

6-Weeks at-a-Glance: Arts & Letters + RGR

Kindergarten: Module 1

Arts & Letters instruction gives students in elementary grades ample time for whole group, small group, and independent instruction. Students learn and practice Reading, Writing, Speaking, Listening, and Language skills throughout lessons, as part of our integrated approach.

Week 1					
Essential Question: How do people use their senses to experience the world? (for the entire Module)					
Arc A: "Nature's Treasures"					
	Monday December 1	Tuesday December 2	Wednesday December 3	Thursday December 4	Friday December 5
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR Countdown Unit 5	Lesson 1: Parts 1, 2, & 3 TG1 pp. 147-154	Lesson 2: Parts 1, 2, & 3 TG1 pp. 155-161	Lesson 3: Parts 1, 2, & 3 TG1 pp. 162-169	Lesson 4: Parts 1, 2, & 3 TG1 pp. 170-176	Lesson 5: Parts 1, 2, & 3 TG1 pp. 177-184
30 min.	Per Unit Planner: Concepts of Print, Handwriting, Small Group additional High-Frequency Word practice, Decodable Passage reading & Vocabulary Playgrounds				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Arts & Letters	Opening Bookend	Wonder: What do I notice about this text? "Nature's Treasures" <i>Apples</i> , Paul Cezanne	Organize: What is happening in this text? "Nature's Treasures" <i>Apples</i> , Paul Cezanne	Reveal: What does a deeper look at words and illustrations reveal? "Nature's Treasures" <i>Apples</i> , Paul Cezanne	Distill: What is a central idea in this text? "Nature's Treasures" <i>Apples</i> , Paul Cezanne
60 min					
Launch	Read the Essential Question	Read the Content Framing Question	Read the Content Framing Question	Read the Content Framing Question	Read the Content Framing Question

	2 min. whole group	2 min. whole group	2 min. whole group	2 min. whole group	2 min. whole group
Learn	<p>Share: Discuss Prior Knowledge (10 min; whole group)</p> <p>Engage (43 min; whole group)</p> <p>Option 1: Create a Class Five Senses Collage</p> <p>Option 2: Experience Five Senses Stations</p> <p>Option 3: Read a Book Featuring the Five Senses</p>	<p>Read: Listen Closely to “Nature’s Treasures” (15 min; whole group)</p> <p>Respond: Notice about the Text (20 min; whole group)</p> <p>Observe: Notice about <i>Apples</i> (18 min; Whole group)</p>	<p>Read: Identify Events (18 min; whole group)</p> <p>Respond: Act Out Character Actions (20 min; whole group)</p> <p>Observe: Describe Objects in <i>Apples</i> (15min; whole group)</p>	<p>Read: Examine Words and Illustrations (15 min.; whole group)</p> <p>Respond: Apply the Meaning of <i>Explore</i> (18 min; whole group)</p> <p>Observe: Examine Shapes in <i>Apples</i> (20 min; whole group)</p>	<p>Read: Prepare for a Discussion (17 min; whole group)</p> <p>Respond: Discuss a Central Idea (18 min; whole group)</p> <p>Observe: Determine the Effect of Shape in <i>Apples</i> (18 min; whole group)</p>
Land	<p>Revisit the Essential Question</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>

Week 2					
Essential Question: How do people use their senses to experience the world? (for the entire Module)					
Arc A: "Nature's Treasures" (Lesson 6) and Arc B: My Five Senses					
	Monday December 8	Tuesday December 9	Wednesday December 10	Thursday December 11	Friday December 12
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR Countdown Unit 6	Lesson 1: Parts 1, 2, & 3 TG2 pp. 1-5	Lesson 2: Parts 1, 2, & 3 TG2 pp. 6-12	Lesson 3: Parts 1, 2, & 3 TG2 pp. 13-18	Lesson 4: Parts 1, 2, & 3 TG2 pp. 19-23	Lesson 5: Parts 1, 2, & 3 TG2 pp. 24-28
30 min.	Per Unit Planner: Concepts of Print, Handwriting, Small Group additional High-Frequency Word practice, Decodable Passage reading & Vocabulary Playgrounds				
	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Arts & Letters	Know: How do these texts build our knowledge? "Nature's Treasures" "Making Observations" "Five Senses Song" platform <i>Apples</i> , Paul Cezanne	Wonder: What do I notice about this text? <i>My Five Senses Children's Games</i> , Peter Bruegel the Elder "The Nervous System"	Organize: What is happening in this text? <i>My Five Senses Children's Games</i> , Peter Bruegel the Elder	Reveal: What does a deeper look at the chart reveal? <i>My Five Senses Children's Games</i> , Peter Bruegel the Elder	Distill: What is a central idea in this text? <i>My Five Senses Children's Games</i> , Peter Bruegel the Elder
60 min					
Launch	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group
Learn	Read: View "Making Observations"	Read: Listen Closely to <i>My Five Senses</i>	Read: Identify Key Details (15 min; whole group)	Read: Examine the Chart (18 min.; whole group)	Read: Prepare for a Discussion (15 min; whole group)

	(15 min; whole group) Respond: Share Knowledge Connected to a Topic (20 min; whole group) Observe: Describe Knowledge Gained from <i>Apples</i> (18 min; whole group)	(17 min; whole group) Respond: Notice about the Text (18 min; whole group) Observe: Notice about <i>Children’s Games</i> (18 min; whole group)	Respond: Identify the Main Topic (18 min; whole group) Observe: Describe Actions in <i>Children’s Games</i> (20min; whole group)	Respond: Learn More About the Senses (18 min; whole group) Observe: Examine Color in <i>Children’s Games</i> (18 min; whole group)	Respond: Discuss a Central Idea (20 min; whole group) Observe: Analyze Experiences in <i>Children’s Games</i> (18 min; whole group)
Land	Synthesize Learning 5 min. whole group	View “The Nervous System” 5 min. whole group	Reflect on Learning 5 min. whole group	Reflect on Learning 5 min. whole group	Reflect on Learning 5 min. whole group

Week 3					
Essential Question: How do people use their senses to experience the world? (for the entire Module)					
Arc B: My Five Senses (Lesson 11) and Arc C: Last Stop on Market Street					
	Monday December 15	Tuesday December 16	Wednesday December 17	Thursday December 18	Friday December 19
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR Countdown Unit 7	Lesson 1: Parts 1, 2, & 3 TG2 pp. 29-34	Lesson 2: Parts 1, 2, & 3 TG2 pp. 35-40	Lesson 3: Parts 1, 2, & 3 TG2 pp. 41-46	Lesson 4: Parts 1, 2, & 3 TG2 pp. 47-51	Lesson 5: Parts 1, 2, & 3 TG2 pp. 52-56
30 min.	Per Unit Planner: Concepts of Print, Handwriting, Small Group additional High-Frequency Word practice, Decodable Passage reading & Vocabulary Playgrounds				
	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15

Arts & Letters 60 min	Know: How does this text build our knowledge? <i>My Five Senses</i> <i>Children’s Games,</i> Peter Bruegel the Elder	Wonder: What do I notice about this text? <i>Last Stop on Market Street</i> “City Life”	Organize: What is happening in this text? <i>Last Stop on Market Street</i>	Reveal: What does a deeper look at words and illustrations reveal? <i>Last Stop on Market Street</i>	Distill: What is a central idea in this text? <i>Last Stop on Market Street</i>
Launch	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group
Learn	whole: View “The Nervous System” (15 min; whole group) Respond: Share Knowledge Connected to a Topic (18 min; whole group) Observe: Describe Knowledge Gained from <i>Children’s Games</i> (20 min; whole group)	Read: Listen Closely to <i>Last Stop on Market Street</i> (20 min; whole group) Respond: Wonder about the Text (15 min; whole group) Write: Collect Evidence in <i>Last Stop on Market Street</i> (18 min; whole group)	Read: Identify Characters (15 min; whole group) Respond: Organize Story Elements (18 min; whole group) Write: Collect Evidence (20 min; whole group)	Read: Examine Words and Illustrations (17 min.; whole group) Respond: Analyze How Words and Illustrations Work Together (18 min; whole group) Write: Draw and Label Evidence (18 min; whole group)	Read: Prepare for a Discussion (15 min; whole group) Respond: Discuss a Central Idea (15 min; whole group) Write: Draw and Label to Respond to the Prompt (23 min; whole group)
Land	Synthesize Learning	View “City Life”	Reflect on Learning	Reflect on Learning	Reflect on Learning

	5 min. Whole group	5 min. Whole group	5 min. Whole group	5 min. Whole group	5 min. Whole group
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Week 4					
Essential Question: How do people use their senses to experience the world? (for the entire Module)					
Arc C: Last Stop on Market Street and Arc D: Rap a Tap Tap					
	Monday January 5	Tuesday January 6	Wednesday January 7	Thursday January 8	Friday January 9
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR Countdown Unit 8	Lesson 1: Parts 1, 2, & 3 TG2 pp. 57-63	Lesson 2: Parts 1, 2, & 3 TG2 pp. 64-68	Lesson 3: Parts 1, 2, & 3 TG2 pp. 69-74	Lesson 4: Parts 1, 2, & 3 TG2 pp. 75-78	Lesson 5: Parts 1, 2, & 3 TG2 pp. 79-84
30 min.	Per Unit Planner: Concepts of Print, Handwriting, Small Group additional High-Frequency Word practice, Decodable Passage reading & Vocabulary Playgrounds				
	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Arts & Letters	Know: How does this text build our knowledge? <i>Last Stop on Market Street</i>	Wonder: What do I notice about this text? <i>Rap a Tap Tap</i> "Bill Robinson, the Inimitable" "The Sound of Tap"	Organize: What is happening in this text? <i>Rap a Tap Tap</i> "Bill Robinson, the Inimitable"	Reveal: What does a deeper look at repeated words reveal? <i>Rap a Tap Tap</i>	Distill: What is a central idea in this text? <i>Rap a Tap Tap</i>
60 min					
Launch	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group
Learn	Read: Listen Closely to Information About the Illustrator (18 min; whole group)	Read: Listen Closely to <i>Rap a Tap Tap</i> (15 min; whole group) Respond:	Read: Identify the Setting (18 min; whole group) Respond:	Read: Examine Repeated Words (19 min; whole group) Respond:	Read: Prepare for a Discussion (19 min; partner work) Respond: Discuss a Central Idea

	<p>Respond: Share Knowledge Connected to a Topic (15 min; whole group)</p> <p>Write: Share Writing (20 min; Whole group)</p>	<p>Notice about the Text (18 min; whole group)</p> <p>Write: Collect Evidence from “Bill Robinson, the Inimitable” (20 min; whole group)</p>	<p>Organize Story Elements (18 min; whole group)</p> <p>Write: Draw and Label Evidence (17 min; whole group)</p>	<p>Examine Repeated Movements (15 min; whole group)</p> <p>Write: Rehearse a Response to a Prompt (19 min; partner work)</p>	<p>(15 min; whole group)</p> <p>Write: Respond to a Prompt (19 min; partner work)</p>
Land	<p>Synthesize Learning</p> <p>5 min. whole group</p>	<p>View “The Sound of Tap”</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>

Week 5					
Essential Question: How do people use their senses to experience the world? (for the entire Module)					
Arc D: <i>Rap a Tap Tap</i> (Lessons 21-23) and Arc E: “Smelly” Kelly and His Super Senses					
	Monday January 12	Tuesday January 13	Wednesday January 14	Thursday January 15	Friday January 16
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR Countdown Unit 9	Lesson 1: Parts 1, 2, & 3 TG2 pp. 85-90	Lesson 2: Parts 1, 2, & 3 TG2 pp. 91-94	Lesson 3: Parts 1, 2, & 3 TG2 pp. 95-99	Lesson 4: Parts 1, 2, & 3 TG2 pp. 100-105	Lesson 5: Parts 1, 2, & 3 TG2 pp. 106-110
30 min.	Per Unit Planner: Concepts of Print, Handwriting, Small Group additional High-Frequency Word practice, Decodable Passage reading & Vocabulary Playgrounds				
	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25

Arts & Letters 60 min	Know: How does this text build our knowledge? <i>Rap a Tap Tap</i> "The Sound of Tap"	Complete Listening Comprehension Assessment 1 LCA 1 Text	Responsive Teaching Lesson LCA 1 Text	Wonder: What do I notice about this text? <i>"Smelly" Kelly and His Super Senses</i> "Subway Smells"	Organize: What is happening in this text? <i>"Smelly" Kelly and His Super Senses</i>
Launch	Read the Content Framing Question 2 min. whole group	Read the Essential Question 2 min. whole group	Read the Essential Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group
Learn	Read: View "The Sound of Tap" (16 min; whole group and partner work) Respond: Share Knowledge Connected to a Topic (17 min; partner work) Write: Share Writing (20 min; whole group and partner work)	Respond: Complete an Assessment (40 min; whole group) Read: Read More About the Five Senses (15 min; individual work)	Read: Listen Closely to the Assessment Text (15 min; whole group) Respond: Revisit the Assessment (25 min; whole group) Engage: Review Module Terms (15 min; whole group)	Read: Listen Closely to <i>"Smelly" Kelly and His Super Senses</i> (15 min.; whole group) Respond: Notice About the Text (18 min; whole group) Write: Collect Evidence (18 min; whole group and partner work)	Read: Identify the Main Character and Setting (15 min; whole group) Respond: Organize the Story Elements (20 min; whole group) Write: Draw and Label Evidence (18 min; whole group and partner work)
Land	Synthesize Learning 5 min. whole group	Revisit the Essential Question 5 min. partner work	Reflect on the Assessment 3 min. partner work	View "Subway Smells" 5 min. whole group	Reflect on Learning 5 min. whole group

Week 6					
Essential Question: How do people use their senses to experience the world? (for the entire Module)					
Arc E: "Smelly" Kelly and His Super Senses (Lessons 26-28) and Arc F: Fry Bread					
	Monday January 19	Tuesday January 20	Wednesday January 21	Thursday January 22	Friday January 23
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR Countdown Unit 10	Lesson 1: Parts 1, 2, & 3 TG2 pp. 111-117	Lesson 2: Parts 1, 2, & 3 TG2 pp. 118-122	Lesson 3: Parts 1, 2, & 3 TG2 pp. 123-127	Lesson 4: Parts 1, 2, & 3 TG2 pp. 128-131	Lesson 5: Parts 1, 2, & 3 TG2 pp. 132-136
30 min.	Per Unit Planner: Concepts of Print, Handwriting, Small Group additional High-Frequency Word practice, Decodable Passage reading & Vocabulary Playgrounds				
	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Arts & Letters	Reveal: What does a deeper look at illustrations reveal? <i>"Smelly" Kelly and His Super Senses</i>	Distill: What is a central idea in this text? <i>"Smelly" Kelly and His Super Senses</i>	Know: How does this text build our knowledge? <i>"Smelly" Kelly and His Super Senses</i> <i>"Subway Smells"</i>	Wonder: What do I notice about this text? <i>Fry Bread</i> <i>"Bread Around the World"</i>	Organize: What is happening in this text? <i>Fry Bread</i>
60 min					
Launch	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group
Learn	Read: Examine Illustrations (17 min; whole group) Respond:	Read: Prepare for a Discussion (15 min; whole group) Respond:	Read: View "Subway Smells" (18 min; whole group) Respond:	Read: Listen Closely to <i>Fry Bread</i> (15 min; whole group) Respond:	Read: Identify Key Details (18 min; whole group) Respond:

	<p>Examine Colors in the Illustrations (18 min; partner work)</p> <p>Write: Rehearse a Response to the Prompt (18 min; whole group and partner work)</p>	<p>Discuss a Central Idea (19 min; whole group)</p> <p>Write: Draw and Label to Respond to the Prompt (19 min; whole group and individual work)</p>	<p>Share Knowledge Connected to a Topic (15 min; partner work)</p> <p>Write: Share Writing (20 min; partner work; whole group)</p>	<p>Notice about <i>Fry Bread</i> (18 min; whole group)</p> <p>Write: Collect Textual Evidence (20 min; whole group; small group)</p>	<p>Identify Key Details About the Main Topic (17 min; whole group)</p> <p>Write: Draw and Label Evidence (18 min; whole group)</p>
Land	<p>Reflect on Learning</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>	<p>Synthesize Learning</p> <p>5 min. whole group</p>	<p>View “Bread Around the World”</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>