Opening Circle: Table of the day for calendar, jobs, birthdays, body count, calendar math, Review day's schedule, story		
Instructional Focus	Letter: All (Aa); Color: White; Math: Ch 3. Represent, Count, and Write numbers 6-9; Manipulatives as needed Magic Words: I, can, me, like; and Poems of the Week: "Scarecrow" "Aa is for" "White is..." Social Science: Living/Non-Living Things and Needs and Wants Character Education: Responsibility		
Florida State Standards & Depth of Knowledge Freedom Week!	Reading- How do our senses help us learn about the world? DOK 1&2 Beginning Sounds: Sight Word: see, and, I, like, the Writing Prompt: How can you use your senses to learn about the world? DOK 1&2 Math: How can you represent, count, and write numbers 6 to 9? DOK 1&2 Science: What are living things? DOK 1&2 Social Studies: How can you tell the difference between what is a need and what is a want? Can a need also be a want? DOK 1 & 2		
8:10 a.m.	Whole Group	Whole Group	Whole Group
8:40 a.m.	Reading Workshop:	Reading Workshop:	Reading Workshop:
Journeys Reading Series: Unit 2 Lesson 1 How do our senses help us learn about the world? ESOL Strategies refer to Matrix: (B1, B2, B3, B4, B5, B6, B7, B8, B9, C13, G10)	Opening Routines: T12-13 DOK 1 Phonological Awareness High Frequency Word Vocabulary Boost Oral Vocabulary: T22 Phonemic Awareness: T24 DOK 1 Letter Names: Letter Aa, T24-25 DOK 1 Words to Know: T26-27 DOK 1 Model Fluency: T14 (DOK 1) Read Aloud: <i>Listen, Listen</i> , T14-21 Think Through the Text DOK 2 Respond to the Read Aloud Book: T22-23 LAFS.K.RL.2.5, LAFS.K.RI.3.7, LAFS.K.RF.1.1, LAFS.K.RF.2.2, LAFS.K.RF.3.3, LAFS.K.RF.4.4	Opening Routines: T30-31 DOK 1 Phonological Awareness High Frequency Word Vocabulary Boost Phonemic Awareness: T32 DOK 1 Letter Names: Letter Aa, T32-33 DOK 1 Words to Know: T35 DOK 1 Introduce the Big Book: T34-35 Think Through Text: T36-41 DOK 2 Read the Big Book, My Five Senses Model Fluency: T36 (DOK 1) Respond to the Big Book: T42-43 DOK 2 LAFS.K.RL.2.5, LAFS.K.RI.3.7, LAFS.K.RF.1.1, LAFS.K.RF.2.2, LAFS.K.RF.3.3, LAFS.K.RF.4.4	Opening Routines: T46-47 DOK 1 Phonological Awareness High-Frequency Words Vocabulary Boost Phonemic Awareness: T48 DOK 1 Letter Names: Letter Aa, T48-49 DOK 1 Phonics and Fluency: T50 DOK 2 Read the Student Book: "Aa" T51 DOK 2 Dig Deeper: T52-53 How to analyze the text Reread the Big Book Your Turn: T54 DOK 2 Enrich Vocabulary: T55 DOK 2 LAFS.K.RL.2.5, LAFS.K.RI.3.7, LAFS.K.RF.1.1, LAFS.K.RF.2.2, LAFS.K.RF.3.3, LAFS.K.RF.4.4
8:40- 10:00 a.m.	Reading Groups: 3 groups daily (see additional plans) DOK-1&2 *Literacy Centers: See blue chart for one center rotation daily for each reading group. Rotate names at the end of the day. Seatwork: P-Identify color White D-label; M-sentences	Reading Groups: 3 groups daily (see additional plans) DOK-1&2 *Literacy Centers: See blue chart for one center rotation daily for each reading group. Rotate names at the end of the day. Seatwork: Identify sight word "see" label/sentences	Reading Groups: 3 groups daily (see additional plans) DOK-1&2 *Literacy Centers: See blue chart for one center rotation daily for each reading group. Rotate names at the end of the day. Seatwork: P-Identify Beginning sound /Aa/ D-label; M-sentences
	Bathroom and drinks as needed in our classroom. (Remind Students to go!)		
10:00-10:42 a.m.	Writers & Handwriting Workshop: Grammar: T28 Sensory Words Informative Writing: T29 Descriptive Sentences DOK 1&2 DOK 2 LAFS.K.W.1.3	Writers & Handwriting Workshop: Grammar: T44 Sensory Words Informative Writing: T45 Descriptive Sentences DOK 1&2 LAFS.K.W.1.3	Writers & Handwriting Workshop: Grammar: T56 Sensory Words Informative Writing: T57 Descriptive Sentences Focus Trait: Word Choice DOK 1&2 Focus Trait: Ideas (DOK 2) LAFS.K.W.1.3
10:42-11:12 a.m.	LUNCH	LUNCH	LUNCH
11:12-11:30 a.m.	Midday Circle: Stories, poems, weather, Math Problem of the Day, Vocabulary drill, songs, stretches, D4,		
11:30 am-12:00 pm	Recess/ Self-initiated Centers: Playground; Literacy/Play and Assessments. Begin with Table of the Day.(exercises, dances, playtime) E9,F13,F7		
12:00 - 12:30 p.m.	Science: Unit 1/Lesson 2 Pages- 5-8 EQ: How do we use our five senses? Learning Objective: I can use my five senses Voc. See, hear. Touch, taste, smell SC.K.N.1.1-1.4, SC.K.P.8.1, SC.K.14.1 DOK1 & DOK 2	Science: Interactive Notebook Follow up activity EQ: How do we use our five senses? Learning Objective: I can use my five senses Voc. See, hear. Touch, taste, smell SC.K.N.1.1-1.4, SC.K.P.8.1, SC.K.14.1 DOK1 & DOK 2	Social Studies: Social Science: DOK 1&2 Let's Find Out magazine on SS.K.C.1.1, SS.K.C.1.2 DOK 2
12:30-1:00 pm	Art: with Mrs. Gonzalez in the Art Room	Art: with Mrs. Gonzalez in the Art Room	Art: with Mrs. Gonzalez in the Art Room
1:00-1:45 p.m.	Math Workshop: Ch 3 Introduction/3.1 EQ: How can building and comparing sets help you compare numbers? Learning Goal: I can tell if a set is more, less, or the same when I match and count them. OBJ: Compare Numbers to 5 Vocabulary: same number, compare, match, greater, more, less, fewer, one, two, three, four, five MAFS.K.CC.3.6 DOK 2	Math Workshop: Ch. 3.2 TE- 93-96 Vocabulary: Six EQ: How can you count and write 6 with words, and numbers? Learning OBJ: I can count and write numbers with words and numbers MAFS.K.OA.1.3 DOK 1	Math Workshop: Ch. 3.3 TE-97-100 Vocabulary: seven EQ: how can you show and count 7 objects? Learning OBJ: I can show and count 7 objects. MAFS.K.CC.1.3, MAFS.K.C.C.2.4. a.b.c DOK 1
1:45 p.m.	Closing Circle: Evaluate, distribute work/Communication folders, review homework, menu, Daily Dismissal Routine: Students wear dismissal tags as needed. D4		
2:00 p.m.	Dismissal: At 1:55 p.m. Bus Riders- picked-up from Kindergarten hallway corner. East Walkers- to Door F and east gate. Aftercare- to pavilion. West Walkers to Door E and west gate. Car Riders- to cafeteria.		

Times:	Thursday 10/22 Week 3 EARLY RELEASE	Friday 10/23 Week 3	
7:55 a.m.	Doors open. Welcome! Folders out on Tables and backpacks away		
8:00 a.m.	Tardy Bell> Students place Communication "Sparky" folders on their table. Channel 5 ITV-WSPE Panther News: Pledge, Song, Menu, Announcements.		
8:00 a.m.	Opening Circle: Table of the day for calendar math, menu, jobs, birthdays, body count. Review day's schedule		
Instructional Focus	<u>Letter:</u> All (Aa); <u>Color:</u> White; <u>Math:</u> Ch 3. Represent, Count, and Write numbers 6-9; Manipulatives as needed <u>Magic Words:</u> I, can, me, like; and <u>Poems of the Week:</u> "Scarecrow" "Aa is for" "White is..." <u>Social Science:</u> Living/Non-Living Things and Needs and Wants <u>Character Education:</u> Responsibility		
Florida State Standards & Depth of Knowledge	Reading- How do our senses help us learn about the world? DOK 1&2 Beginning Sounds; Sight Word: see, and, I, like, the Writing Prompt: How can you use your senses to learn about the world? DOK 1&2 Math: How can you represent, count, and write numbers 6 to 9? DOK 1&2 Science: What are living things? DOK 1&2 Social Studies: How can you tell the difference between what is a need and what is a want? Can a need also be a want? DOK 1 & 2		
Freedom Week!			
8:10 a.m.	Whole Group	Whole Group	ESOL STUDENTS:
8:40 a.m.	Reading Workshop:	Reading Workshop:	-A1-LY
Journeys	Opening Routines: T58-60	Opening Routines:	-B2-LY
Reading	Phonological Awareness	Extend the Topic:	-B1-LY
Series:	High Frequency Word- like	Independent Reading	A2-LY
Unit 2 Lesson 1	Vocabulary Boost	Extend the Topic:	-A2-LY
How do our senses help us learn about the world?	Words to Know: T60-70		A1-LY
ESOL Strategies refer to Matrix:	Fluency: T60 DOK 1		-A1-LY
(B1, B2, B3, B4, B5, B6, B7, B8, B9, C13, G10)	Pause for Punctuation		
	Read the Student Book: T60-71 "I See," DOK 2		SPEECH STUDENTS:
	Vocabulary Strategies: T61 DOK 2		
	Context Clues		LITERACY CENTERS
	Connect to the Topic: T62-64 DOK 2		1. Listening Station: Story-Apple Farmer Annie- events in the story
	Read Poems About Senses"		2. Art Center: Aa is for 5 Ants Marching. _____ said, I see 5 ants march.
	Compare Texts, T65 DOK 2		3. Writing Center: How can use senses to learn about the world? Learning Center /Complete activity
	LAFS.K.RL.2.5, LAFS.K.RI.3.7, LAFS.K.RF.1.1, LAFS.K.RF.2.2, LAFS.K.RF.3.3, LAFS.K.RF.4.4		4. Computers: I-Ready or Starfall Numbers on cards in colored baskets
8:40-10:00 a.m.	*Literacy Centers: DOK-1&2	*Literacy Centers:	
Finish after Lunch Break	1. Picture Dictionary-Letter Aa		
	2. Rainbow Book - White page A9-12		
	3. Literacy Journal-Alligator Baby		
	4. Poetry Journal- "Scarecrow"		
	Bathroom and drinks as needed in our classroom. (Remind Students to go!)		
10:00-10:39 am.	Grammar: T66-72 Sensory Words	Writers Workshop:	Differentiated Instruction during seatwork/centers:
	Informative Writing: T67-73 Descriptive Sentences	Grammar:	Pluto's Group: Identify beginning sounds/color or sight word
	Focus Trait: Word Choice DOK 1&2	Narrative Writing,	Donald's Group: Identify beginning sound/color or sight word, label and try to write at least one sentence
	LAFS.K.W.1.3	Focus Trait:	Mickey's Group: Identify beginning sound/color or sight word label/write two or more sentences
10:39-11:09 am.	LUNCH - 9:25- 9:55	LUNCH	*Reading Support:
11:09-11:30 am	Midday Circle: Stories, poems, Math Problem of the Day, weather, Vocabulary drill, songs, street		*Leveled Readers:
11:30 am-12:00 pm	Recess/Self-initiated Centers: Literacy/Play and Assessments.		Focus on blending onset and rime, Pausing for punctuation, context Clues, sensory words, text and graphic features; Beginning sounds and words in oral sentences
12:00-12:30 p.m.	Science:	Social Science:	Struggling Readers: "The Market!" On Level: "My Pet" Advanced: "My House" ELL: "Choosing a Pet " Vocabulary Reader: "Look at Me" Student Book: "Aa" and "I see"
12:30-1:00pm	NO SPECIALS	TEACHER PLANNING	<i>Lesson plans subject to change Due to emergency, drills, testing Schedules or special events</i>
1:00 p.m.-1:45 p.m.	Math Workshop:	Math Workshop:	
Math (Harcourt)			
MACC.K12.MP.5			
MACC.K12.MP.8			
1:45 p.m.	Closing Circle: Evaluate, distribute work/Communication folders, review homework, menu, Daily Dismissal Routine: Students wear dismissal tags as needed and pack Sparky Folder		
2:00 p.m.	Dismissal: At 1:55 p.m. Bus Riders- picked-up from Kindergarten hallway corner. East Walkers- to Door F and east gate. Aftercare- to pavilion. West Walkers to Door E and west gate. Car Riders- to cafeteria.		

Journeys Reading Groups Week: October 19-23

I-Ready Assessments

GROUP	PLUTO'S	DONALD'S	MICKEY'S
<u>MEMBERS</u>	Anthony Crisselle Edwmairy Samuel William M. Moshe	Zha'Nita Jayden Abriel Ashley Xiomara Bryan	William C. Delilah Joshua Zaniyah Elianny Jamal
<u>MONDAY</u> Vocabulary Reader Differentiated Instruction	<u>Vocabulary Reader:</u> T80 "Look at Me!" Differentiated Instruction <u>Differentiate Phonics:</u> T78 Letter Aa,/Sound /a/	<u>Vocabulary Reader:</u> T80 "Look at Me!" Differentiated Instruction	<u>Vocabulary Reader:</u> T81 "Look at Me!" Differentiated Instruction <u>Differentiated Words to Know:</u> T79
<u>TUESDAY</u> Differentiate Comprehension	Differentiate Instruction: T82 Compare and Contrast; Monitor/Classify Strategy	Differentiate Instruction: T82 Compare and Contrast; Monitor/Classify Strategy	Differentiate Instruction: T83 Compare and Contrast; Monitor/Classify Strategy
<u>WEDNESDAY</u> Leveled Readers	Leveled Reader: T86 "The Market" Differentiate Phonics: T84 Letter "Aa, sound /a/	Leveled Reader: T87 "My Pet" Differentiate Fluency: T85 Pause for Punctuation	Leveled Reader: T88 "My House" Differentiate Fluency: T85 Pause for Punctuation
<u>THURSDAY- Whole Group</u> Differentiate Vocabulary Strategies Poetry Journal	Differentiate Vocabulary Strategies: T90-93 Context Clues	Differentiate Vocabulary Strategies: T90-93 Context Clues	Differentiate Vocabulary Strategies: T91 -93 Context Clues
<u>FRIDAY- Teacher Planning</u> Options for Reteaching/ Poetry Journal			

Objectives for Reading:

- Participate in oral activities; recognize own name in print; recognize rhyming words
- Distinguish letters and numbers; Count, pronounce, and blend syllables
- Demonstrate book handling skills
- Sort objects into categories by color
- Discuss environmental print

Objectives for Math:

- Recognize/write 6-9 numerals and amount

Objectives for Writing:

- Proper way to hold a writing utensil (pencil, crayon, marker)
- Introduce Six-Star Writing Rubric ---how to think and get words on paper

Objectives for Social Studies:

- What is the difference between a need and a want? Can a need also be a want?

Objectives for Science:

- How do we use our senses?
- How do we use science skills?

6-Star Writing Rubric for conventions and comprehension

1. Capital letter to start my sentence.
2. Punctuation to end my sentence.
3. Use finger spaces.
4. Use neat handwriting.
5. My sentence makes sense.
6. Use details to support my writing

Depth of Knowledge

1. Recall/Reproduction-Recall a fact, information or procedure; process information on a low level
2. Skill/Concept-Use information or conceptual knowledge, two or more steps
3. Strategic Thinking-Requires reasoning, developing a plan or a sequence of steps, more than one reasonable approach
4. Extended Thinking-Requires connections and extensions, high cognitive demands and complex reasoning

ESOL Instructional Strategies Matrix

A1 Heritage Dictionary	F1 L1 Transfer	H1 Audio-Visual Applications
A2 Heritage Language (L1) Support	F2 Mnemonic Devices	H2 Digital Books
A3 Flexible Scheduling	F3 Dialogue Journals	H3 Computer Software
A4 Flexible Setting	F4 Self-Correction	H4 Document Camera
A5 Flexible Timing	F5 Self-Evaluation	H5 Interactive White Board
B1 Concise Language	F6 Self-Monitor	H6 Tablet/Interactive Devices
B2 Clear Directions	F7 Peer Editing	H7 Language Master
B3 Enunciation	F8 Associations	H8 Video/Film/CD/MP3
B4 Pauses & Pacing	G1 Activating and/or Building Prior Knowledge	H9 Digital Simulations
B5 Pointing	G2 Chunking Text	H10 Translation Devices
B6 Repeating/Paraphrasing	G3 Annotations & Symbols	I1 Charts (Flowcharts, T-Charts, etc.)
B7 Gestures	G4 Ask Inferential & HOT Questions	I2 Anticipation Guide
B8 Show Examples & Non-Examples	G5 Ask Clarifying Questions	I3 Cornell Notes
B9 Demonstrations	G6 Modeling	I4 Digital Tools/Software
B10 Anecdote/Storytelling	G7 Read Aloud	I5 Foldables
C1 Rubrics	G8 Think Aloud	I6 Graphs/Diagrams
C2 Presentation	G9 Multimodal Texts	I7 K-W-L
C3 Portfolio	G10 Visualization/Illustrations	I8 Reading and Analyzing Non-Fiction (RAN)
C4 Checklist	G11 Summarizing	I9 Notes TM
C5 Labeling	G12 Dramatic Enactments/Role Play	I10 Webbing/Mapping
C6 Interview	G13 Identify Key Concepts	I11 Story Maps
C7 Response Cards	G14 Similarities & Differences	I12 Timelines
C8 Oral Assessment	G15 Language Experience Approach	I13 Venn Diagrams
C9 Observation	G16 Note-Taking/Outline Notes	I14 Vocabulary Improvement Strategy (VIS)
C10 Context-Embedded Text	G17 Question-Answer-Relationship (QAR)	J1 Art Integration
C11 Voting Devices	G18 Reading with Specific Purpose	J2 Community Resources
C12 Cloze Test	G19 Reread Text	J3 Cultural Sharing
C13 Visual Representations	G20 Text Features & Structural Analysis	J4 Celebrations
C14 Self/Peer Assessment	G21 Survey, Question, Read, Recite, Review (SQ3R)	J5 Field Trips
C15 Samples	G22 Text Connections	J6 Guest Speakers
C16 Sentence Frames	G23 Total Physical Response (TPR)	J7 Holiday Programs
D1 Etymology/Cognates	G24 Vary Complexity of Assignment	J8 Multicultural Resources
D2 Semantic Feature Analysis	G25 Realia/Manipulatives	J9 Music/Songs/Jazz Chants
D3 Context Clues	G26 Captioning	
D4 Tier II/Tier III Analysis		
D5 Interactive Word Walls		
D6 Vocabulary Games		
D7 Multiple Meanings		
D8 Phonology		
D9 Vocabulary Banks		
E1 Heterogeneous Grouping		
E2 Homogeneous Grouping		
E3 Jigsaw		
E4 Peer Pair		
E5 Reader's Theater		
E6 Think/Pair/Share		
E7 Academic Games		
E8 Group Presentations/Projects		
E9 Socratic Seminar		
E10 Panel Discussion		
E11 Debate/Defend with Evidence		