

<p><b>Free Time – Mystery Games</b> <i>*Possible time for filling out Learning Plans</i></p>		
<p>Mystery Word Digraphs, Mystery How Many Sounds or Mystery Word Patterns</p>		<p><b>Tips:</b> Encourage kids to talk about the answer and why it is correct.</p>
<p><b>Opening Group:</b> Include Timeline Calendar, Weather Graph &amp; Attention Focusing Activities, Rhyming Game II <i>*Possible time for filling out Learning Plans</i></p>		
<p><b>Shared SW</b></p>	<p>What do you take before every meal? A seat                  What did the tree wear to the pool party?                  Swimming trunks How do you know when a volcano gets mad? It blows its top                  What do you call a clumsy letter? A bumble B                  What do you call a superhero who hates wrinkled clothes?                  Iron Man</p>	<p><b>Focus Points:</b>                  Have kids write the question and turn and talk about the answer. <b>Buddy Check:</b>                  Can you add sounds?</p>
<p><b>Share the News</b></p>	<p>What are the rules for Peanut Mix Up? When I make a mistake in centers, I_. What does Word Building help you learn?                  Compliment: I have fun when we_____.                  Think about this week’s learning goal. Did you meet it? How? What else could you have done?</p>	<p><b>Tips:</b> At various times during the week, you want children to discuss their learning goals and how they are doing with it. It can be incorporated with Share the News, before centers, after centers, etc.</p>
<p><b>Fundations</b></p>	<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> <li>4. Word Play</li> <li>5. Student Notebook Echo/ Letter Formation</li> </ol>	<ol style="list-style-type: none"> <li>6. Alphabetical Order</li> <li>7. Echo/ Find Letters</li> <li>8. Make It Fun</li> <li>9. Storytime</li> </ol> <p><b>Trick Words:</b> they  <b>Storytime:</b> Cod Fish II</p>

Literacy Block – Story: Dolphins at Daybreak					
Story Lab & Scaffolded Writing	Monday	Tuesday	Wednesday	Thursday	Friday
		Read Ch 1-3 Visualization	Write Chapter Summaries	Read Ch 4-5 Inferences	Write Chapter Summaries
<p><b>Centers:</b> Learning Plans should be completed for the center they will visit.</p> <p><b>Buddy Reading<sup>2</sup></b> - Teacher meets with 4 groups per day Monday-Thursday.</p> <p><b>FRIDAY:</b> Learning Conferences – meet with each child to review week and set new goal.</p>					
Listening	Dramatization	Publishing & Penmanship	Creative Writing		
<b>Listen to Story</b> <b>Story Lab:</b> <b>Connections</b>	<b>Dramatize</b> Don't forget to signal group to write --- 5 min before center is over	<b>Jokes and Riddles</b> Remember to have kids practice tricky letters	<b>Create a Story</b> Look & Remember or Role Cards as prompts.		
Comp & Vocab	Sounds & Letters	Decoding	Fluency		
<b>Who Am I?</b>	<b>Make A Word</b> New Patterns: ale, ell, ick, ill	<b>Peanut Mix Up</b> Choose a simple J & A Message	<b>IHWH Patterns</b> Can be played in group of 4 to encourage peer scaffolding.		
<b>Literacy Skill Bldg</b>	<b>Teacher</b>		<b>Assistant Teacher</b>		<b>Independent</b>
	Mon	Kids at AP or higher Relay Games	Kids at L-ES Relay Games		
	Tues	Kids at L-IS Writing Thicker Write Along Intensive	Kids at IS, ES, MS Writing Thicker Add More Sounds	Kids at AP Writing Thicker Add More Words	
	Wed	Kids at IS-ES Decoding Challenge Reinforce Reading Strategies	Kids at L-IS Memory Bank Deposit	Kids at AP or higher Decoding Detectives Messages from 2 stories	
	Thur	Kids at L-IS Writing Thicker Write Along Intensive	Kids at IS-ES Decoding Detectives	Kids at AP or higher Memory Bank Deposit	
	Fri	Teach <b>IHWH Sight Words</b> & Learning Record Will do next week in centers.			

# Tools of the Mind Kindergarten Pacing Guide

Week 27

<b>After Lunch Block</b>	<b>Jack and Annie's Secret Message/Editor's Eyes</b>		<b>On Memory Bank</b>	<b>NOTE</b>
	We went by red, yellow and blue coral on our ride. What else will we see?		Blue, our, ride, <b>yellow</b>	Review patterns as needed. Continue to point out patterns in words. Emphasize new patterns.
	i think Jack and Annie well see lots ov fish but I do not know wat kind.		Editor's Eyes Chart: and, what, Jack, will, of	
	Yikes! This mini sub has cracks. We must get back!		Our, ride, yellow, what, went, <b>must</b>	
	Vill the giant octopus hurt Jak ad Annie? Who wil help them		Editor's Eyes Chart: and, what, Jack, will, of	
	A hammerhead shark! Oh no!		ride, yellow, what, went, must, <b>let</b>	
	<b>Reminders:</b> <b>Patterns: ike, ack, er, ead, ar, ide, ee, oat, oo</b>			
	<b>Graphics Practice:</b>			
	Mon	Tire/Ski Tracks	<b>Tips:</b> Remember to emphasize the private speech. Continue to change the tempo of the music. When music is fast, draw fast. When music is slow, draw slowly. Stop when the music stops.	
	Tues	Crenellations in a Castle		
Wed	Crenellations on the Hills			
Thurs	Crenellations and Dots			
Fri	Center Line			
<b>Math:</b>	See Math Pacing Guide			
 <b>Counting Games</b>	 <b>Fluency</b>	 <b>Penmanship</b>	 <b>Geometry, Measurement, Data</b>	
Market Farm with Triangle	I Have, Who Has Count by 10's	Write Numbers in count by 10s sequence	Venger Collage	
 <b>Blocks</b>	 <b>Number Line</b>	 <b>Puzzles</b>	 <b>Operations &amp; Algebraic Thinking</b>	
Block construction --- Build a Mini	Number Line Counting by 2's	Puzzles, tangrams, etc	Math Magic With Triangle 17-18	
<b>Science &amp; Social Studies Story Lab and Write About</b>				
Story				
Use Background ppts & additional nonfiction about Oceans. Use Vocabulary, What was Interesting or Connections Story Lab Mediator				
<b>Large Group Literacy: Paired Buddy Reading</b>				
Paired Buddy Reading: Each child should read with another child at a similar level. Ideas for tubs: Leveled Readers, Jack & Annie Message Binders, can continue to read own writing on Fridays.				
<b>Closing Group</b>				
Freeze Game, Pattern Movement, Name Games, Listen and Remember, Forbidden Words, <b>Share the News:</b> What did you use to build your mini sub? <i>*Possible time for filling out tomorrow's Learning Plans.</i>				