

**Kindergarten Reading/Language Arts Curriculum
2010**

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
<p>UNIT 1 <i>Getting Ready to Learn</i> TM WTK2 – WTK13</p> <p>Essential Question:</p> <p>Big Book: <i>A Journey in Songs and Rhymes</i></p> <ul style="list-style-type: none"> ● Jack and Jill ● One, Two, Three, Four, Five ● Pease Porridge Hot ● Colors ● To Market, To Market <p>Big Book: <i>A Journey from A to Z</i></p> <ul style="list-style-type: none"> ● Aa ● Bb ● Cc ● Dd ● Ee 	<p>Letter Names</p> <ul style="list-style-type: none"> ● Aa ● Bb ● Cc ● Dd ● Ee 	n/a	<p><i>“Friends”</i></p> <p><i>Friends care,</i> <i>Friends share.</i> <i>We need</i> <i>friends</i> <i>Everywhere!</i></p>	<p>Read Kindergarten Screen in cum files</p>	<p>Unit 1 Friends & Family</p> <p>Big Book: <i>Friends!</i></p> <p>Lesson 1 Friends</p> <p>Lesson 2 Families</p>	<p>School</p> <p>Friends</p> <p>Rules/Routines</p> <p>Caterpillars/ Butterflies</p> <p>Summer</p> <p><i>Kissing Hand</i></p>
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Concepts of Print Recognize Names	Rhyming Words Blend Syllables	Vol. 1 p. WTK 1	Draw or write of something you like.	Letters	Unit 1: Personal & Family Health	Emerging Literacy Survey

Distinguish Letters & Numbers Book Handling Environmental Print		p. WTK 2 p. WTK 3 p. WTK 4 p. WTK 5			***** Starfall.com www.enchantedlearning.com www.makinglearningfun.com	
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Getting Ready to Learn (#2)
August 30 – September 3, 2010
Unit 1

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 1 <i>Getting Ready to Learn</i> TM WTK14 – WTK23 Essential Question: Big Book: <i>A Journey in Songs and Rhymes</i> <ul style="list-style-type: none"> ● I Went Upstairs ● Quack! Quack! Quack! ● Mix a Pancake ● Sing a Song of Sixpence ● Little Arabella Stiller Big Book: <i>A Journey from A to Z</i> <ul style="list-style-type: none"> ● Ff 	Letter Names <ul style="list-style-type: none"> ● Ff ● Gg ● Hh ● Ii ● Jj 	n/a	Head, Shoulders, Knees and Toes		Science Nocturnal Animals A to Z Activity Book pg. 52 <i>Kissing Hand</i> sorting activity	School Friends Rules/Routines Caterpillars/ Butterflies

<ul style="list-style-type: none"> • Gg • Hh • Ii • Jj 						
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Concepts of Print Distinguish Letters & Numbers Book Handling Environmental Print Recognize First and Last Names	Rhyming Words Blend & Segment Syllables	Vol. 1 p. WTK 6 p. WTK 7 p. WTK 8 p. WTK 9 p. WTK 10	Draw or write about a friend.	*Writing Center Stencils, stamps Make a picture for a friend *Make a class book with Annie, Annie who do you see? I see _____ looking at me.	***** Starfall.com	Emerging Literacy Survey DIBELS??

Week 1
September 7 – 10, 2010 (4-day week)
Unit 1 Lesson 1

CORE Reading	Letters/Sounds/Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/Units of Study
UNIT 1 Friendly Faces <i>Lesson 1</i> TM WTK14 – WTK23 Essential Question: How can I find the most important ideas in a selection? Big Book: <i>A Journey in Songs and Rhymes</i> <ul style="list-style-type: none"> • I Went Upstairs • Quack! Quack! 	Letter Names <ul style="list-style-type: none"> • Kk • Ll • Mm • Nn • Oo Sight Words <ul style="list-style-type: none"> • I 	See What We Can Do We Can Make It	Frere Jacques pg 26 Everybody Says pg. 27 Tortillas for Mommy pg 28-29 My Little Sister	S2-S11	<u>Social Studies</u> Unit 1 Lesson 1 p.14 Big Book: <i>Friends</i>	Friends Rules Apples Johnny Appleseed Chicka Chicka Boom Boom Fall/Leaves

<ul style="list-style-type: none"> Quack! Mix a Pancake Sing a Song of Sixpence Little Arabella Stiller <p>Big Book: <i>A Journey from A to Z</i></p> <ul style="list-style-type: none"> Ff Gg Hh Ii Jj 			pg 30			
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Main Ideas Summarize Read With Expression Nouns for People Labels (Names)	Rhyming Words Single Sounds	Vol. 1 p. WTK 6 p. WTK 7 p. WTK 8 p. WTK 9 p. WTK 10	Draw and write about your family. Draw an item and label.	Talk About Families Match Letter Pairs Write the Room People at Work Scrapbook TM xiv Unit 1	Unit 1 Lesson 1 Activity 1 (pg. 6-11) We're All Different and Special! ***** Starfall.com	Weekly Observation Checklist Letter Assessment?? (district) DIBELS??

Week 2
September 13 – 17, 201
Unit 1 Lesson 2

CORE Reading	Letters/Sounds/Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/Units of Study
UNIT 1 Friendly Faces <i>Lesson 2</i> TM WTK82 – WTK139 Essential Question: What clues tell me how a character	Letter Names <ul style="list-style-type: none"> Pp Qq Rr Ss 	We Go to School I Like	We've Got the Whole Class Pg 9	S12 – S21	<u>Social Studies</u> Unit 3 Lesson 1 Rules and Laws Keep Us Safe p. 66	Friends Rules Apples

<p>feels?</p> <p>Big Book: <i>How Do Dinosaurs Go to School?</i></p> <p>Social Studies Big Book: My School Bus</p> <p>Read Aloud: <i>Friends at School</i></p> <p>Flip Chart: p. 10 – 14</p>	<ul style="list-style-type: none"> • Tt <p>Sight Words</p> <ul style="list-style-type: none"> • like 				<p>Unit 3 Lesson 2 Rules p. 70</p> <p>Unit 3 Lesson 3 Rule Makers p. 72</p> <p>Social Studies Unit 4 Lesson 5 American Symbols Big Book: <i>The Pledge of Allegiance</i></p>	<p>Johnny Appleseed</p> <p>Chicka Chicka Boom Boom</p> <p>Fall/Leaves</p> <p>Constitution Day (Sept. 17)</p>
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
<p>Oral Vocabulary</p> <p>High Frequency Words</p> <p>Pause for Punctuation</p> <p>Rhyme</p> <p>Characters</p> <p>Infer/Predict</p>	Beginning Sounds	<p>Vol. 1</p> <p>Pgs. 9 – 16</p>	<p>Draw and write about..... your friends at school. Places they visit I like..... Draw their neighborhood and label.</p>	<p>Talk About Dinosaurs</p> <p>Match Letter Pairs</p> <p>My Job</p> <p>People at Work</p> <p>Scrapbook xiv</p>	<p>Unit 1 Lesson 1</p> <p>Activity 2 (pg.11-17)</p> <p>Having Feelings</p> <p>*****</p> <p>Starfall.com</p>	<p>Weekly Observation Checklist</p>

Week 3
September 20 – 24, 2010
Unit 1 Lesson 3

CORE Reading	Letters/Sounds/Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 1 Friendly Faces	Letter Names	Baby Bear's	Mary Had a	S22 – S31	Science	

<p><i>Lesson 3</i> TM WTK162 – WTK219 Essential Question: How do the parts of a story work together? Big Book: <i>Please, Puppy, Please</i> Science Big Book: Different Kinds of Dogs Read Aloud: <i>I Have a Pet</i> Flip Chart: p. 16 – 20</p>	<ul style="list-style-type: none"> • Uu • Vv • Ww • Xx • Yy • Zz <p>Sight Words</p> <ul style="list-style-type: none"> • the 	<p>Family The Party</p>	<p>Little Lamb pg 15 1, 2, 3 Pretty leaves I see 1 is red 1 is orange 1 is yellow, a funny fellow 1, 2, 3, Pretty leaves I see</p>		<p>Unit A Plants p. A5 Flip Chart p. 7 Flip Chart S1 <i>Sing About Apples</i></p>	<p>Friends Rules Apples Johnny Appleseed Chicka Chicka Boom Boom Fall/Leaves</p>
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
<p>Oral Vocabulary High Frequency Words Synonyms Story Structure Monitor/Clarify</p>	<p>Beginning Sounds Words in Oral Sentences</p>	<p>Vol. 1 Pgs. 17 – 25</p>	<p>Draw or write about..... a pet you would like to have. Writing a caption</p>	<p>Talk About a Puppy Match Letter Pairs My Pet People at Work Scrapbook xiv Stuffed Animals for pet Store Blocks and plastic animals</p>	<p>Starfall.com</p>	<p>Weekly Observation Checklist Weekly Observation Checklist</p>

Week 4
September 27 – October 1, 2010

Unit 1 Lesson 4

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
<p>UNIT 1 <i>Lesson 4</i> TM 242 – 319</p> <p>Essential Question: How can photographs help me better understand a selection?</p> <p>Big Book: <i>Everybody Works</i></p> <p>Big Book: p. 31-38</p> <ul style="list-style-type: none"> <i>The Elves and The Shoemaker</i> <i>The Lion and the Mouse</i> <p>Read Aloud: <i>Pizza at Sally's</i></p> <p>Flip Chart: p. 21 – 27</p>	<p>Letter/Sound</p> <ul style="list-style-type: none"> Mm <p>Sight Word</p> <ul style="list-style-type: none"> and 	<p>Mm</p> <p>I Like Mm</p>	<p><i>P's the Proud Policeman pg 21</i></p> <p><i>Apple Tree</i> <i>Way up high in the apple tree,</i> <i>2 little apples smiled at me.</i> <i>I shook that tree as hard as I could.</i> <i>Down came the apples.</i> <i>Mmmm....</i> <i>were they good!</i></p>	<p>S32 – S41</p>	<p><u>Social Studies</u> Big Book: <i>The Night Worker</i></p> <p>Unit 5 Lesson 1 People Have Jobs p. 120</p> <p><u>Science</u> Unit D Lesson 3 The Seasons p. D16</p> <p>Unit A Lesson 4 Leaves p. A23</p>	<p>Friends</p> <p>Rules</p> <p>Apples</p> <p>Johnny Appleseed</p> <p>Chicka Chicka Boom Boom</p> <p>Fall/Leaves</p>
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
<p>Environmental Print</p> <p>Pause for Punctuation</p> <p>Text and Graphic Features</p> <p>Action Verbs in Present Tense</p> <p>Analyze/Evaluate</p>	<p>Beginning Sounds</p> <p>Words in Oral Sentences</p> <p>/m/</p>	<p>Vol. 1</p> <p>p. 24</p> <p>p. 26</p> <p>p. 28</p> <p>p. 29</p> <p>p.31</p>	<p>Draw and write about a....</p> <p>Job you would like to do.</p> <p>What they did that day at school</p>	<p>Talk About Workers</p> <p>Letters and Sounds</p> <p>My Job</p> <p>People at Work</p> <p>Scrapbook xiv</p> <p>Pizza Shop</p>	<p>Starfall.com</p> <p>enchantedlearning.com</p>	<p>Weekly Observation Checklist</p>

Week 5
October 4 – 8, 2010
Unit 1 Lesson 5

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
<p>UNIT 1 <i>Lesson 5</i> TM 322-379</p> <p>Essential Question: Why is the order in which things happen in a story important?</p> <p>Big Book: Kite Flying</p> <p>Big Book: p. 24-28</p> <ul style="list-style-type: none"> ● <i>Kite Festival Today</i> <p>Read Aloud: <i>The Little Red Hen</i></p> <p>Flip Chart: p. 29-34</p>	<p>Letter/Sound</p> <ul style="list-style-type: none"> ● Ss <p>Sight Word</p> <ul style="list-style-type: none"> ● I ● Like ● The ● and 	<p>Ss</p> <p>I like Ss</p>	<p>This is the Way We Help at Home pg 28</p>	<p>S42-S51</p>	<p>Wind</p>	<p>Senses</p> <p>Pumpkins</p> <p>Fire Prevention</p> <p>Transportation</p> <p>Spiders</p> <p>Skeletons</p> <p>Halloween</p>
<p>Skills & Strategies</p>	<p>Phonemic Awareness</p>	<p>Practice Book</p>	<p>Writing Prompts</p>	<p>Centers</p>	<p>Health & Technology</p>	<p>Assessments</p>
<p>Oral Vocabulary</p> <p>High Frequency Words</p> <p>Context clues</p> <p>Pause for Punctuation</p> <p>Compare and Contrast</p> <p>Monitor and Clarify</p>	<p>Blend onset and rime /a/</p>	<p>Vol. 1 pgs. 43-50</p>	<p>Draw and write about..... A time you helped someone in</p>	<p>Talk About Kites Letters and Sounds Make a kite People at Work Scrapbook xiv</p>	<p>Starfall.com</p>	<p>Weekly Observation Checklist</p> <p>Benchmark and Unit Test</p>

			your family. A time when they flew a kite.	Bakery		Unit 1 test
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Week 6

October 12 – 15, 2010 and October 18 – 21, 2010 (*short weeks and conferences*)

Unit 2 Lesson 6

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 2 <i>Lesson 6</i> TM 2 – 59 Essential Question: How are the five senses the same and different? Big Book: <i>My Five Senses</i> Poetry Big Book: p. 32-38 <ul style="list-style-type: none"> <i>Poems about Senses</i> Read Aloud: <i>Listen, Listen</i> Flip Chart: p. 40 – 46	Letter/Sound <ul style="list-style-type: none"> Aa Sight Word <ul style="list-style-type: none"> see 	Aa I See	Head and Shoulders Knees and Toes pg 40 Itsy Bitsy Spider	S2 – S11	Science Be a Scientist S10 Five Senses Flip Chart p. 3 A to Z Activity Book p. 44-45 Unit F Lesson 3 Sounds p. F16	Senses Pumpkins Fire Prevention Transportation Spiders Skeletons Halloween
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Oral Vocabulary	Blend onset and rime	Vol. 1	Draw and	Talk About the	Starfall.com	Weekly

High Frequency Words Context clues Pause for Punctuation Compare and Contrast Monitor and Clarify	/a/	pgs. 43-50	write About how you use one of your senses. Finish sensory sentences (the sky looks.... The flower smells....)	Five Senses Letters and Sound Five Senses A Learning Wheel pg xviii Unit 2 Science Table for Sensory	www.hmhschool.com	Observation Checklist
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Week 7
October 25 – 29, 2010
Unit 2 Lesson 7

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 2 <i>Lesson 7</i> TM 82 – 139 Essential Question: How can I learn about the characters in a story? Big Book: <i>Mice Squeak, We Speak</i> Science Big Book: p. 32-38 <ul style="list-style-type: none"> ● <i>Fort Worth Zoo</i> Read Aloud: <i>Amelia's Show-and</i>	Letter/Sound <ul style="list-style-type: none"> ● Tt Sight Word <ul style="list-style-type: none"> ● we 	Tt We Like Toys	Old McDonald Had a Farm pg 47	S12 – S21	<u>Science</u> Unit A Plants p. A16 Flip Chart p. 9	Senses Pumpkins Fire Prevention Transportation Spiders Skeletons Halloween

<i>Tell</i> <i>Fiesta</i> Flip Chart: p. 48 – 53						
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Oral Vocabulary High Frequency Words Context clues Pause for Punctuation Classify and Categorize Sensory Words Understanding Characters Analyze/Evaluate	Blend Onset and Rime Segment Onset and Rime /t/	Vol. 1 pgs. 49-54	Draw and write about... An animal and the sound it makes.	Talk About Sounds Letter and Sounds What Do You Say A Learning Wheel pg xviii Unit 2 Farm and animals Animal stencils Magazine pictures of animals	Starfall.com www.hmhschool.com	Weekly Observation Checklist

Week 8
November 1 – 5, 2010
Unit 2 lesson 8

CORE Reading	Letters/Sounds/Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 2 <i>Lesson 8</i> TM 162 – 219 Essential Question: How can details help me understand a selection?	Letter/Sound • Cc /k/ Sight Word • a • on	Cc I Can See	El Coquito (The Little Tree Frog) pg 54	S22 – S31	<u>Science</u> Color A to Z Activity Book p. 6-7	Families Thanksgiving Food Pyramid/ Food Chain

Big Book: <i>Move!</i> Traditional Tales Big Book: p. 32-38 <ul style="list-style-type: none"> <i>The Hare and the Tortoise</i> Read Aloud: <i>Jonathan and His Mommy</i> Flip Chart: p. 55 – 60						Voting/Elections
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Oral Vocabulary High Frequency Words Read with Expression Classify and Categorize Action Words Details Visualize	Blend Onset and Rime Segment Onset and Rime /k/	Vol. 1 pgs. 55-60	Draw and write about... Your favorite animal moves Different animals and how they move.	Tell How Animals Move Letters and Sounds Let's Move A Learning Wheel pg xviii Unit 2 Voting Booth	Starfall.com www.hmhschool.com	Weekly Observation Checklist

Week 9
November 8 – 12, 2010
Unit 2 Lesson 9

CORE Reading	Letters/Sounds/Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/Units of Study

<p>UNIT 2 <i>Lesson 9</i> TM 242– 299</p> <p>Essential Question: What can I learn from the pictures in a selection?</p> <p>Big Book: <i>What do Wheels Do All Day?</i></p> <p>Social Studies Big Book: p. 32-38</p> <ul style="list-style-type: none"> <i>Wheels Long Ago and Today</i> <p>Read Aloud: <i>Good Morning, Digger</i></p> <p>Flip Chart: p. 62– 67</p>	<p>Letter/Sound</p> <ul style="list-style-type: none"> Pp <p>Sight Word</p> <ul style="list-style-type: none"> to 	<p>Pp</p> <p>I Like Animals</p>	<p>The Wheels on the Bus pg 61</p>	<p>S32 – S41</p>	<p>Science</p> <p>Unit F Lesson 1 Wheels p. F2</p> <p>Unit F Lesson 2 How Things Move p. F8</p> <p>A to Z Activity Book p. 40</p>	<p>Families</p> <p>Thanksgiving</p> <p>Food Pyramid/ Food Chain</p> <p>Voting/Elections</p>
<p>Skills & Strategies</p>	<p>Phonemic Awareness</p>	<p>Practice Book</p>	<p>Writing Prompts</p>	<p>Centers</p>	<p>Health & Technology</p>	<p>Assessments</p>
<p>Oral Vocabulary High Frequency Words Rhyme Reading Rate Text and Graphic Features Question</p>	<p>Blend Phonemes /p/</p>	<p>Vol. 1 pgs. 61-66</p>	<p>Draw or write about..... Something that has wheels What would you do if you were president of the United States</p>	<p>Tell What Wheels Do Letter and Sounds Make Wheels A Learning Wheel pg xviii Unit 2</p>	<p>Starfall.com www.hmhschool.com</p>	<p>Weekly Observation Checklist</p>

Week 10
November 15 – 19, 2010 (*short week next week*)
Unit 2 Lesson 10

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
<p>UNIT 2 <i>Lesson 10</i> TM 322– 379</p> <p>Essential Question: How do parts of a story work together?</p> <p>Big Book: <i>Mouse Shapes</i></p> <p>Social Studies Big Book: p. 31-38</p> <ul style="list-style-type: none"> • <i>Signs and Shapes</i> <p>Read Aloud: <i>David's Drawings</i></p> <p>Flip Chart: p. 69 - 74</p>	<p>Letter/Sound REVIEW</p> <ul style="list-style-type: none"> • Mm • Ss • Aa • Tt • Cc/k/ • Pp <p>Sight Word REVIEW</p> <ul style="list-style-type: none"> • see • we • a • to • on 	<p>Mmm, Good</p> <p>The Playground</p>	<p>Do You Know What Shape This Is?</p> <p>pg 68</p>	<p>S42 – S51</p>	<p><u>Science</u> Food Pyramid</p> <p>A to Z p. 12</p>	<p>Families</p> <p>Thanksgiving</p> <p>Food Pyramid/ Food Chain</p> <p>Voting/Elections</p>
<p>Skills & Strategies</p>	<p>Phonemic Awareness</p>	<p>Practice Book</p>	<p>Writing Prompts</p>	<p>Centers</p>	<p>Health & Technology</p>	<p>Assessments</p>
<p>Oral Vocabulary High Frequency Words Classify and Categorize Shape Words Read with Expression</p>	<p>Blend Phonemes</p>	<p>Vol. 1 pgs. 67-77</p>	<p>Draw and Write about..... shapes you know</p>	<p>A Learning Wheel pg xviii Unit 2 Unit 10 Talk About</p>	<p>Starfall.com www.hmhschool.com</p>	<p>Weekly Observation Checklist Benchmark and</p>

Reading Rate Story Structure Summarize				Shapes Letters and Sounds Write the Room Shape stencils 3-dimensional shapes		Unit Test Unit 2 test
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Week 11
November 29 – December 3, 2010 (*week after break*)
Unit 3 Lesson 11

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 3 <i>Lesson 11</i> TM 2 – 59 Essential Question: How are the months of the year the same and different? Big Book: <i>Jump into January</i> Social Studies Big Book: pgs. 2-9 <ul style="list-style-type: none"> ● <i>Holidays All Year Long</i> Read Aloud: <i>Every Season</i> Flip Chart: pgs. 21 – 27	Letter/Sound <ul style="list-style-type: none"> ● Review Aa Sight Word <ul style="list-style-type: none"> ● come ● me ● an ● am ● at 	Come and See Me Pam and Me	“Thirty Days Hath September” pg 3	S2 – S11	<u>Social Studies</u> Unit 1 Lesson 2 Families p. 16 Unit 1 Lesson 3 Families and Friends Celebrate p. 20 Unit 1 Lesson 4 Communities Celebrate p.22 Unit 1 Lesson 5 Families Near and Far p. 26	Gingerbread Man Winter Needs & Wants Holidays
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments

Blending Words Oral Vocabulary High Frequency Words Figurative Language Pause for Punctuation Compare and Contrast Question	Blend Phonemes Final Sound /a/	Vol. 1 pgs. 78-83	Draw and write about your favorite weather	Read About the Year Build a Words Birthday Months A Nature Mobile xviii	Starfall.com www.hmhschool.com	Weekly Observation Checklist
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Week 12
December 6 – 10, 2010
Unit 3 lesson 12

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 3 <i>Lesson 12</i> TM 82 – 139 Essential Question: What clues help me figure out things the author does not tell me? Big Book: <i>Snow</i> Science Big Book: pgs. 31-38 <ul style="list-style-type: none"> ● <i>Holidays All Year Long</i> Read Aloud: <i>Storm Is Coming!</i> Flip Chart: pgs. 11 – 16	Letter/Sound <ul style="list-style-type: none"> ● Nn Sight Word <ul style="list-style-type: none"> ● with ● my ● can 	I Can Nap Tap With Me	First Snow	S12 – S21	<u>Social Studies</u> Unit 5 Lesson 2 Need & Wants p. 122 Flip Chart p.17	Gingerbread Man Winter Needs & Wants Holidays

Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Blending Words Oral Vocabulary High Frequency Words Classify and Categorize Sensory Words Read With Expression Conclusions Monitor/Clarify	Blend Phonemes Final Sound /n/	Vol. 1 pgs. 84-89	Draw and write about a day it snowed	Read about Snow Build a Word Stormy Days A Nature Mobile xviii	Starfall.com www.hmhschool.com	DIBELS Report Card Assessing

Week 13
December 10 – 13, 2010
Unit 3 lesson 13

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 3 <i>Lesson 13</i> TM 162 – 219 Essential Question: Why do authors write informational texts? Big Book: <i>What Color is Nature?</i> Poetry Big Book: pgs. 32-38	Letter/Sound <ul style="list-style-type: none"> • Ff Sight Word <ul style="list-style-type: none"> • you • what 	What Can You See? Fat Cat	Little Boy Blue pg 17	S22 – S31	<u>Science</u> Life Cycle of YOU! A to Z Activity Book p. 25	Gingerbread Man Winter Needs & Wants Holidays

<ul style="list-style-type: none"> <i>I Love Colors</i> <p>Read Aloud: <i>A Zebra's World</i></p> <p>Flip Chart: pgs. 18 – 23</p>						
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Blending Words Oral Vocabulary High Frequency Words Classify and Categorize Color Words Reading Rate Author's Purpose Visualize	Blend Phonemes Final Sound /f/	Vol. 1 Pgs. 90-95	Draw and write about your favorite colors	Read About Colors Build a Word My Nature Book A Nature Mobile xviii	Starfall.com www.hmhschool.com	Weekly Observation Checklist

Week 14
January 10 – 14, 2011
Unit 3 lesson 14

CORE Reading	Letters/Sounds/Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/Units of Study
UNIT 3 <i>Lesson 14</i> TM 82 – 139 Essential Question: What causes events in a story to	Letter/Sound <ul style="list-style-type: none"> Bb Sight Word <ul style="list-style-type: none"> are 	What Now? At Bat	The Little Froggy	S32 – S41	<u>Science</u> Unit B Habitats and Needs A to Z Activity Book	New Year's Martin Luther King, Jr. Mittens

<p>happen?</p> <p>Big Book: <i>Turtle Splash</i></p> <p>Science Big Book: pgs. 30-38</p> <ul style="list-style-type: none"> <i>Where Animals Live</i> <p>Read Aloud: <i>Home For a Tiger,</i> <i>Home For a Bear</i></p> <p>Flip Chart: pgs. 25 – 30</p>	<ul style="list-style-type: none"> now 				p. 16-17	<p>Snow</p> <p>Hibernation</p> <p>Animals</p> <p>Penguins</p>
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
<p>Blending Words</p> <p>Oral Vocabulary</p> <p>High Frequency Words</p> <p>Classify and Categorize Number Words</p> <p>Read With Expression</p> <p>Cause and Effect</p> <p>Infer/Predict</p>	<p>Blend Phonemes</p> <p>Middle Sound</p> <p>/b/</p>	<p>Vol. 1</p> <p>pgs. 96-101</p>	<p>Draw and write about animals that live in a pond</p>	<p>Read about Turtles</p> <p>Build a Word</p> <p>At the Pond</p> <p>A Nature Mobile</p> <p>xviii</p>	<p>Starfall.com</p> <p>www.hmhschool.com</p>	<p>Weekly Observation Checklist</p>

Week 15
January 18 – 21, 2011
Unit 3 lesson 15

CORE Reading	Letters/Sounds/Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 3	Letter/Sound REVIEW	Pam Cat	Skyscraper	S42 – S51	<u>Science</u>	New Year's

<p><i>Lesson 15</i> TM 322 – 379</p> <p>Essential Question: Why is it important to know what happens first, next, and last in a selection?</p> <p>Big Book: <i>What a Beautiful Sky!</i></p> <p>Science Big Book: pgs. 26-30</p> <ul style="list-style-type: none"> ● <i>What Will the Weather Be Like?</i> <p>Read Aloud: <i>How Many Stars in the Sky?</i></p> <p>Flip Chart: pgs. 32 – 37</p>	<ul style="list-style-type: none"> ● Aa ● Nn ● Ff ● Bb <p>Sight Word REVIEW</p> <ul style="list-style-type: none"> ● come ● me ● with ● my ● you ● what ● are ● now 	<p>Come With Me</p>			<p>Unit D Lesson 1 Exploring Weather p. D2</p> <p>Unit D Lesson 2 Look at Clouds p. D10</p> <p>Unit D Lesson 3 The Seasons p. D16</p> <p>A to Z Activity Book p. 52-53</p>	<p>Martin Luther King, Jr.</p> <p>Mittens</p> <p>Snow</p> <p>Hibernation</p> <p>Animals</p> <p>Penguins</p>
<p>Skills & Strategies</p>	<p>Phonemic Awareness</p>	<p>Practice Book</p>	<p>Writing Prompts</p>	<p>Centers</p>	<p>Health & Technology</p>	<p>Assessments</p>
<p>Blending Review Oral Vocabulary High Frequency Words Figurative Simile Pause for Punctuation Sequence of Events Analyze/Evaluate</p>	<p>Blend Phonemes Middle Sound</p>	<p>Vol. 1 pgs. 102-112</p>	<p>Draw and write about something you see in the sky</p>	<p>Read About the Sky Letters and Pictures Write the Room A Nature Mobile xviii</p>	<p>Starfall.com www.hmhschool.com</p>	<p>Weekly Observation Checklist</p> <p>Unit 3 Test</p>

January 24 –28, 2011

Unit 4 Lesson 16

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
<p>UNIT 4 <i>Lesson 16</i> TM 2– 59</p> <p>Essential Question: Why are details helpful?</p> <p>Big Book: <i>What is Science</i></p> <p>Social Studies Big Book: p. 32-38</p> <p>Read Aloud: <i>Dear Mr. Blueberry</i></p> <p>Flip Chart: p. 45 – 50</p>	<p>Letter/Sound</p> <ul style="list-style-type: none"> • Ii <p>Sight Word</p> <ul style="list-style-type: none"> • Is • How • It • In 	<p>What Is It?</p> <p>It Is My Cab</p>	<p>“Twinkle, Twinkle Little Star”</p> <p>Poetry Chart Pg. 44</p>	<p>S2 – S11</p>	<p><u>Science</u> Unit D Lesson 4 Sun/shadows</p> <p>A-Z Activity Book p. 38-39</p>	<p>New Year’s</p> <p>Martin Luther King, Jr.</p> <p>Mittens</p> <p>Snow</p> <p>Hibernation</p> <p>Animals</p> <p>Penguins</p>
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
<p>Blending Words</p> <p>Oral vocabulary</p> <p>High Frequency Words</p> <p>Classify and Categorize Science Words</p> <p>Pause for Punctuations</p> <p>Details</p> <p>Summarize</p>	<p>Blend Phonemes</p> <p>Middle Sound /i/</p>	<p>Vol. 2</p> <p>pgs. 1-6</p>	<p>Draw and write about something that makes you wonder.</p> <p>Draw and write a card for friend or family member.</p>	<p>Magnifying glasses & items to inspect</p> <p>Flashlights</p> <p>Overhead projector and trace silhouettes</p> <p>Talk About Science</p> <p>Word Study</p>	<p>Starfall.com</p> <p>www.hmhschool.com</p>	<p>Weekly Observation Checklist</p>

				Think and Write Land and Water Picture Map xviii		
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Week 17
January 31 –February 4, 2011
Unit 4 Lesson 17

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 4 <i>Lesson 17</i> TM 82– 139 Essential Question: What clues help me figure out things the author does not tell me? Big Book: <i>I Love Bugs</i> Social Studies Big Book: p. 26-30 Read Aloud: <i>It Is the Wind</i> Flip Chart: p. 52 – 57	Letter/Sound <ul style="list-style-type: none"> • Gg Sight Word <ul style="list-style-type: none"> • find • this 	Can You Find It? Gig Pig	“Little Miss Muffet” Poetry Chart Pg 51	S12 – S21	<u>Science</u> Unit B Lesson 2 A-Z Activity Book p. 2 & 3, 18 & 19	Valentine’s Day Presidents’ Day Post Office Groundhog’s Day Dental Health
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Blending Words Oral vocabulary High Frequency Words Multiple Meaning /words Read With Expression Conclusions Infer/Predict	Blend Phonemes Segment Phonemes /g/	Vol. 2 Pgs. 7-12	Draw and write about a bug you like. Write descriptive words about a	Plastic bugs for sorting Books about bugs Lady Bug ABC letters Read About Bugs Let’s Build	Starfall.com www.hmhschool.com	Weekly Observation Checklist

			bug i.e caterpillar long, green	Words We Like Bugs Land and Water Picture Map xviii		
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Week 18
February 7- 11, 2011
Unit 4 Lesson 18

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 4 <i>Lesson 18</i> TM 162– 219 Essential Question: How does knowing why the author wrote a selection help me? Big Book: <i>In the Big Blue Sea</i> Social Studies Big Book: p. 22-30 Read Aloud: <i>One Dog Canoe</i> Flip Chart: p. 59 – 64	Letter/Sound <ul style="list-style-type: none"> • Rr Sight Word <ul style="list-style-type: none"> • will • be 	What Will It Be? Rac Is It	“Way Down Deep” Poetry Chart pg 58	S22 – S31	Science Sink/Float A to Z Activity Book p. 30 & 31	Valentine’s Day Presidents’ Day Post Office Groundhog’s Day Dental Health Beach Party Water animals
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Blending Words Oral vocabulary High Frequency Words	Blend Phonemes Segment Phonemes /r/	Vol. 2 Pgs. 13-18	Draw and write about an animal that	Sand Table with letters hidden in the sand or	Starfall.com www.hmhschool.com	Weekly Observation Checklist

Rhyme Read With Expression Author's Purpose Strategy: Analyze/Evaluate			lives in the sea. Draw and write about your favorite thing to do at the beach.	seashells Categorize sink or float items Read About Fish Let's build Words We Like the Sea Land and Water Picture Map xviii		
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Week 19
February 14- 18, 2011
Unit 4 Lesson 19

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 4 <i>Lesson 19</i> TM 241– 299 Essential Question: What causes events in a story to happen? Big Book: <i>Sheep Take a Hike</i> Social Studies Big Book: p. 29-38 Read Aloud: <i>Nicky and the Rainy Day</i> Flip Chart: p. 66 – 71	Letter/Sound <ul style="list-style-type: none"> ● Dd Sight Word <ul style="list-style-type: none"> ● go ● for ● so 	Go For It D is for Dad	“A Cat Came Fiddling” Poetry Chart Pg 65	S32 – S41	Science Rocks Unit C Lessons 1-3 A-Z pgs 36 & 37	Valentine’s Day Presidents’ Day Post Office Groundhog’s Day Dental Health

Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Blending Words Oral vocabulary High Frequency Words Antonyms Pause for Punctuation Cause and Effect Question	Blend Phonemes Segment Phonemes /d/	Volume 2 pgs. 19-24	Draw and write about a place you like to hike to. Draw and write about things you see when you walk to school.	Rock table Read About Sheep Let's Build Words We Like to Hike Land and Water Picture Map xviii	Starfall.com www.hmhschool.com	Weekly Observation Checklist

Week 20
February 7- 11, 2011
Unit 4 Lesson 20

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 4 <i>Lesson 20</i> TM 322– 379 Essential Question: Why is it important to know when things happen in a story? Big Book: <i>Curious George's Dinosaur</i>	Letter/Sound REVIEW <ul style="list-style-type: none"> • blending review Sight Word REVIEW <ul style="list-style-type: none"> • is • how • find 	The Big Dig? We Fit	“Unfortunately” Poetry Chart Pg 72	S42 – S51	Science Land/Water Water Cycle Unit C Lesson 4	Valentine’s Day Presidents’ Day Post Office Groundhog’s Day

<i>Discovery</i> Science Big Book: p. 25-30 Read Aloud: <i>Duck and Goose</i> Flip Chart: p. 73 – 78	<ul style="list-style-type: none"> ● this ● will ● be ● go ● for ● so ● it ● in 					Dental Health Dinosaurs
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Blending Review Oral vocabulary High Frequency Words Synonyms Reading Rate Sequence of Events Visualize	Blend Phonemes Segment Phonemes	Vol. 2 pgs. 25-35	Draw and write about your favorite dinosaur. Draw and write about if you had a pet dinosaur.	Dinosaurs to sort Talk About George Build a Sentence Write the Room Land and Water Picture Map xviii	Starfall.com www.hmhschool.com	Unit 4 Assessment

Week 21

February 28 – March 3, 2011 (4-day week)

Unit 5 Lesson 21

CORE Reading	Letters/Sounds/Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/Units of Study
UNIT 5 Growing and Changing <i>Lesson 21</i> TM 2 – 59	Letter/Sound <ul style="list-style-type: none"> ● Oo Sight Word	Make It Pop! My Dog Tom	Neighbors	S2 – S11	Opposites <u>Social Studies</u> Unit 2 Lesson 3	Lambs/Lions Wind

<p>Essential Question: How do characters change in a story?</p> <p>Big Book: <i>The Best of Friends</i></p> <p>Poetry Big Book: p. 26-30</p> <ul style="list-style-type: none"> <i>Poems About Friends</i> <p>Read Aloud: Simon and Molly plus Hester</p> <p>Flip Chart: p. 2 – 9</p>	<ul style="list-style-type: none"> make play 				<p>The City and the Country p. 46</p> <p>Science A to Z Activity Book p. 30-31</p>	<p>Kites</p> <p>Dr. Seuss</p> <p>Spring</p> <p>St. Patrick's Day</p>
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
<p>Oral Vocabulary</p> <p>High Frequency Words</p> <p>Multiple-Meaning Words</p> <p>Read With Expression</p> <p>Understanding Characters</p> <p>Infer/Predict</p>	<p>Blend and Segment Phonemes</p> <p>/o/</p>	<p>Vol. 2</p> <p>Pgs. 36-41</p>	<p>Draw and write about a new friend you made.</p>	<p>Talk About Friends</p> <p>Make Words Friends</p> <p>Read About Leo</p> <p>Make Words</p> <p>Keep Trying</p> <p>Make a Terrarium</p> <p>xviii</p>	<p>Starfall.com</p> <p>www.hmhschool.com</p>	<p>Weekly Observation Checklist</p>

Week 22
March 7 – 10, 2011 (4-day week)
Unit 5 Lesson 22

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
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<p>UNIT 5 Growing and Changing <i>Lesson 22</i> TM 82 – 139</p> <p>Essential Question: How do the parts of a story work together?</p> <p>Big Book: <i>Leo the Late Bloomer</i></p> <p>Science Big Book: p. 31-38</p> <ul style="list-style-type: none"> • <i>Poems About Friends</i> <p>Read Aloud: A Tiger Grows Up</p> <p>Flip Chart: p. 11 – 16</p>	<p>Letter/Sound</p> <ul style="list-style-type: none"> • Xx • Jj <p>Sight Word</p> <ul style="list-style-type: none"> • said • good 	<p>A Good Job Fix It!</p>	<p>Something About Me pg 3</p>	<p>S12 – S21</p>	<p>Science Frogs & Toads</p> <p>A to Z Activity Book p. 20-21</p>	<p>Lambs/Lions Wind Kites Dr. Seuss Spring St. Patrick’s Day</p>
<p>Skills & Strategies</p>	<p>Phonemic Awareness</p>	<p>Practice Book</p>	<p>Writing Prompts</p>	<p>Centers</p>	<p>Health & Technology</p>	<p>Assessments</p>
<p>Oral Vocabulary High Frequency Words Antonyms Blending Words Story Structure Analyze/Evaluate</p>	<p>Blend and Segment Phonemes Substitute Phonemes /j/ /x/</p>	<p>Vol. 2 Pgs. 42-47</p>	<p>Draw or write about something you learned to do.</p>	<p>Read About Leo Make Words Keep Trying Make a Terrarium xviii</p>	<p>Starfall.com www.hmhschool.com</p>	<p>Weekly Observation Checklist</p>

March 14 – 17, 2010 (4-day week)

Unit 5 Lesson 23

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
<p>UNIT 5 Growing and Changing <i>Lesson 23</i> TM 162 – 219</p> <p>Essential Question: Why is the order of events in a selection important?</p> <p>Big Book: <i>Zinnia's Flower Garden</i></p> <p>Science Big Book: p. 32-37</p> <ul style="list-style-type: none"> • <i>Growing Sunflowers</i> <p>Read Aloud: Oscar and the Frog</p> <p>Flip Chart: p. 18 – 23</p>	<p>Letter/Sound</p> <ul style="list-style-type: none"> • Ee <p>Sight Word</p> <ul style="list-style-type: none"> • she • all 	<p>My Pet Dog</p> <p>Ben and Jen</p>	<p>Mary, Mary, Quite Contrary</p>	<p>S12 – S21</p>	<p><u>Science</u> Unit E Exploring Matter</p> <p>Lesson 1 Paper and Cloth p. E2</p> <p>Lesson 2 Wood and Metal p. E8</p> <p>Lesson 3 Working with Clay p. E14</p> <p>Lesson 4 Investigate Water p. E20</p>	<p>Lambs/Lions</p> <p>Wind</p> <p>Kites</p> <p>Dr. Seuss</p> <p>Spring</p> <p>St. Patrick's Day</p>
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
<p>Oral Vocabulary</p> <p>High Frequency Words</p> <p>Context Clues</p> <p>Blending Words</p> <p>Pause for Punctuation</p> <p>Sequence of Events</p> <p>Visualize</p>	<p>Blend and Segment Phonemes</p> <p>Substitute Phonemes /e/</p>	<p>Vol. 2</p> <p>Pgs. 48-53</p>	<p>Draw or write about a plant you have outside</p>	<p>Talk About Flowers</p> <p>Make words</p> <p>Watch It Grow</p> <p>Make a Terrarium xviii</p>	<p>Starfall.com</p> <p>www.hmhschool.com</p>	<p>Weekly Observation Checklist</p>

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Week 24
March 21 – 25, 2011
Unit 5 Lesson 24

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 5 Growing and Changing <i>Lesson 24</i> TM 242 – 299 Essential Question: What clues help me figure out things the author does not tell me? <i>Big Book: Chameleon, Chameleon</i> Science Big Book: p. 32-38 <ul style="list-style-type: none"> • <i>Amazing Animal Bodies</i> Read Aloud: Red Eyes or Blue Feathers Flip Chart: p. 25 – 30	Letter/Sound <ul style="list-style-type: none"> • Hh • Kk Sight Word <ul style="list-style-type: none"> • he • no 	Hog in a Hat Kid Hid	Caterpillars pg 24	S32 – S41	<u>Science</u> Unit B Lesson 3 Reptiles p. B14	Lambs/Lions Wind Kites Dr. Seuss Spring St. Patrick’s Day
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Oral Vocabulary High Frequency Words Describing Words	Blend and Segment Phonemes Substitute Phonemes	Vol. 2 Pgs. 54 – 59	Draw or write about a baby animal.	Meet a Chameleon Make Words	Starfall.com www.hmhschool.com	Weekly Observation Checklist

Blending Words Pause for Punctuation Conclusions Monitor/Clarify	/h/ /k/			Big and Little Animals Make a Terrarium xviii		
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Week 25
March 28 – April 1, 2011
Unit 5 Lesson 25

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 5 Growing and Changing <i>Lesson 25</i> TM 322 – 381 Essential Question: How do words and pictures help tell a story? Big Book: <i>Pie in the Sky</i> Social Studies Big Book: p. 37-46 <ul style="list-style-type: none"> ● <i>From Apple Tree to Store</i> Read Aloud: Bread Comes to Life Flip Chart: p. 32-37	Letter/Sound REVIEW <ul style="list-style-type: none"> ● Oo ● Xx ● Jj ● Ee ● Hh ● Kk Sight Word REVIEW <ul style="list-style-type: none"> ● make ● play ● said ● good ● she ● all ● he ● no 	Six Pigs Hop Play Kid, Play	“I Had a Little Nut Tree” pg 31	S42-S51	Science Unit A Plants Lesson 1 Parts of Plants p. A2 Lesson 2 What Plants Need p. A8 Lesson 3 How Plants Grow p.A14 Lesson 4 Look at Leaves and Flowers p. A20 Lesson 5 Plants We Use p. A28 A to Z Activity Book	Flowers Spring Planting <i>(Tops and Bottoms)</i> Eggs Earth Day

					p. 14-15	
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Oral Vocabulary High Frequency Words Classify and Categorize Seasons Blending Words Read With Expression Text and Graphic Features Summarize	Blend and Segment Phonemes Substitute Phonemes Review /o/, /x/, /j/, /e/, /h/, /k/	Vol. 2 Pgs. 60-70	Draw or write about a tree in your neighborhood.	Read About Pie Build a Sentence Write the Room Make a Terrarium xviii	Starfall.com www.hmhschool.com	Unit 5 Test Weekly Observation Checklist

Week 26
April 4 – 8, 2011
Unit 6 Lesson 26

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 6 Look At Us <i>Lesson 26</i> TM 2 – 59 Essential Question: What causes events in a story to happen? Big Book: <i>Something Special</i> Social Studies Big Book: p. 31-38 <ul style="list-style-type: none"> ● <i>Jobs People Do</i> Read Aloud: <i>Curious George Makes Pancakes</i>	Letter/Sound <ul style="list-style-type: none"> ● Uu Sight Word <ul style="list-style-type: none"> ● do ● down 	All In Bug and Cat	“Just Watch” Pg. 26	S2 – S11	Science “Universe” Unit D Lesson 4 Moon & Stars p. D28 “Eggs” Unit B Lesson 5 Up Above and Down Under p. B26 A to Z Activity Book p.	Flowers Spring Planting Eggs Earth Day

Flip Chart: p. 43-50						
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Oral Vocabulary High Frequency Words Blending Words Antonyms Pause for Punctuation Cause and Effect Visualize	Substitute Phonemes /u/	Vol. 2 Pgs. 71-76	Draw and write about something special you can do.	Tell What You Can Do Make Words Special Things Make a Calendar of Events xviii	Starfall.com www.hmhschool.com	Weekly Observation Checklist

Week 27
April 11 – 15, 2011
Unit 6 Lesson 27

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
UNIT 6 Look At Us <i>Lesson 27</i> TM 82-139 Essential Question: How can I compare and contrast things from a story? Big Book: One of Three Social Studies Big Book: p. 31-38	Letter/Sound <ul style="list-style-type: none"> ● Ll ● Ww Sight Word <ul style="list-style-type: none"> ● have ● help 	Win a Cup! Wes Can Help	“Rope Rhyme” pg 51	S12 – S21	<u>Social Studies</u> Unit 2 Geography: Where We Live Big Book: <i>Me on the Map</i> <i>Topics:</i> Maps & Globes Neighborhoods Addresses	Flowers Spring Planting Eggs Earth Day (April 22 – no school)

<ul style="list-style-type: none"> • <i>Cross Country Trip</i> <p>Read Aloud: <i>Someone Bigger</i></p> <p>Flip Chart: p. 52-57</p>					Homes	
					Science Earth Day Unit C Lesson 5 Recycle, Reuse p. C30	
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
Oral Vocabulary High Frequency Words Blending Words Classifying and Categorize Places Read With Expression Compare and Contrast Monitor/Clarify	Substitute Phonemes /l/ /w/	Vol. 2 Pgs. 77-82	Draw and write about something you do with your family.	Talk About Sisters Make Words One, Two, Three Make a Calendar of Events xviii	Starfall.com www.hmhschool.com	Weekly Observation Checklist

Week 28
April 26 – 29, 2011 (4-day week)
Unit 6 Lesson 28

CORE Reading	Letters/Sounds/Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/Units of Study
UNIT 6 Look At Us <i>Lesson 28</i> TM 162-219 Essential Question: How do I know what parts of the story are important?	Letter/Sound <ul style="list-style-type: none"> • Vv • Zz Sight Word <ul style="list-style-type: none"> • look • out 	Vet on a Job! Roz the Vet	“One, Two, Buckle My Shoe” Pg. 58	S22 – S31	<u>Social Studies</u> CONTINUED Unit 2 Geography: Where We Live Big Book: <i>Me on the Map</i>	Flowers Spring Planting Eggs

<p>Big Book: You Can Do It, Curious George!</p> <p>Poetry Big Book: p. 26-30</p> <ul style="list-style-type: none"> • <i>Poems About Things You Can Do</i> <p>Read Aloud: <i>The Little Engine That Could</i></p> <p>Flip Chart: p. 59-64</p>					<p><i>Topics:</i> Maps & Globes Neighborhoods Addresses Homes</p>	Earth Day
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
<p>Oral Vocabulary High Frequency Words Blending Words Context Clues Pause for Punctuation Story Structure Infer/Predict</p>	<p>Substitute Phonemes /v/ /z/</p>	<p>Vol. 2 Pgs. 83-88</p>	<p>Draw and write about something you can do.</p>	<p>Read About George Make Words I Can Do It Make a Calendar of Events xviii</p>	<p>Starfall.com www.hmhschool.com</p>	

Week 29
May 2 – 6, 2011
Unit 6 Lesson 29

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study

<p>UNIT 6 Look At Us <i>Lesson 29</i> TM 242-299</p> <p>Essential Question: How can details help me understand a main idea from a selection?</p> <p>Big Book: <i>Look At Us</i></p> <p>Traditional Tale Big Book: p. 26-30</p> <ul style="list-style-type: none"> <i>The Three Little Pigs</i> <p>Read Aloud: <i>Baby Brains</i></p> <p>Flip Chart: p. 59-64</p>	<p>Letter/Sound</p> <ul style="list-style-type: none"> Yy Qq <p>Sight Word</p> <ul style="list-style-type: none"> off take 	<p>Not Yet</p> <p>Can Not Quit Yet</p>	<p>“Letter Hunt” Pg 65</p>	<p>S32 – S41</p>	<p>Science Baby Animals</p> <p>A to Z Activity Book p. 30, p.50-51</p>	<p>Mother’s Day</p> <p>Baby Animals</p> <p>Flowers</p> <p>Transition to First Grade</p> <p>Summer/ Vacation</p>
<p>Skills & Strategies</p>	<p>Phonemic Awareness</p>	<p>Practice Book</p>	<p>Writing Prompts</p>	<p>Centers</p>	<p>Health & Technology</p>	<p>Assessments</p>
<p>Oral Vocabulary High Frequency Words Blending Words Figurative Language Reading Rate Main Idea and Details Question</p>	<p>Substitute Phonemes /y/ /q/</p>	<p>Vol. 2 Pgs. 89-94</p>	<p>Draw and write about something you learned to do at school.</p>	<p>Read About Us Make Words Can Not Quit Make a Calendar of Events xviii</p>	<p>Starfall.com www.hmhschool.com</p>	<p>Weekly Observation Checklist</p>

Week 30
May 9 – 13, 2011

Unit 6 Lesson 30

CORE Reading	Letters/Sounds/ Sight Words	Decodable Readers	Poetry	Interventions	Science & Social Studies	Themes/ Units of Study
<p>UNIT 6 Look At Us <i>Lesson 30</i> TM 322-381</p> <p>Essential Question: What clues tell you what character is thinking and feeling?</p> <p>Big Book: Miss Bindergarten Celebrates the Last Day of Kindergarten</p> <p>Social Studies Big Book: p. 41-46</p> <ul style="list-style-type: none"> <i>Schools Then and Now</i> <p>Read Aloud: <i>Pet Show!</i></p> <p>Flip Chart: p. 73-78</p>	<p>Letter/Sound REVIEW</p> <ul style="list-style-type: none"> Short Vowels All Letters words with –s words with -ing <p>Sight Word REVIEW</p> <ul style="list-style-type: none"> do down have help look out off take 	<p>Max Is Down</p> <p>A Fun Job</p>	<p>“If You’re Happy and You Know It” Pg 72</p>	<p>S42-S51</p>	<p><u>Science</u> Unit F Lesson 4 Magnets p. F22</p> <p>A to Z Activity Book p. 26-27</p> <p>Magnets, Magnifying Glasses, and Mirrors</p>	<p>Mother’s Day</p> <p>Baby Animals</p> <p>Flowers</p> <p>Transition to First Grade</p> <p>Summer/Vacation</p>
Skills & Strategies	Phonemic Awareness	Practice Book	Writing Prompts	Centers	Health & Technology	Assessments
<p>Oral Vocabulary</p> <p>High Frequency Words</p> <p>Blending Words</p> <p>Environmental Print</p> <p>Read With Expression</p> <p>Characters</p> <p>Summarize</p>	<p>Track Syllables</p>	<p>Vol. 2</p> <p>Pgs. 95-105</p>	<p>Draw and write about your favorite part of kindergarten.</p>	<p>Visit a Kindergarten</p> <p>Build a Sentence</p> <p>Write the Room</p> <p>Make a Calendar of Events xviii</p>	<p>Starfall.com</p> <p>www.hmhschool.com</p>	<p>Weekly Observation Checklist</p> <p>Unit 6 Test</p>

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**Brookings School District 5-1
Kindergarten Reading Curriculum
February 2010**

X=Presentation of skill

A=Assessed on report card that quarter

=Sk not addressed at that time

Standard:	Learning Target: • = mastered ○ = introduced	Assessment:	Resources:	Q1	Q2	Q3	Q4
Indicator 1: Students can recognize and analyze words.							
K.R.1.1 Students can identify and manipulate phonemes and words in spoken language. - Application	<ul style="list-style-type: none"> I can identify initial sounds (start with point to...end at produce). (K.R.1.1) 	Fontas and Pinnell Dibels	Journey's Reading Series Units 1-6	Point To A	Point To A	Produce A	Produce A
	<ul style="list-style-type: none"> I can identify words that have the same initial sound. (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6			X	X
	<ul style="list-style-type: none"> I can identify ending sounds (start with point to...end at produce). (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1,3,4,5			Point to A	Produce A
	<ul style="list-style-type: none"> I can identify words that have the same ending sound. 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 3,4,5			X	X

	<ul style="list-style-type: none"> I can identify middle sounds (start with point to... end at produce). (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 3,4,5,6			X	X
	<ul style="list-style-type: none"> I can identify words that have the same middle sound. (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 3,4,5,6				X
	<ul style="list-style-type: none"> I can identify and produce words that rhyme. (K.R.1.1) 	Fontas and Pinnel pg 265-267	Journey's Reading Series Unit 1		X Match A	X Match A	X Produce A
	<ul style="list-style-type: none"> I can break apart the sounds in a word. (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 4 & 5			X	X
	<ul style="list-style-type: none"> I can count the number of syllables in a word. (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
	<ul style="list-style-type: none"> I can count the number of words in a sentence. (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Unit 3-6		X	X	X
	<ul style="list-style-type: none"> I can blend sounds to make a word. (K.R.1.1) 	Fontas & Pinnell Dibels	Journey's Reading Series Unit 1-6			X A	X A
	<ul style="list-style-type: none"> I can blend syllables to make a word. (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6			X	X
	<ul style="list-style-type: none"> I can change initial sound in a word to make a new word (bug... change /b/ to /t/). (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Unit 5-6				X
	<ul style="list-style-type: none"> I can take a sound out of a word and say what is left (take the /c/ off of cat... what is left?) (K.R.1.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series				X

K.R.1.2 Students can match letters and sounds and use them in decoding and making C-V-C words. - Application	<ul style="list-style-type: none"> I can match letters to their sounds (short vowels only). (K.R.1.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 2-6		X	X	X
	<ul style="list-style-type: none"> I can identify beginning sounds to help me read a word. (K.R.1.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6		X A	X A	X A
	<ul style="list-style-type: none"> I can recognize word family words. (K.R.1.2 extended) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series				
	<ul style="list-style-type: none"> I can read my first name. (K.R.1.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Unit 1		X A	X A	X A
	<ul style="list-style-type: none"> I can read my last name. (K.R.1.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Unit 1			X A	X A
K.R.1.3 Students can comprehend and use vocabulary from text read aloud. - Application	<ul style="list-style-type: none"> I can use picture clues to tell the meaning of a word. (K.R.1.3) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 5, 6	X	X	X	X
	<ul style="list-style-type: none"> I can use clues in the story to tell the meaning of a word. 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 2, 5, 6	X	X	X	X
	<ul style="list-style-type: none"> I can correctly use a vocabulary word I hear in a story. (K.R.1.3 extended) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
Indicator 2: Students can comprehend and fluently read text.							
K.R.2.1 Students can comprehend and respond to text read aloud. – Application	<ul style="list-style-type: none"> I can put pictures from a story in order. (K.R.2.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1, 3, 4, & 5		X A	X A	X A

	<ul style="list-style-type: none"> I can use picture clues and story clues to predict what will happen next. (K.R.2.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1, 3, 4, 5, 6	X	X	X	X
	<ul style="list-style-type: none"> I can identify characters and setting after listening to a text. (K.R.2.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1, 2, 5, 6	X	X	X	X
	<ul style="list-style-type: none"> I can tell how two stories are alike and different. (K.R.2.1 extended) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 2, 3, 6	X	X	X	X
	<ul style="list-style-type: none"> I can make connections to stories. (K.R.2.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
	<ul style="list-style-type: none"> I can retell a story using beginning, middle, and end. (K.R.2.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 3 & 4			X A	X A
K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with automaticity. - Knowledge	<ul style="list-style-type: none"> I can quickly and easily identify upper-case letters. (K.R.2.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Unit 1-6	X	X A	X A	X A
	<ul style="list-style-type: none"> I can quickly and easily match upper-case letters to their sounds. (K.R.2.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1 – 6		X A	X A	X A
	<ul style="list-style-type: none"> I can quickly and easily identify lower-case letters. (K.R.2.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X A	X A	X A
	<ul style="list-style-type: none"> I can quickly and easily match lower-case letters to their sounds. (K.R.2.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X A	X A	X A

K.R.2.3 Students can read sight words and high-frequency words with automaticity. - Knowledge	<ul style="list-style-type: none"> I can quickly and easily read sight words/high-frequency words. (K.R.2.3) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X A	X A	X A
	<ul style="list-style-type: none"> I can recognize word family words. (K.R.2.3) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series			X	X
Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.							
K.R.3.1 Students can identify concepts of print in text. - Knowledge	<ul style="list-style-type: none"> I can find the front cover and back cover of a book. (K.R.3.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
	<ul style="list-style-type: none"> I can read from left to right and from top to bottom. (K.R.3.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
	<ul style="list-style-type: none"> I can point to the correct word as I read the story. (K.R.3.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series			X	X
	<ul style="list-style-type: none"> I can turn pages in the correct direction. (K.R.3.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
	<ul style="list-style-type: none"> I can hold the book correctly. (K.R.3.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
	<ul style="list-style-type: none"> I can find uppercase letters and lowercase letters in print. (K.R.3.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
	<ul style="list-style-type: none"> I can find periods, question marks, and exclamation marks in print. (K.R.3.1 extended) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-5	X	X	X	X
	<ul style="list-style-type: none"> I can find commas and quotation marks in print. (K.R.3.1 extended) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-5		X	X	X

	○ I can find page numbers. (K.R.3.1 extended)	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1, 4, 5	X	X	X	X
K.R.3.2 Students can tell what authors and illustrators do. – Application (should be knowledge or comprehension)	● I can tell what an author does. (K.R.3.2)	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 2 & 4	X	X	X	X A
	● I can tell how the illustrations in two stories are the same or different. (K.R.3.2)	Informal assessment Weekly Observation Checklist					X A
	○ I can tell how books from the same author are alike and different. (K.R.3.2 extended)	Informal assessment Weekly Observation Checklist					X
	● I can tell what an illustrator does. (K.R.3.2)	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 2 &	X	X	X	X A
K.R.3.3 Students can distinguish fiction from nonfiction. - Application	● I can tell what fiction is (made up / pretend / make believe). (K.R.3.3)	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
	● I can experience traditional literature (nursery rhymes). (K.R.3.3)	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
	● I can tell what nonfiction is (true / real). (K.R.3.3)	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

K.R.4.1 Students can recognize that literature from various cultures shows differences. - Comprehension	<ul style="list-style-type: none"> I can listen to and talk about how stories, poems, and songs from other cultures are different from our culture. (K.R.4.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X	X	X
Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.							
K.R.5.1 Students can locate informational text at school. - Knowledge	<ul style="list-style-type: none"> I can read signs in the hallway. (K.R.5.1) 	Informal assessment Weekly Observation Checklist	Medary and Hillcrest Bldgs	X	X	X	X
	<ul style="list-style-type: none"> I can find information in my classroom. (K.R.5.1) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Unit 6	X	X	X	X
	<ul style="list-style-type: none"> I can locate the table of contents or index. (K.R.5.1 extended) 		Rigby books				X
K.R.5.2 Students can alphabetize letters. - Knowledge	<ul style="list-style-type: none"> I can say the alphabet. (K.R.5.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X A	X A	X A
	<ul style="list-style-type: none"> I can read the alphabet. (K.R.5.2) 	Informal assessment Weekly Observation Checklist	Journey's Reading Series Units 1-6	X	X A	X A	X A
	<ul style="list-style-type: none"> I can find a letter in the alphabet. (K.R.5.2) 	Informal assessment Weekly Observation Checklist	Smartboard activities		X	X	X
	<ul style="list-style-type: none"> I can find the letter that comes before and after another letter (on a visual). (K.R.5.2) 	Informal assessment Weekly Observation Checklist	Smartboard activities		X	X	X
	<ul style="list-style-type: none"> I can put letters in order. (K.R.5.2) 	Informal assessment Weekly Observation Checklist	Smartboard activities			X	X