

Free Time		
<b>Mystery Question</b>	Mystery Letter Mystery Shape Mystery Pattern (Alternate Literacy and Math)	<b>Tips:</b> Encourage children to tap out the word like they do in Elkonin activities. Have vowel map available.
<b>Opening Group:</b> Include Timeline Calendar, Weather Graph & Attention Focusing Activities Sound By Sound Game or Syllable Clapping		
<b>Shared SW</b>	The blue bluebird blinks. We surely will see the sunshine soon. You like unique New York. A gentle judge judges gently. Friendly Frank flips fine flapjacks.	<b>Focus Points:</b> What other sounds do you hear? Help children use vowel map. <b>Buddy Check:</b> Medial Sounds – check for 2.
<b>Share the News</b>	<ul style="list-style-type: none"> <li>--What is something nice you can do for someone?</li> <li>--You are playing hide and seek. How do you decide who has to count first?</li> <li>--If you fell down I would....</li> <li>--Someone takes something that belongs to you from your cubby. What can you say or do?</li> <li>--What do you do when you are trying to learn something and get frustrated?</li> </ul>	<b>Tips:</b> Kids pick buddies but talk to different kids each day. Double Talk (new partner second time – to the left/right/back/front) What issues need to be discussed in your class?
<b>Fundations</b>	<ol style="list-style-type: none"> <li>1. Drill Sounds/ Warm-Up</li> <li>2. Introduce New Concept</li> <li>3. Sky Write/ Letter Formation</li> </ol>	<ol style="list-style-type: none"> <li>7. Alphabetical Order</li> <li>8. Echo/ Find Letters</li> <li>9. Make It Fun</li> <li>10. Storytime</li> </ol>
		Letters: Q, R, S, T, U, V, W, X, Y, Z

**Tools of the Mind Kindergarten Pacing Guide**

**Week 16**

	<p>4. Word Play 5. Student Notebook 6. Echo/ Letter Formation</p>			
<b>Literacy Block</b>				
<b>Story Lab</b>	<b>Story <i>Night of the Ninja</i></b>	<b>Comprehension Strategies Card</b>	<b>Group Dramatization</b>	
	Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10	Character Empathy Visualization Visualization Inferences Story Grammar	With feeling face/voice/posture Picture in Mind's Eyes Picture in Mind's Eye Perspective Beginning/Middle /End	
<b>Scaffolded Writing</b>	Children write what they remember from the chapter each day. Some children should now be writing multiple sentences. Can Do ideas for writing: Write another sentence, color picture, decorate cover of book. Remember: Clip ten pages together at the beginning of the week. Students will read their chapter summaries at Buddy Reading on Wednesday and Friday.			
<b>Centers</b>	Must Do: Dramatize story events and/or life and times. Can Do: More dramatization (old or new stories) OR Center base layer materials--remember to keep them interesting and switch out choices! Don't forget the sensory layer: play dough, rice, sandpaper, wikki stix, etc.			
<b>Literacy Skill Bldg</b>	<b>Teacher Group</b>		<b>Assistant Group</b>	
	Warm Up Choices: Elkonin II, III or IV, Look & Remember or IHWH Sounds			
		Make a Word	Can You Read This Word?	Write This Word
	Mon	ight, ead	ice	ow
	Tues	ide, ar	ight	ead
	Wed	ake, ank	ide	ar
	Thurs	ee, est	ake	ank
	Fr i	ain, ing	ee	est
	Patterns are REVIEW and will continue to show up in Jack and Annie's Message.			

<b>After Lunch Block</b>	<b>Jack and Annie's Secret Message</b>		<b>On Memory Bank</b>	<b>Review</b>
	The nice ninja master told us to go east into the woods. Help! How do we do that?		how, our, into, <b>us, over</b>	her
	We pulled our hoods tightly over our heads. "Be quiet like snow," whispered Annie.		How, our, into, us, over	
	The water in the wide stream is cold as ice! We must follow Peanut.		Our, into, us, over, <b>any</b>	
	We are mice, teeny, light, fast. We make it to the tree house.		Over, any, <b>our, good</b>	
	Shhh...Peanut is in Annie's sock. We jump off the ladder and run home.		Good, any, <b>all, from</b>	we, say
	<b>Reminders:</b>			
	<b>Patterns: ice, er, ow, oo, ight, ead, ide, ar, ake, ank, ee</b>			
	Use Reading Strategies to decode. Use Secret Decoder to highlight patterns in words. Talk through changing words on Memory Bank. If a review word is hard, put it back on the bank.			
	<b>Graphics Practice: Review</b>			
	Mon	I,E,F		
	Tues	H,L,T		
Wed	I, l,t			
Thurs	U, u, O, q			
Fri	B, h, m, n			
<b>Math:</b>				
<b>Whole Group</b>	See Math Pacing Guide			
<b>Centers</b>	Math Magic Tallying Numerals Game with 10's Triangle Venger Drawing Stackers IHWB Count by 10's	<b>Options:</b> Puzzles Manipulatives Pattern Blocks Numerals Game (1-20) Market Farm IHWB Shapes Number Line Hopscotch		
<b>Social Studies Story Lab and Write About</b>				
Story				
Choose additional nonfiction about Japan. Use Vocabulary, What was Interesting or Connections Story Lab Card				
<b>Large Group Literacy: Buddy Reading</b>				
On Wednesday & Friday Read Own Writing: Children read their chapter summaries. Ideas for tubs: Leveled Readers, Copies of Background PowerPoints, Other Related Nonfiction, Old Jack and Annie Messages --- <i>Active Listening Story Lab Cards to use: What was your favorite part? OR Connections Cards.</i>				
<b>Closing Group</b>				
Freeze Game, Pattern Movement, Name Games, Listen and Remember, Forbidden Words Share the News: <i>How many words can you think of with the ____ pattern?</i>				