**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 sense  one-ten  long, 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 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 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 book  11:45-12:00 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: | Activities  How outcomes are being meet | Assessment  Evidence |
| **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 away  2.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 tools  2. 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**  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** |