

1st Six Weeks at a Glance – Pre-Kindergarten

		Language/Word study			Reader's Workshop		Workshop Writer's
Wk/ Themes	Read Alouds	"Popcorn" Words	Phonemic Awareness	Phonics	Shared Reading	Individual/ Group Reading	Writing/ Journal page
1 Back to School	<u>The Kissing hand</u> <u>Don't eat the teacher!</u> <u>School isn't fair!</u> <u>Dinofours, it's time for school.</u>	Classroom names	1.Counting letters of the alphabet 2.Matching letters of the alphabet	WIL- Rhyme time Humpty-Dumpty	How to get rid of the jiggle worms.	Individual/group reading does not begin until the second week of school.	Model: left to right progression Daily sign-in page Shared Writing – "Our Classroom Rules" Model write & illustrate to go with writing whole group Journal – How I wrote my name the first week of school...
2 School Friends	<u>School Friends</u> <u>My lunch kit</u>	Classroom names and Classmate names.	Sequence Recognition Sound Formation Letter A	WIL- Rhyme time Mary had a little lamb	My Aa book – big book Read together in group time. A poem	Listen with individual student while student reads his/her little book Aa.	Model: left to right progression Daily sign-in page Weekly write the center Create class story Journal page
3 All about me	<u>I like me!</u> <u>When I was little</u> <u>Things Mommies do,</u> <u>things daddies do</u>	Introduce THE, A, MY & BOOK	Sequence Recognition Sound Formation Letter A 3. Neuhaus alphabet match – side 1	WIL- Rhyme time There was an old lady who swallowed a fly.	My Bb book – big book Read together in group time. B poem	Listen with individual student while student reads his/her little book Bb.	Model: left to right progression Daily sign-in page Weekly write the center Journal page
4	<u>Weather – Hurricanes/Tornadoes</u>	The, a, my and book	Sequence Recognition Sound Formation Continue alphabet match – side 1	WIL- rhyme time	Shared reading – Big book – Chicka, Chicka, Boom, Boom	Students reread their favorite little book.	Model: left to right progression Daily sign-in page Weekly write the center Shared writing Journal page

<p>5 Author Study – Laura Numerof f</p>	<p><u>If you give a mouse a cookie</u></p>	<p>The, a, my & book</p>	<p>Sequence Recognition Sound Formation Letter C</p> <p>Neuhaus alphabet match – side 1</p>	<p>WIL – Rhyme time Jack –N- Jill</p>	<p>My Cc book- big book read together in group time.</p> <p>C poem</p> <p>Story web</p> <p>Retell story using props and sequence story.</p>	<p>Listen with individual student while student reads his/her little book Cc. Introduce reading through “elephones”.</p>	<p>Model: left to right progression Daily sign-in page Weekly write the center Environmental print Thinking maps Venn diagrams Story starters Story extensions Journal page</p>
<p>6 Continue author study</p>	<p><u>If you give a pig a pancake</u> <u>If you give a moose a muffin</u> <u>If you give a mouse a cookie</u> <u>If you take a mouse to the movies</u></p>	<p>Review words already introduced.</p>	<p>Sequence Recognition Sound Formation Letter D</p>	<p>WIL- Rhyme time Rain, rain, go away</p>	<p>My Dd book – big book – read together in group time.</p> <p>D poem</p> <p>Compare and contrast books</p>	<p>Listen with individual student while student reads his/her little book Dd. Continue reading through elephones.</p>	<p>Model: left to right progression Daily sign-in page Weekly write the center Environmental print Thinking maps Venn diagrams Story starters Story extensions Journal page</p>