|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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
 |

|  |
| --- |
| **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
 |

|  |
| --- |
| **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)
 |