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| **Teacher:** |  | | | | **S&S Week:** | 8 | | **Theme Guide:** | | | All Around My Community- Topic 2 | | |
| **Focus Skills** | | | | | | | | | | | | | |
| **Book & Print Reading** | | | **Phonological Awareness** | | | | | | **Language & Communication** | | | | |
| * Use background knowledge to understand text more deeply. * Independently select books to read and retell. * Add words in books to vocabulary.   **TPG** I.B.3.a, II.D.1., II.D.2, II.D.3, III.A.1, III.A.2, III.D.2, III.D.3 | | | * Segment words by syllables.   **TPG** III.B.5 | | | | | | * Listen for differences in spoken words. * Add new words to vocabulary. * Answer questions and use new language to engage in conversation.   **TPG** II.A.1, II.B.3, II.D.1, II.D.3, III.B.2, V.A.2, VIII.B.1 | | | | |
| **Alphabet Knowledge** | | | **Writing** | | | | | | **Mathematics** | | | | |
| * Name, recognize, and produce sounds for letters.    (Featured Letters: Rr, Ee, Yy)  **TPG** II.C.2, III.C.1, III.C.2, III.C.3, IV.C.2 | | | * Contribute personal information to writing experiences. * Generate writing ideas. * Value different ways of writing. * Engage in shared writing experiences.   **TPG** IV.A.1, IV.B.1, IV.C.2, IV.C.4, VIII.A.1 | | | | | | * Rote count 1-10. * Count 1-5 with one-to-one correspondence. * Identify numerals 0-3. * Name and identify positional words.   **TPG** II.D.1, V.A.2, V.A.3, V.A.5, V.C.3, V.E.1 | | | | |
| **Science** | | | **Social & Emotional Development** | | | | | | **Social Studies** | | | | |
| * Plan, build, and improve structures made from classroom materials.   **TPG** I.A.4, I.C.2. VI.A.2, X.A.4, X.A.5 | | | * Recognize ways people are similar to and different from each other. * Listen attentively to directions to determine if the direction should be followed.   **TPG** I.A.1, I.A.2, I.B.1.a, I.B.1.c, I.B.3.b, I.D.1, II.A.2, II.B.2, II.D.1, VII.A.1, IX.A.2 | | | | | | * Recite the pledges for the United States and state flags and observe a moment of silence as part of the morning routine. * Identify why people have jobs. * Identify jobs in the community that are helpful to others.   **TPG** I.A.2, II.D.1, IV.A.1, VII.B.3, VIII.C.1, VII.D.2 | | | | |
| **Lesson Plan** | | | | | | | | | | | | | |
| **Learning Blocks** | | **Monday** | | **Tuesday** | | | **Wednesday** | | | **Thursday** | | **Friday** |
| **Circle Time:**  **Arrival Routine**  **Morning Meeting**  **Language & Communication**  (7:50 – 8:10) | | * Attendance chart * Question of the Day (using name cards) w/ Partner Talk: Do you have a Dd in your name? * Greeting song * Pledges & moment of silence * Review daily schedule and classroom helpers | | * Attendance chart * Partner Talk: What careers help keep us safe? * Greeting song * Pledges & moment of silence * Review daily schedule and classroom helpers * Are the Words the Same or Different? | | | * Attendance chart * Question of the Day (using name cards) w/ Partner Talk: Would you like to be a doctor when you grow up? * Pledges & moment of silence * Greeting song * Review daily schedule and classroom helpers * Sentence Strip Name Book: Davian   + Add to ABC Center | | | * Attendance chart * Partner Talk: What careers have we learned about? * Greeting song * Pledges & moment of silence * Review daily schedule and classroom helpers * Talking About Music | | * Attendance chart * Question of the Day (using name cards) w/ Partner Talk: Do you want a job that has a uniform? * Greeting song * Pledges & moment of silence * Review daily schedule and classroom helpers * Name Cheer: Davian   + Add to ABC Center |
| **Transition Activity** | | Play Simon Says or act out and sing Name March: “Do You See?” (in week 1) | | | | | | | | | | | |
| **Circle Time:**  **Writing**  **Book & Print Reading**  (8:13 – 8:33) | | Morning Message:  “This week we will learn about jobs in our community.”   * Say sentence and tap finger on chin for each word * Model writing while thinking aloud | | Poem: “Firefighters” (in song book)   * Model using firefighter pointer to read poem with pictures on chart paper and include movements. * Use equity sticks to select children to use pointer and lead song * Use letter sticks to find and name letters in poem | | | Shared Daily News: “I went to the dentist to get my teeth cleaned.”   * Say sentence and tap finger on chin for each word * Model writing while thinking aloud | | | * Poem: “Firefighters” (in song book)   + Have student of the week use fire hydrant pointer and lead   + Add to Library Center * People Write in Different Ways   + Use equity sticks to select children to write about careers for Guide Practice | | Shared Daily News: “I saw a road worker fixing the street by my house.”   * Say sentence and tap finger on chin for each word * Model writing while thinking aloud |
| **Transition Activity** | | Play Transitions for Letter Knowledge: “Pick a Name” (in week 6) to send children to writing area | | | | | | | | | | | |
| **Journals**  (8:36 – 8:45) | | Write about something you did during the weekend. | | Write about the careers that help keep us safe. | | | Write about careers that help our bodies. | | | Write about a career you want to have when you grow up. | | Write about careers that build or fix things. |
| **Transition Activity** | | Selected children share writing in Author’s Chair as children return to circle time | | | | | | | | | | | |
| **Circle Time:**  **Alphabet Knowledge**  **Phonological Awareness**  (8:48 – 9:08) | | * Letter Introduction Routine: Rr * Grab Bag: R,r,D,d, T,t,A,a   + Use equity sticks to select children for Guide Practice | | Busy, Busy Bumblebee (uses children’s names) | | | * Letter Introduction Routine: Ee * Grab Bag: E,e, R,r,D,d,T,t,A,a   + Use equity sticks to select children for Guide Practice   + Add to ABC Center | | | Segmenting Syllables―Theme Words   * Use theme-related objects | | * Letter Introduction Routine: Yy * Community Helper Match (Theme Guide): yoga instructor, electrician, road worker, astronaut, plumber, dentist, |
| **Transition Activity** | | Play Transitions for Letter Knowledge: “Follow the Flashlight” (in week 6) using the letter wall. Call out several children at a time to name letter before going to center. | | | | | | | | | | | |
| **Center Time &**  **Small Groups**  (9:13 – 10:10) | | * Tier 1-Writing: Heart Map (glue in journal for children to finish in Writing Center) * Tier 2-Language: Pictures Need a Thousand Words * Step It Up-Alphabet: Alphabet Arc | | * Tier 1-Writing: Heart Map (glue in journal to finish in Writing Center) * Tier 2-Alphabet: Building Names in Sequence * Pretend and Learn: Model how to remove mail from mailboxes and sort it at the post office (Theme Guide) | | | * Tier 1-Writing: Heart Map (glue in journal to finish in Writing Center) * Tier 2-Alphabet: Building Names in Sequence * Library Center: Reading to Stuffed Animals | | | * Tier 1-Writing: Heart Map (glue in journal to finish in Writing Center) * Tier 2: Blending Syllables—Names * Writing Center: support letter writing to friends and family (Theme Guide) | | * Tier 1-Writing: Heart Map (glue in journal to finish in Writing Center) * Tier 2-PA: Segmenting Syllables—Names * Step It Up-PA: Syllable Sort- include some theme words |
| **Transition Activity** | | Play Blending Syllables into Words—Names as children are waiting/move to line | | | | | | | | | | | |
| **Outside Time/Physical Development**  (10:15 – 10:35) | |  | | | | | | | | | | | |
| **Transition Activity** | | Sing counting game Let’s Count: “Ten Little Friends” (in week 4) as children return to circle time | | | | | | | | | | | |
| **Circle Time:**  **Read Aloud**  (10:40 – 11:00) | | * Introduce new topic using the word *job* * Teaching Vocabulary before a Read Aloud (TV): electrician, plumber*-* add to letter wall * Read *Helpers in My Community* by B. Kalman * Guiding Questions for Comp (GQ)/Partner Talk: What helpers are in the community? | | * TV: emergency, firefighter*-* add to letter wall * Read *Helpers in My Community* by B. Kalman * Show p.19 when modeling using paint to create fire scene and use a dried version to show how to add firefighters (Theme Guide) * Add book to Library Center and materials to Creativity Center | | | * TV: paramedic, equipment- add to letter wall * Read the digital book *Meet My Neighbor, the Paramedic* by M. Crabtree * (GQ)/Partner Talk: What do we learn about the job of a paramedic? | | | * TV: career, visitor- add to letter wall * Read *Career Day* by A. Rockwell * (GQ)/Partner Talk: What are the different careers of the visitors in the story? * Discuss people children may know with careers like those in the book? | | * TV: veterinarian, crossing guard*-* add to letter wall * Read *Career Day* by A. Rockwell * (GQ)/Partner Talk: How do the visitors’ careers help the community? * Model choosing a community helper puppet then locating the helper inside a read aloud from the week (Theme Guide) * Add to Library Center |
| **Transition Activity**  (11:00 – 11:05) | | Play Breaking Apart Compound Words as children join the line | | | | | | | | | | | |
| **Lunch**  (11:05 – 11:35) | |  | | | | | | | | | | | |
| **Transition Activity** | | Say definition of a vocabulary word on letter wall―children name it and one child points to it as they return to circle time | | | | | | | | | | | |
| **Circle Time:**  **Science**  **Social Studies**  (11:40 – 12:00) | | Career Day (Theme Guide)   * Review vocabulary word community and find it on letter wall * Discuss vocabulary words career, places, and workers and add to letter wall * Focus on teacher, doctor/nurse, firefighter during Model and Guide Practice and add to letter wall | | Career Day (Theme Guide)   * Review jobs discussed in previous lesson * Focus on baker, mail carrier, and police officer during Model and Guide Practice and add to letter wall | | | Architects and Engineers–Stage 1:   * Discuss vocabulary word architect and add to letter wall * Show children images/drawings of building structures * Model creating a blueprint of a hospital (Theme Guide) using drawing materials * Add drawing materials to Construction Center | | | Architects and Engineers–Stage 2&3:   * Discuss vocabulary words contractor and engineer and add to letter wall * Model how to create a hospital (Theme Guide) with using the blueprint created yesterday * Model how to improve/problem solve issues with building | | Jobs at School (Theme Guide)   * Use interactive white board for T-chart with pictures of school librarian, cafeteria workers, principal, janitor, nurse |
| **Transition Activity** | | Act out and sing Number Songs and Chants: “The Ants Go Marching” (in week 7) | | | | | | | | | | | |
| **Circle Time:**  **Math**  (12:03 – 12:23) | | Looking at Numbers   * Add to Math Center | | How Many Do You Have?   * Draw counting mat on an enlarged picture of a mailbox and tape to cookie sheet; create small pictures of mail and attach to magnets to use for counting (Theme Guide) * Use equity sticks to select children for Guide Practice | | | How Many Do You Have?   * Draw counting mat on an enlarged picture of a mailbox and tape to cookie sheet; create small pictures of mail and attach to magnets to use for counting (Theme Guide) * Use equity sticks to select children for Guide Practice * Add to Math Center | | | Where Am I?   * Book- *Where’s Spot* by E. Hill | | Where Am I?   * Book- *Where’s Spot* by E. Hill * Add to Math Center |
| **Transition Activity** | | Pass out shape cards―triangle, circle, square, rectangle. Call out a shape and have children go to center if they are holding that shape. Have children say the name when they hand card back. | | | | | | | | | | | |
| **Center Time &**  **Small Groups**  (12:28 – 1:10) | | * Tier 1-Math: Number Hop (0-3) * Tier 2-Math: Shape Freeze | | * Tier 1-Math: Number Hop (0-3) * Pretend and Learn: Model how to remove mail from mailboxes and sort it at the post office | | | * Tier 1-Math: Number Hop (0-3) * Tier 2-Math: Shape Freeze | | | * Tier 1-Math: Number Hop (0-3) * Construction: Build hospital and use toy people to role-play the various workers/patients (Theme Guide) | | * Step It Up-Math: Show Me the Number * Tier 2-Math: Shape Freeze |
| **Transition Activity** | | Counting Transitions: “Whisper Count” (in week 6) or have children act out roles from Career Day as they join the line | | | | | | | | | | | |
| **Ancillary Time**  (1:15 – 1:45) | |  | | | | | | | | | | | |
| **Transition Activity** | | Play I Spy Places (in week 7) using print labels of places in the local community as children go to snack area/wait for snack | | | | | | | | | | | |
| **Snack Time** | |  | | | | | | | | | | | |
| **Transition Activity** | | Have selected children share writing in Author’s Chair as children return to circle time | | | | | | | | | | | |
| **Circle Time:**  **Social and Emotional**  **Theme Experiences**  (2:08 – 2:25) | | Student of the Week: Davian   * Add to Library Center | | Personal Space   * Complete Model and first part of Guide Practice with hula hoop | | | When I Grow Up (Theme Guide)   * Book- *When I Grow Up* by M. Mayer * Partner Talk: What career do you want to have when you grow up? Why? * Add to Library Center | | | Personal Space   * Complete Model and second part of Guide Practice without hula hoop | | Different Hands   * Book- *The Colors of Us* by K. Katz |
| **Transition Activity** | | Sing and act out “If You’re Happy and You Know It” (in song book) or Number Songs and Chants: “Johnny Works With One Hammer” (in week 7) | | | | | | | | | | | |
| **Circle Time:**  **Book & Print Reading**  (2:28 – 2:45) | | * Read *Dear Mr. Blueberry* by S. James * Partner Talk: Why did Mr. Blueberry and Emily write letters to one another? * Model using materials to write letters to friends and add to the Pretend and Learn mailbox. | | Reading to Stuffed Animals   * Model using *My Community* by L. Aucoin (wordless book already in classroom library) * Add stuffed animals to Library Center | | | * Discuss vocabulary word *uniform* and add to letter wall * Read *Clothesline Clues to Jobs People Do* by K. Heling and D. Hembrook * Play a matching game with pictures of helpers, tools they use, and places they work in the community (Theme Guide) | | | * Read *Clothesline Clues to Jobs People Do* by K. Heling and D. Hembrook * Play a matching game with pictures of helpers, tools they use, and places they work in the community (Theme Guide) * Add to Library Center | | Making Connections to Background Knowledge   * Book*- Two Little Birds* by M. DePalma |
| **Transition Activity** | | Sing and act out *We’re Going on a Bear Hunt* (in song book) or Number Songs and Chants: “Five Little Monkeys” (week 7) | | | | | | | | | | | |
| **Circle Time:**  **Closing Reflections**  **Dismissal Routine**  (2:48 – 3:10) | | Did You Know? Class Book   * Only complete Guide Practice for Azaria | | * Partner Talk: Reflect on events of the day * Shared Daily News: Davian and Olivia | | | * Partner Talk: Reflect on events of the day * Read and act out the poem “Firefighters” | | | * Partner Talk: Reflect on events of the day * Shared Daily News: Granger and Jacqueline | | Did You Know? Class Book   * Only complete Guide Practice for Davian |
| **Book List by Day** | | * *Helpers in My Community* by B. Kalman([digital book at GetEpic](https://www.getepic.com/book/7980315/helpers-in-my-community?utm_source=t2t&utm_medium=link&utm_campaign=content&share=9689495400)) * *Dear Mr. Blueberry* by S. James | | * *Helpers in My Community* by B. Kalman([digital book at GetEpic](https://www.getepic.com/book/7980315/helpers-in-my-community?utm_source=t2t&utm_medium=link&utm_campaign=content&share=9689495400)) * *My Community* by L. Aucoin (wordless book) | | | * *Meet My Neighbor, the Paramedic* by M. Crabtree ([digital book at GetEpic](https://www.getepic.com/book/7893657/meet-my-neighbor-the-paramedic?utm_source=t2t&utm_medium=link&utm_campaign=content&share=9689495400)) * *When I Grow Up* by M. Mayer * *Clothesline Clues to Jobs People Do* by K. Heling and D. Hembrook ([digital book at GetEpic](https://www.getepic.com/book/11159997/clothesline-clues-to-jobs-people-do?utm_source=t2t&utm_medium=link&utm_campaign=content&share=9689495400)) | | | * *Career Day* by A. Rockwell * *Where’s Spot* by E. Hill * *Clothesline Clues to Jobs People Do* by K. Heling and D. Hembrook ([digital book at GetEpic](https://www.getepic.com/book/11159997/clothesline-clues-to-jobs-people-do?utm_source=t2t&utm_medium=link&utm_campaign=content&share=9689495400)) | | * *Career Day* by A. Rockwell * *Where’s Spot* by E. Hill * *The Colors of Us* by K. Katz * *Two Little Birds* by M. DePalma |

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| **Centers Planning** | | | |
| **ABC** | **Monday:**   * R and r letter sticks   **Wednesday:**  Grab Bag- Ee, R,r,D,d,T,t,A,a   * E and e letter sticks * Sentence Strip Name Book: Davian   **Friday:**   * Book- *Alphabet Rescue* by A. Wood * D and d letter sticks * Name Cheer: Davian | **Classroom Library/ Listening** | **Materials to Add in Advance:** digital audio book of *What I Want To Be* by Victoria Abbott ([at Get Epic](https://www.getepic.com/book/52854716/what-i-want-to-be?utm_source=t2t&utm_medium=link&utm_campaign=content&share=9689495400))  **Monday:**   * Student of the Week book: Davian * R and r letter sticks   **Tuesday:**   * Book- *Helpers in My Community* by B. Kalman * Stuffed animals with a labeled basket   **Wednesday:**   * Digital Book- *Meet My Neighbor, the Paramedic* by M. Crabtree * Book- *When I Grow Up* by M. Mayer * E and e letter sticks   **Thursday:**   * Book- *Clothesline Clues to Jobs People Do* by K. Heling and D. Hembrook * Matching game with pictures of helpers, tools they use, and places they work * “Firefighters” chart and pointer   **Friday:**   * Book- *Career Day* by A. Rockwell * Community helper craft stick puppets * Y and y letter sticks * Did You Know? Class Book w/ Azaria and Davian’s pages |
| **Construction** | **Materials to Add in Advance:** tissue boxes, cereal boxes, paper cups to use as building materials for Architects and Engineers  **Wednesday:**   * Materials to create a blueprint   **Thursday:**   * Pictures of hospitals * Pictures/toys of people that work and visit hospitals | **Creativity** | **Tuesday:**   * Red, orange, yellow paint * Black markers and crayons * Large white construction paper |
| **Math** | **Monday:**   * Looking at Numbers   **Wednesday:**   * How Many Do You Have?   **Friday:**   * Number Hop * Book- *Where’s Spot* by E. Hill | **Pretend & Learn** | **Environment:** Post Office  **Materials to Add in Advance:** mailboxes labeled with shapes and mail with same shapes to sort |
| **Science** | **Materials to Add in Advance:** Add new rocks and fresh soil for Rock, Soil and Sand Investigation | **Writer’s Corner** | **Materials to Add in Advance:** community workers word cards with pictures  **Monday:**   * Book- *Dear Mr. Blueberry* by S. James * Envelopes and different types of stationary paper |

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| **Family Engagement** | | | |
| **Curriculum Activity 1:** [When I Grow Up](https://cliengagefamily.org/when-i-grow-up/) / [Cuando sea grande](https://cliengagefamily.org/cuando-sea-grande/) | | **Curriculum Activity 2:** [Count and Match](https://cliengagefamily.org/count-and-match/) / [Contar y unir](https://cliengagefamily.org/contar-y-unir/) | |
| When I Grow Up | Cuando sea grande | Count and Match | Contar y unir |
| **Other:**   * Send note requesting paper towel and toilet paper tubes for week 9 Build a Bridge and week 10 Tube Town activities. * Send Student of the Week book and note to the selected child’s family. (Reminder to self: Save or copy one picture for the Did You Know? Class Book) | | | |