**Name: Jenny Nelson Class: KG1 a/b 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** |
| April 26-30 | Reading is fun Monsters | Go away big green monster | week 2 *Song Of Sounds* | big, away, green, monster, nose, mouth, sharp white teeth, squiggly ears, hair, face, eyes,  | Number senseone-tenlong, short | collaboration | Making monsters  | Go Away Big Green Monster! | **KS4**Record observations with support |

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|  | **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| **Math/ circle** **Science-** | **K1NS4-** *Recognize numerals***K1MDM1**- long and short Introduce vocabularySort 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 favourite book and graph it. |
| **Literacy Class KG 1C/D** **KLSP1 & KLSP2** | **Whole Focus: KRRT3**Introduce the book *Go Away Big Green Monster.* Read the story aloud. 11:45-12:00 song of sounds both classes | **Whole Focus: KRRT3**Recall story details with visual poster made from details from the book11:45-12:00 song of sounds both classes | **Whole Focus: KRRT3**Review vocabulary in combination with pictures. Then read together as a class.11:45-12:00 song of sounds both classes | **Whole Focus: KRRT3**CHALLENGE: The monster is about to try and scare you…what will you do to capture the monster or get away?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 | **Whole Focus: KRRT3**Shared guided reading with pictures. Do a coral reading and use motions.11:45-12:00 song of sounds both classes |
| **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**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: | ActivitiesHow outcomes are being meet | AssessmentEvidence |
| **Focused Literacy Center:** (*teacher guided, gradual release, documented in student mapping*) | **Literacy Class KG 1C/D** **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** |  | 1. Use monster flash cards to practice writing
2. Arabic activity
 | -Completed writing activity-Participation  |
| **Art integration** | Creativity  | 1.Create a monster using playdough and capture it in its cage before it gets away2.Create a monster using the step by step visual instructions displayed | Completed art work |
| **Math integration**  | **K1MDM1**- long and short  | ***1.Challenge* :** Measuring and recording lengths of objects using different measuring tools2. Use the balance to try and make both sides balanced \ | 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**AhmedButiHusianKhalifaTheyabRianSalamaSultan MSultan AFatimaMayedMariamMansour SMansour TNadaHamadAzza**KG1B**Aloundhamadhamdan mhamdakhalifa asalama shammashamsashahedabdullafatimamohammed amohammed fmohammmed nmariammansour | **KG1A**MahaMahraNouraWadimaNoorDanaMarwaDhabiaHessa**KG1B**AlyaziahHamdan SMeera Huda HazzaNayhanKhalifa HAyshaGhaya | **KG1A****KG1B** |