**ADEC NSM EMT Weekly Plan “Today’s Learners…Tomorrow’s future” MODEL > SHARE > GUIDE > APPLY**

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| **Date** | **Theme** | **High Frequency Sentence** | **Letter**  **cluster** | **Content words** | **Math**  **vocabulary** | **4 C’s focus** | **Art** | **Library** | **Science** |
| Feb 26-2 Mar | Reading is fun Monsters | There’s a Nighmare in My Closet | week 3 *Song Of Sounds* | -Monster  -song of sound words....m d g o  -blending | -Number sense  one-ten  long, short | Creativity-Art and whole class lesson | Making monsters | There’s a Nighmare in My Closet | **KS4**  Record observations with support (non-standard mesurement) |

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|  | **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| **Math/ circle**  **Science-** | **K1NS4-** *Recognize numerals*  **K1MDM1**- long and short  Introduce vocabulary  Sort objects into two groups | **K1NS4-** *Recognize numerals*  **K1MDM1**- long and short  Introduce measuring long and short with cubes. Then measure and record.  To extend measure with different objects | **K1NS4-** *Recognize numerals*  **K1MDM1**- long and short  ICT games as large group  [math4children.com](http://math4children.com) or [ixl.com](http://ixl.com) | **K1NS4-** *Recognize numerals*  **K1MDM1**- long and short  Using yarn students make a long and short string in pairs | **K1NS4-** *Recognize numerals*  **KS4-** record their favorite book and graph it. |
| **Literacy Class KG 1C/D**  **KLSP1 & KLSP2** | **Whole Focus: KRRT3**  Introduce the book *There’s a nightmare in my closet* Read the story aloud.  11:45-12:00 song of sounds both classes-week 3 | **Whole Focus: KRRT3**  Recall story details with visual poster made from details from the book  11:45-12:00 song of sounds both classes-week3 | **Whole Focus: KRRT3**  Review vocabulary in combination with pictures. Then read together as a class.  11:45-12:00 song of sounds both classes-week 3 | **Whole Focus: KRRT3**  CHALLENGE: The monster is about come out of the closet…what will you do when it comes out?  Use whiteboards to draw a picture to answer. Have students explain their pictures to a partner and then to the teacher.  11:45-12:00 song of sounds both classes-week 3 | **Whole Focus: KRRT3**  Shared guided reading with pictures. Do a coral reading and use motions.  11:45-12:00 song of sounds both classes-week 3 |
| **Active learning**  **Small Focus**: KLPA4  **High level** students will play bingo matching the picture to the word. They will focus on the beginning sounds and some blends.  \*not finished with some groups from last week…will complete and move on to week 3 sounds. | **Active learning**  **Small Focus**: KLPA4  **High level** students will play bingo matching the picture to the word. They will focus on the beginning sounds and some blends. | **Active learning**  **Small Focus**: KLPA4  **Mid level** students will play bingo matching pictures to the initial letter sounds. | **Active learning**  **Small Focus**:  **Mid level** students will play bingo matching pictures to the initial letter sounds. | **Active learning**  **Small Focus**: KLPA4  **Lower level** students will match the picture to a picture and tell me the sound it makes. |
|  | **Plenary:**  Review students work completed in centres and focus group | **Plenary:**  Review students work completed in centres and focus group | **Plenary:**  Review students work completed in centres and focus group | **Plenary:**  Review students work completed in centres and focus group | **Plenary:**  Review students work completed in centres and focus group |
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|  | Outcomes Students will: | Activities  How outcomes are being meet | Assessment  Evidence |
| **Focused Literacy Center:**  (*teacher guided, gradual release, documented in student mapping*) | **Literacy Class**  **KLPA4-** Listen to, say, and manipulate beginning phonemes in words | **Active learning**  **Small Focus**:  Play bingo using the Song of Sounds literacy kit. Focusing on initial sounds and some blends. | -Participation |
| **Writing center** | KWC2-write at least one recognizable word | 1.Have a folded paper and make it a ‘closet’ from the story. On the front of the ‘door’ the student will either trace or write (depending on their level). Inside the ‘closet’ they will make their own monsters. | -Completed writing activity  -Participation |
| **Art integration** | Creativity | 1.Create a monster using playdough, cut straws, and eyes. Have them capture it in its cage (plastic ziplock bag) before it gets away...this will be displayed outside and given to them at the end of the week to take home. The display will read...Look at how many monsters we captured in KG1A/B!!!!!  2.Create a monster using the step by step visual instructions...blow paint through straws to make the monsters hair. | Completed art work |
| **Math integration** | **K1MDM1**- long and short | ***1.Challenge* :** Measuring and recording lengths of objects using different measuring tools | Participation |
| **Information Technology** | ICT | At a computer play with starfall, pbs kids, [softschools.com](http://softschools.com), or [math4children.com](http://math4children.com) | Participation |
| **Drama/ Reading** |  | Using puppets and/ or the book students will role play the story or silently do a picture walk. | Participation |

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| **Emerging: E** | **Developing: D** | **Mastery: M** |
| **KG1A**  Ahmed  Buti  Husian  Khalifa  Theyab  Rian  Salama  Sultan M  Sultan A  Fatima  Mayed  Mariam  Mansour S  Mansour T  Nada  Hamad  Azza  **KG1B**  Alound  hamad  hamdan m  hamda  khalifa a  salama  shamma  shamsa  shahed  abdulla  fatima  mohammed a  mohammed f  mohammmed n  mariam  mansour | **KG1A**  Maha  Mahra  Noura  Wadima  Noor  Dana  Marwa  Dhabia  Hessa  **KG1B**  Alyaziah  Hamdan S  Meera  Huda  Hazza  Nayhan  Khalifa H  Aysha  Ghaya | **KG1A**  **KG1B** |