Reading Goals

- Answer questions about key details using details from the text's words and illustrations. (RL.K.1, RI.K.1, L.K.1.d)
- With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
- Ask and answer questions about unknown words in the text. (RI.K.4)
- Differentiate between the words and illustrations in a text, including describing the role the author and illustrator play in the development of these text features. (RI.K.6, RL.K.6)
- Recognize common types of texts (storybooks, poems, informational texts, etc. (RL.K.5)

Writing Goals

- Use a combination of drawing, dictating, and writing to respond to a prompt to supply information about a topic. (W.K.2)
- Collect evidence from the texts and use it to support responses to a prompt. (W.K.8)
- Produce and expand sentences using details from the text. (L.K.1.f)

SIGHT WORDS REVIEWED:
I
of
the
a
like
me

LETTER SOUNDS REVIEWED:
m
a
t
d
o
c
g
i

Speaking & Listening Goals

- Follow agreed–upon rules of discussion, such as *one voice speaks at a time* and *listen attentively to the speaker*. (SL.K.1.a)
- Engage in conversations with peers about the text, using text evidence to support a response. (SL.K.1.b)

Language Goals

- Ask questions about key details in texts using the question words *who, what, where, when, why*, and *how*. (L.K.1.d)
- Write the letters that represent most phonemes and apply them to their own writing and drawing. (L.K.2.c, L.K.2.d)
- Expand their understanding of word meanings through discussion and real–life connections. (L.K.5.c)
- Use words acquired through reading and apply them to conversations about the text. (L.K.6)

Focus Skills

- We have five senses: smell, taste, touch, hearing, and sight.
- Our senses take in information and make us aware of the world around us.
- People use their senses to learn about the world and to learn from books.
- Details in illustration, speech, and text provide more information for readers.
- Words and illustrations work together to tell a story and present information.

	Monday (10.1)	Tuesday (10.2)	Wednesday (10.3)	Thursday (10.4)	Friday (10.5)
Morning Message	Fluency reading "I like the dog. I like the cat. I like the fish. I do not like the rat."	Fluency reading "I like the dog. I like the cat. I like the fish. I do not like the rat."	Fluency reading "I like the dog. I like the cat. I like the fish. I do not like the rat."	Fluency reading "I like the dog. I like the cat. I like the fish. I do not like the rat."	Fall Holiday
Reading Goal	I will tell what I notice and wonder about a new text.	I will tell how pictures and words work together to help me understand a text.	I will identify non-fiction texts.	I will identify fictional texts.	
Reading Lesson	T explains that students have been reading texts to see how our senses help us learn about our world. We will read another book to help us understand how our senses help us learn about our world, too. Students should listen to the text and partner share what they have noticed and what they wonder about the text. Teacher reads without interruption, discussing vocabulary words unfamiliar with students as necessary. Read Our 5 Senses on Getepic.com https://www.getepic.com/app/read/12927 Together students and teacher make an anchor chart to show what students wonder and notice about the text.	T reminds students that pictures and words can work together to help a person understand a story. T re-reads Our 5 Senses on Getepic.com, focusing on the pictures and word relations on each page. Students share answers with partners Pp 6-9: How does the picture show us what a pupil is? How are the people in the picture using their eyes to stay safe? Pp 10-13: How do the pictures show the vibrations that help us hear? Do you think the little girl enjoys the music she is listening to? What makes you think that? Pp 14-17: How do you think the children feel about what they are smelling? Why do you think that? Pp 22-25: Do you see anything that you think would be painful to touch in the pictures? Why do you think that? Students choose one page to act out with a classmate to show what they learned about one of their five senses.	T will model using familiar texts, already read in previous lessons, explaining what a non-fiction text is and how to identify one. Non-fiction texts usually have photographs, tell information that can be proven true and help us understand or learn more about a topic. Examples of previously read non-fiction texts: both My Five Senses books, and Rap a Tap Tap. Together, students and teacher will make an anchor chart that shows characteristics of non-fiction texts. Students will break apart into small groups of 4 students in each group. Each group will be given a basket of books, containing several non-fiction books and two fiction books. Students will discuss the properties of each text that helps them know it's non-fiction, or what makes them think it may not be non-fiction.	T will model using familiar texts, already read in previous lessons, explaining what a fictional text is and how to identify one. Fictional texts usually have illustrations, tell a story that is meant for one to enjoy, and contains characters who are doing something. Examples of previously read fictional texts: Chicka, Chicka Boom Boom!, Last Stop on Market Street, No David! Together, students and teacher will make an anchor chart that shows characteristics of fictional texts. Students will break apart into small groups of 4 students in each group. Each group will be given a basket of books, containing several fictional books and two non-fiction books. Students will discuss the properties of each text that helps them know it's fictional, or what makes them think it may not be fictional. Assessment: Students circle pictures to help them answer questions about fiction and non-fiction texts. Assess letter sounds and sight words in small groups.	
Writing Goal	I will write and draw to tell what I learned from a text.	I will write and draw to tell what I learned from a text.	I will write and draw to tell what I learned from a text.	I will write and draw to tell what I learned from a text.	
Writing Lesson	Students partner share one thing they noticed in the text. T models how to draw with details and write to tell about her picture. Students will write to tell what they noticed in the book. Focus on labeling with first sound or word from anchor chart (on level) or writing a complete sentence using the sentence frame "I notice…" (above level).	Students partner share one thing they learned from the pictures in the book by acting it out. T models how to draw with details and write to tell about her picture. Students will write to tell what they learned from the book. Focus on labeling with first sound or word from anchor chart (on level) or writing a complete sentence.	S will write about their favorite non-fiction text they read in class. I like ---. Students will write the title of the text they enjoyed reading the most, using the anchor chart to help them.	S will write about their favorite fictional text they read in class. I like ---. Students will write the title of the text they enjoyed reading the most, using the anchor chart to help them.	
Phonics Goal	I will blend sounds together to read words.	I will blend sounds together to read words.	I will blend sounds together to read words.	I will blend sounds together to read words.	
Skills Strand: Phonics Lesson	Unit 3 Lesson 11: -S will orally blend sounds to make words. -T will use the letter cards to review sounds, S says sounds not letters. -Channing for reading, using letter cards -Channing for spelling: use same cards except give the word and S has to spell it. -S will match words to pictures.	Unit 3 Lesson 12: -S will orally blend sounds to make words. -T will use the letter cards to review sounds. -Channing for reading, using letter cards -Channing for spelling -label the picture worksheet 12.1 -spelling hopscotch	Unit 3 Lesson 13: -S will orally blend sounds to make words. -T will use the letter cards to review sounds. -eraser man game -circle spelling worksheet 13.1 -stomp and spell	Unit 3 Lesson 14: -S will orally blend sounds to make words. -T will use the letter cards to review sounds. -stomp and spell -label the picture worksheet 14.1 -circle spelling worksheet 14.2 Assessment: Students will circle the word they hear by identifying the correct word from a selection of 3 words.	