

















<b>Free Time – Mystery Games</b> <i>*Possible time for filling out Learning Plans</i>			
Mystery Letter: Digraphs, Vowels or Blends		<b>Tips:</b> Change the kind of mystery each day and adjust the challenge level to keep interest.	
<b>Opening Group:</b> Include Timeline Calendar, Weather Graph & Attention Focusing Activities, Rhyming Game II <i>*Possible time for filling out Learning Plans</i>			
Shared SW	I wonder__(lead the group in developing the message!) Why don't the jungle animals ever want to play games? There are too many cheetahs. What's smarter than a talking dog? A spelling bee I wonder__(lead the group in developing the message!) What do you call a skeleton who won't get out of bed? Lazy Bones		<b>Focus Points:</b> Have kids write the question and turn and talk about the answer. <b>Buddy Check:</b> Can you add sounds?
Share the News	--What are the rules for Word Pattern Match? --Someone is not playing by the rules. What can you do? --What do you do when you are learning something new and get frustrated? --How can you be a good buddy in the Listening Center? --What do you do when you are reading and come to a word you do not know?		<b>Tips:</b> At various times during the week, you want children to discuss their learning goals and how they are doing with it: Share the News, before centers, after centers, etc.
Fundations	1. Drill Sounds/ Warm-Up 2. Introduce New Concept 3. Sky Write/ Letter Formation 4. Word Play 5. Student Notebook 6. Echo/ Letter Formation	7. Alphabetical Order 8. Echo/ Find Letters 9. Make It Fun 10. Storytime	<b>Trick Words:</b> by, my <b>Storytime:</b> See Manual pg. 386

Literacy Block – Story: Lions at Lunchtime					
Story Lab & Scaffolded Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	Background Bldg Read & Write	Background Bldg Read & Write	Background Bldg Read & Write	Background Bldg Read & Write	Background Bldg Read & Write
<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
Listen to Story Inferences	Prop Making		Jokes and Riddles		What I Know Think Wonder about the Savannah
 Comp & Vocab	 Sounds & Letters		 Decoding		 Fluency
Exploring Collections Idea: Sort herbivores and carnivores	Word Pattern Match		Decoding Game II Level 3 or 4		CVC Concentration
Literacy Skill Bldg	Teacher		Assistant Teacher		Independent
	Mon	Kids Below Benchmarks Write Along Intensive	Kids at or above Benchmarks Relay Games		
	Tues	Kids Below Benchmark Writing Thicker Add More Sounds	Kids at or above Benchmarks Writing Thicker Add More Words		
	Wed	Kids Below Benchmarks Write Along Intensive	Kids at or above Benchmarks Decoding Detectives		
	Thur	Kids still working on Reading Strategies: Decoding Detectives	Kids reading at or above level Relay Games		
	Fri	Teach Turn and Read and Learning Record Will be in centers next week.			

## Tools of the Mind Kindergarten Pacing Guide

## Week 32

After Lunch Block	Jack and Annie's Secret Message/Editor's Eyes		On Memory Bank	NOTE
	Long roots under the ground help the green grasses get water.		for, under, green, help, now	Review words on word bank before starting. Continue to point out patterns in words. Emphasize new patterns.
	du you know wyy wildebeests are in da water		Editor's Eyes Chart: why, do, in, here, the	
	Help! Annie wants to save an ant that is being eaten by carnivorous plant!		for, under, green, help, now	
	Y du lions sleep en the long grass heer.		Editor's Eyes Chart: why, do, in, here, the	
	When the grass is not green the animals migrate.		for, under, green, help, now	
	Reminders: Patterns: oo, er, ee, ing, ar, ate			
	Graphics Practice:			
	Mon	Guess What I am Writing: O, g, B	Tips: Private Speech is the key. We really want kids to pay close attention to what they are saying and doing.	
	Tues	Guess What I am Writing: h, m, n		
Wed	Guess What I am Writing: A, M, N			
Thurs	Guess What I am Writing: K, Y, Z			
Fri	Guess What I am Writing: V, X, W			
Math:	See Math Pacing Guide			
 Counting Games		 Fluency	 Penmanship	 Geometry, Measurement, Data
Tallying friends: Do you like ____or____ better?		Number line Hopscotch Skip Counting	Make your own number line or number grid #s 21-50.	Stackers II
 Blocks		 Number Line	 Puzzles	 Operations & Algebraic Thinking
Block construction –Build a Tree House		100's Number Line Counting by 5's	Puzzles, tangrams, etc	Two card Mystery Numeral
Science & Social Studies Story Lab and Write About				
Story				
Use Background ppts & additional nonfiction about the savannah. Use Vocabulary, What was Interesting or Connections Story Lab Mediator				
Large Group Literacy: Paired Buddy Reading				
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.				
Closing Group				
ADD Author's Chair or Friday Book Club				
Share the News: What are some props we will need for the new book? *Possible time for filling out tomorrow's Learning Plans.				