

Mrs. Cooper Gr. K Week of 3/10/2025- 3/14/2025	Monday 3/10/25	Tuesday 3/11/25	Wednesday 3/12/25	Thursday 3/13/25	Friday 3/14/25
8:00-8:20	Arrival Breakfast Open gym	Arrival Breakfast Open gym	Arrival Breakfast Open gym	Arrival Breakfast Open gym	Open Gym Unpack
8:20-8:30 Announcements Morning Bins ▶ 10 Minute Countdown Timer with Music for Kids!					
8:30-9:00 Morning Meeting/ Calendar	Greeting: rainbow greeting Share Activity: Inference guessing game Message: phonics, Adjectives word web	Greeting: rainbow greeting Share: Activity: Quiz, quiz, trade Message: phonics/ literacy what letter comes next (P-V)	Greeting: rainbow greeting Share: Activity -parachute game Message: math decomposing numbers	Greeting: rainbow greeting Share Activity: four corners Message: subtracting within 10	Greeting: rainbow greeting Share: Activity: phonics, literacy phonics/ literacy word map -
<p>Vocabulary: High Frequency Words: review: of Review be, for, on, has, the, in, my, what, is, am, can, see, like, this, how, where, you, little, he, to, from, have, that, and, look, love, here, was, by, go</p> <p>Writing Standards: 0.2.1.2 Demonstrate one-to-one letter-sound correspondence. 0.2.5.2 Verbally or visually respond to a story, with support and guidance. (reader's notebook prompts) 0.2.4.1 State a personal opinion for the purpose of sharing, verbally, visually or in written form, with support and guidance.</p> <p>Reading Standards: 0.1.5.2 Recognize the difference between literary and informational text, through listening or reading. 0.1.4.3 Identify characters and setting, in a literary text, with prompting and support.</p> <p>Foundational Skills: 0.1.1.1 Demonstrate understanding of spoken words, syllables and sounds (phonemes): 0.1.1.2 Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>▶ Unit 5 Week 21 Slides</p>					





<p>9:00-9:30 Phonemic Awareness/phonics</p>	<p>Introduce new sight words - map the words - heidi songs Do: Letter run</p> <p>Do: phonological awareness activities TM25</p> <p>Do: p. 4</p> <p>Review /x/ Review previous blends and digraphs</p>	<p>Introduce sight words: for, an, review on, like</p> <p>Do: Letter run</p> <p>Do: phonological awareness activities Week 25</p> <p>/cr/</p> <p>Read words write words read sentences</p> <p>Do: p 46 in student bks</p>	<p>Review sight words</p> <p>Do together: say each in sentence</p> <p>Do: Letter Run</p> <p>Do: phonological awareness activities Week 25</p> <p>/cr/</p> <p>Read words write words read sentences</p> <p>Do: p. 53</p>	<p>Review sight words</p> <p>Do together: sight word phrases https://docs.google.com/presentation/d/IA_X7-FifLTJPz5uWRN9qZbRysk2GfWu9bIOhbZhpIsM/edit?usp=sharing</p> <p>Do: letter run</p> <p>Do: phonological awareness activities Week 25</p> <p>/cr/</p> <p>Review digraphs Read words write words read sentences</p>	<p>Discovery Friday</p>
<p>Small Group Literacy Centers 9:30-10:05</p>					
<p>10:05-10:30 Whole group reading</p>	<p>Read: <i>Lola at the Library</i> TM20</p> <p>Reader's Notebook: Write or draw what</p>	<p>Reread: <i>Lola at the Library</i> TM26</p> <p>*Look for clues in the story that help understand how</p>	<p>Shared Reading TM32-33 Read: "Park Cleanup!"</p> <p>Micro Lesson TM32-33</p>	<p>Shared Reading TM38-39 Reread: "Park Cleanup!"</p> <p>Do together: fill out graphic focusing on context clues</p>	

	<p>makes the day fun for lola.</p> <p>Micro-lesson: TM22 Identify words that express feelings</p>	<p>something might look, sound, taste, feel, smell.</p> <p>Do together: Fill out a graphic organizer Unit 5 Week 1 Day 2 Graphic Organizer</p> <p>micro Lesson: TM28 Using context clues</p>	Predict	<p>Micro Lesson TM40 Predict</p>	
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10:30 Clean up and Get Ready for Lunch and Restroom Break

10:40-11:20 Lunch/Recess

<p>11:30-12:10 Writing Workshop</p>	<p>Show picture: write a sentence about the picture together. Have students write a sentence on their own.</p> <p>Objective: Identify the elements of a story including character, setting, events, and a conclusion. TM23</p> <p>*identify story elements in <i>Lola at the Library</i></p> <p>*tell a story and have them identify the character, setting, events, conclusion.</p>	<p>Show picture: write a sentence about the picture together. Have students write a sentence on their own.</p> <p>Objective: Compare and contrast the characters in different books.</p> <p>*use <i>Found, The Adventures of Beekle</i></p> <p>*Ask: What do you notice about the characters in these two books?</p> <p>*Model how to pay close attention to the characters.</p>	<p>Show picture: write a sentence about the picture together. Have students write a sentence on their own.</p> <p>Objective: identify the main character in familiar stories and begin brainstorming ideas for their own main character.</p> <p>Use: <i>Lola at the Library, Found, and Beekle</i></p> <p>Shared Writing: create a character together - name, personality, and a look for the character.</p>	<p>Show picture: write a sentence about the picture together. Have students write a sentence on their own.</p> <p>Objective: learn how visuals help create a character and continue working on their own characters.</p> <p>Use book <u><i>Peter's Chair</i></u> to show that you can use pictures and words to learn about what a character looks like.</p>	
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	*remind students stories come from our imagination or real life. *Share a story with a partner. Do: Write/draw a story using at least one story element (writing workshop book p. 5)	*Read aloud <i>The Adventures of Beekle</i> , pausing to share new information about the characters. Do: write/ draw the character in a story (p. 6 in writing workshop book)	*With a partner, students will brainstorm ideas for their new character and create their own characters on "My character" p. 6	Add details to their drawing of the character in writer's workshop pg. 6	
12:10 - 1:00	P.E. Library	P.E. Music	Library P.E.	art	P.E. Music
1:00 -1:10 Bathroom break					
1:10-1:30 Whole group math	10-4 Find Parts of 11, 12, and 13	10-5 Find Parts of 14, 15, 16	10-6 Find Parts of 17, 18, and 19	10-7 Problem Solving: Look for and use structure	Discovery Friday Activities
1:30- 1:50 Math Centers					
Math Standards: 0.3.5.3 Read, write, compare, order, and represent whole numbers from 0 to at least 31. 0.3.5.4 Count forward, with and without objects, to at least 31. Count backward from 20.					
1:50-2:15 Rest Time	 Disney RELAXING PI... One Hour of Jack Hartmann Rest Time Songs Rest Time Songs Jack Hartmann Calm Music	 12 Hours of Stunning ...	https://youtu.be/r32wheq4HAc	 12 Hours of Stun...	 Quiet Classroom ...
2:15-2:30 Snack/ read aloud					
2:30-3:00	Pack up free choice/ large motor play (outdoors if possible) Raider Rewards assembly auditorium	Pack up free choice/ large motor play (outdoors if possible)	Pack up free choice/ large motor play (outdoors if possible)	Pack up free choice/ large motor play (outdoors if possible)	Raider Rewards 2:30 Pack up free choice/ large motor play (outdoors if possible)
3:00-3:10					

 **Trolls: Can't Stop The Feeling | GoNoodle**

End of the day closing circle (name your favorite part of the day or what you learned)

Goodbye song

Line up for the bus