

















Free Time – Mystery Games <i>*Possible time for filling out Learning Plans</i>		
Mystery Letter: Digraphs, Vowels or Blends		Tips: Encourage kids to talk about the answer and why it is correct.
Opening Group: Include Timeline Calendar, Weather Graph & Attention Focusing Activities, Rhyming Game II <i>*Possible time for filling out Learning Plans</i>		
Shared SW	<p>I wonder...(lead group in developing the message) What does a gorilla wear when it cooks? An ape-ron</p> <p>What did the TV say when the remote broke? I am out of control, I wonder.... (lead group in developing the message)</p> <p>What kinds of pictures do alligators take? Snapshots</p>	Focus Points: Have kids write the question and turn and talk about the answer. Buddy Check: Can you add sounds?
Share the News	<p>You want to be first but another child wants to be first. What can you do?</p> <p>What do you do when you get to a word you don't know when you are reading?</p> <p>Some things are hard. The hardest center for me is _____because_</p> <p>. What does buddy check look like at Creative Writing?</p> <p>My favorite MTH story is _____because__.</p>	Tips: At various times during the week, you want children to discuss their learning goals to plan and reflect: Share the News, before centers, after centers, etc.
Fundations	<ol style="list-style-type: none"> 1. Drill Sounds/ Warm-Up 2. Sky Write/ Letter Formation Review 3. Word Play 4. Student Notebook 5. Echo/ Letter Formation Review 	<ol style="list-style-type: none"> 6. Alphabetical Order 7. Echo/ Find Letters, Words 8. Make It Fun 9. Storytime 10. Trick Word Practice 11. Dictation

Literacy Block – Story: Polar Bears Past Bedtime

Story Lab & Scaffolded Writing	Monday		Tuesday		Wednesday		Thursday		Friday		
	Read Ch 7-8 Visualization		Ch Summary Ch 7-8		Read Ch 9-10 Story Grammar		Ch Summary Ch 9-10		Story Board		
<p>Centers: Learning Plans should be completed for the center they will visit.</p> <p>Buddy Reading² – Teacher meets with 4 groups per day Monday–Thursday.</p> <p>FRIDAY: Learning Conferences – meet with each child to review week and set new goal.</p>											
Listening 			 Dramatization			 Publishing & Penmanship			 Creative Writing		
Listen to Story Empathy			Dramatization			Book Cover for Ch Summaries Practice B, r, m			Create a Story Rodari..add a character from previous story		
 Comp & Vocab			 Sounds & Letters			Decoding 			Fluency 		
Who Am I or Peanut Mix Up			How Many Sounds Board Game			Silly Sentences			IHWH Sight Words		
Literacy Skill Bldg	Teacher				Assistant Teacher				Independent		
	Mon	Kids Still working on Reading Strategies: Decoding Detectives			Kids at or above Benchmarks Relay Games						
	Tues	Kids Below Benchmarks Writing Thicker Write Along Intensive			Kids at or above Benchmarks Decoding Detectives						
	Wed	Kids Below Benchmarks Writing Thicker Add Sounds			Kids at or above Benchmarks Writing Thicker Add More Words						
	Thur	Kids Working on Memory Strategies Memory Bank Deposit			Kids not working on Memory Strategies Authors Chair or Book Club						
	Fri	Author’s Chair or Friday Book Club									

Tools of the Mind Kindergarten Pacing Guide

Week 37

After Lunch Block	Jack and Annie's Secret Message/Editor's Eyes		On Memory Bank	NOTE
	The red, green, and purple lights lit up the sky and then they were gone.		Red, green, we, like, and	Review words on word bank before starting. Continue to point out patterns in words. Emphasize new patterns.
	Mow I git it! mush tells the dogs to go across the snow and ice		<u>Editor's Eyes Chart:</u> Home, to, is, get, now, the	
	Oh no, one more riddle and no jokes! We will go home and get warm.		We, like, and, get, one	
	jAck es so smart to spell hoom		<u>Editor's Eyes Chart:</u> Home, to, is, get, now, the	
	We are master Librarians! We will take our cards with us on all our adventures.		We, like, and, get, will, with	
	Reminders: Patterns: er, ill, ake, oke, il, ee, ur, ight			
	Graphics Practice:			
	Mon	Guess What I am Writing: P, R, p, put		Tips: Use lined paper in sheet protectors. Practice with Private Speech that talks about writing on line: midline, top, bottom. Check with first grade teachers and use same terminology.
	Tues	Guess What I am Writing: a, b, d, dad		
Wed	Guess What I am Writing: e, f, q, five			
Thurs	Guess What I am Writing: here, help			
Fri	Guess What I am Writing: me, my			
Math:	See Math Pacing Guide			
 Counting Games		 Fluency	 Penmanship	 Geometry, Measurement, Data
Market Farm with Triangle		I Have, Who Has skip counting	Make a new calendar	Stackers II
 Blocks		 Number Line	 Puzzles	 Operations & Algebraic Thinking
Block Construction Build a Snowmobile		Hopscotch Skip Counting	Puzzles, tangrams, etc	Math Magic review any
Social Studies Story Lab and Write About				
Story				
Use Background ppts & additional nonfiction about the Arctic tundra. 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 (If not done in Skill Building) Share the News: What is something you learned about the Tundra? <i>*Possible time for filling out tomorrow's Learning Plans.</i>				