

Acc Group (Blossoms)	Start of Year (through December 15)	Middle of Year (December 15 through March 15)	End of Year (March 15 through June 30)
<b>Pedagogy Method</b>	Question of Day that includes Word of Day	Question/Inquiry Statement of the Day	Same
<b>Exercises</b>	<ul style="list-style-type: none"> <li>- Vowel Song. Chanting of word families. :)</li> <li>- What other words start with the same word family as word of day? If word family has “rhyme” ask what words rhyme? Break word of day into syllables. Hm.. do you hear any word families?</li> <li>- Sight Word Chants: “Wh-AT” is what, “Silent E makes the middle vowel say it’s name... most of the time, sometimes words just don’t follow rules” “Y-O-U spells YOU”</li> <li>- Magnet Board challenge: Write three circled words (circled sight words &amp; word family word) and read them aloud prior to placing on magnet display. <b>OR</b> Answer the question!</li> </ul>	Same exercises & Rubberband stretch it out-syllables. Use rubberbands to help visualize.	Same exercises & Cover it up- a game we play to read fancy big/ long words. We cover up the word and make it short, then read it in bits. Make a cover-it-up tool that’s fun to use.
<b>Resources</b>	Magnet Word Strips, Magnet Sentence Strips	Space Holder, Journals!, SentenceBoards,Rubberbands	Previously listed resources & Homework!
<b>Literacy Goals</b>	<ul style="list-style-type: none"> <li>- Write most alphabet in lower/upper letters.</li> <li>- Identify missing sounds, particularly vowels in word, middle syllable sounds, etc.</li> <li>- Understand &amp; break any word into syllables.</li> <li>- Begin to understand and identify word families, ending sounds, etc. Begin to use word families to both read and write words.</li> <li>- Begin to answer a question by building a complete sentence (appropriate answer).</li> <li>- Begin to note punctuation and grammar- when to write upper case, question mark, etc.</li> <li>- Begin to grow awareness of beginning sight words and ability to read them without sounding them out- &lt;at, it, will, I, am, are, the, what, that, is, he, me, we, she, do&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Read beginning sight words without sounding them out.</li> <li>- Write all alphabet lower/upper</li> <li>- Answer question appropriately with guidance from teacher to make sentence concise, complete, and short enough so that it’s writable in journal.</li> <li>- Begin to understand punctuations. Period, exclamation, question mark... and begin to use those in their own writing with teacher guidance.</li> </ul>	<ul style="list-style-type: none"> <li>-Answers question of the day appropriately and writes sentence with very little guidance- if any.</li> <li>-Begins to answer question using compound sentences! (self-interest)</li> <li>-Uses basic punctuations w/reminders.</li> <li>-Writes legibly.</li> <li>-Has confidence in reading new words by breaking them into word families &amp; “covering them up”!</li> <li>-Reads sight words with fluidity.</li> <li>-Has confidence in spelling words using syllables/ word families.</li> <li>-Uses chants &amp; word rules to help read.</li> <li>-Enjoys writing &amp; reading!</li> <li>-Does not ask for help- attempts first!</li> </ul>