

		Monday - 6	Tuesday - 7													
7:00 Morning Work & Calendar	Morning Work For the week: as, have, zero	-Date -Count -Songs -Weather -Time -Tally -Place Value - Days/Months - Rules - Numbers -Colors -Alphabet - Seasons -Money -HFW	-Date -Count -Songs -Weather -Time -Tally -Place Value - Days/Months - Rules - Numbers -Colors -Alphabet - Seasons -Money -HFW													
7:30-8:30 Math	Practice Counting 1-30 Writing 1-15	Module 3 – Lesson 1 I can compare lengths using “longer than” and “shorter than.” p. 18 & 19	Module 3 – Lesson 2 I can compare length measurements with string. p. 26 Template – p. 28													
8:30 - 9:30 Math Centers		T- review numbers/shapes A- roll and add Tech- zearn.org I- write to 100	<table border="1"> <tr><td>T</td><td>review shapes/numbers</td></tr> <tr><td>A</td><td>more than/less than</td></tr> <tr><td>Tech</td><td>zearn.org</td></tr> <tr><td>I</td><td>count and write how many</td></tr> </table>	T	review shapes/numbers	A	more than/less than	Tech	zearn.org	I	count and write how many					
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A	more than/less than															
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9:30-9:45	Snack	Snack	Snack													
9:45 - 10:30 Reading Core	<p><b>High Frequency Words:</b></p> <table border="1"> <tr><td>as</td></tr> <tr><td>have</td></tr> <tr><td>zero</td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> <p><b>Vocabulary Words:</b></p> <table border="1"> <tr><td>shopping cart</td></tr> <tr><td>dumptruck</td></tr> <tr><td>surprise</td></tr> <tr><td>yesterday</td></tr> <tr><td>miss</td></tr> <tr><td>luck</td></tr> <tr><td>puff</td></tr> <tr><td>pulling</td></tr> </table>	as	have	zero			shopping cart	dumptruck	surprise	yesterday	miss	luck	puff	pulling	<p>RF.K.2bRF.K.1dRF.K.3aL.K.1aL.K.2c</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>segment and count syllables in names.</li> <li>segment and delete initial phonemes from words.</li> <li>attach the sound /n/ to its corresponding letter Nn.</li> <li>identify initial /n/ in spoken words.</li> <li>distinguish between similarly spelled words by identifying the sound of letter Nn.</li> <li>practice printing the uppercase and lowercase letters Nn.</li> </ul> <p>Warm Up, p. T280 Phonemic Awareness, p. T280 Alphabetic Principle, pp. T281–T282 • Introducing the Sound of Nn • Listening for Initial /n/ • Linking the Sound to the Letter • Penmanship/Handwriting Build Background, p. T283 Preview the Poem, p. T284 Read the Poem, p. T285 Comprehension Strategy, pp. T285–T286 • Asking and Answering Questions Close Reading: Writer’s Craft, p. T287 Discuss the Poem, p. T288 Develop Vocabulary, p. T289</p>	<p><b>Standards:</b> RF.K.2bRF.K.3aRL.K.1ORF.K.1dL.K.2c</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>blend syllables of spoken words.</li> <li>segment and delete initial phonemes from spoken words.</li> <li>review the one-to-one correspondence of /n/ to the letter Nn.</li> <li>identify final /n/ in spoken words.</li> <li>distinguish between similarly spelled words by identifying the sound of letter Nn.</li> <li>review parts of a book.</li> <li>engage in group reading activities.</li> </ul> <p>Warm Up, p. T292 Phonemic Awareness, p. T292 Alphabetic Principle, pp. T293–T294 • Reviewing the Sound of Nn • Listening for Final /n/ • Linking the Sound to the Letter • Alphabet Book—/n/ Build Background, p. T295 Preview the Selection, p. T296 Read the Selection, p. T297 Comprehension Strategies, pp. T297–T303 • Clarifying • Predicting and Confirming Predictions Print and Book Awareness, p. T304 Discuss the Selection, pp. T304–T305 Develop Vocabulary, p. T305</p>
as																
have																
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dumptruck																
surprise																
yesterday																
miss																
luck																
puff																
pulling																
10:30– 11:30 Literacy Centers Daily 5		T- review letters/sounds/words A- rhyming Tech- starfall.com I- alphabet writing	<table border="1"> <tr><td>T</td><td>readers</td></tr> <tr><td>A</td><td>Nn cut/paste</td></tr> <tr><td>Tech</td><td>starfall.com</td></tr> <tr><td>I</td><td>Nn handwriting</td></tr> </table>	T	readers	A	Nn cut/paste	Tech	starfall.com	I	Nn handwriting					
T	readers															
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11:35-12:00	Lunch	Lunch	Lunch													
12:00 – 12:30	Read Aloud	name practice (first and last name)	draw 3 things that begin with /n/ and label													
12:30 – 1:25	Science/Social studies/Journal writing	I can understand that when objects hit one another it changes their motion. I can demonstrate ways trade can be used to obtain goods and services.	I can understand that when objects hit one another it changes their motion. I can demonstrate ways trade can be used to obtain goods and services.													
1:25 – 2:15	Specials	Planning: Music	Planning: P.E.													
2:15 – 2:25	Bus Duty															

WEDNESDAY - 8	THURSDAY - 9	FRIDAY - 10																
-Date -Count -Songs -Weather -Time -Tally -Place Value -Days/Months -Rules -Numbers -Colors -Alphabet -Seasons -Money -HFV	-Date -Count -Songs -Weather -Time -Tally -Place Value -Days/Months -Rules -Numbers -Colors -Alphabet -Seasons -Money -HFV	-Date -Count -Songs -Weather -Time -Tally -Place Value -Days/Months -Rules -Numbers -Colors -Alphabet -Seasons -Money -HFV																
Module 3 – Lesson 3 I can make longer than and shorter than comparisons. p. 33 & 34 Template – p. 36 (dry erase boards)	Module 3 – Lesson 4 I can compare the length of linking cube sticks to a 5-stick. p. 44, 45 Template – p. 47	Module 3 – Lesson 5 I can determine which linking cube stick is longer than or shorter than the other. p. 52, 53 Lesson 5 Fluency Template – p. 61																
<table border="1"> <tr><td>T</td><td>review/addition</td></tr> <tr><td>A</td><td>what number is missing</td></tr> <tr><td>Tech</td><td>zearn.org</td></tr> <tr><td>I</td><td>write to 100</td></tr> </table>	T	review/addition	A	what number is missing	Tech	zearn.org	I	write to 100	<table border="1"> <tr><td>T</td><td>numbers/shape review</td></tr> <tr><td>A</td><td>addition</td></tr> <tr><td>Tech</td><td>zearn.org</td></tr> <tr><td>I</td><td>write to 100</td></tr> </table>	T	numbers/shape review	A	addition	Tech	zearn.org	I	write to 100	<b>Specials - 8:30 - 9:15</b> <b>Art</b>
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<p><b>Standards:</b> RF.K.2aRF.K.1dRF.K.3aRF.K.3dL.K.1aL.K.2c</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>identify and produce rhyming words.</li> <li>segment and delete initial phonemes from spoken words.</li> <li>attach the sound /l/ to its corresponding letter <i>ll</i>.</li> <li>identify initial /l/ in spoken words.</li> <li>distinguish between similarly spelled words by identifying the sound of letter <i>ll</i>.</li> <li>practice printing the uppercase and lowercase letters <i>ll</i>.</li> </ul> <p>Warm Up, p. T308 Phonemic Awareness, p. T308 Alphabetic Principle, pp. T309–T310 • Introducing the Sound of l • Listening for Initial /l/ • Linking the Sound to the Letter • Penmanship/Handwriting Practice Vocabulary, p. T311 Close Reading, p. T312 Writer’s Craft, pp. T313, T316 • Language Use: Interrogative Sentences • Language Use: Personification Access Complex Text, pp. T314, T315, T317, T318 • Compare and Contrast • Sequence Develop Vocabulary, p. T319</p>	<p><b>Standards:</b> RF.K.2bRF.K.3aRF.K.3dRF.K.1dL.K.1a</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>blend syllables to make compound words.</li> <li>blend initial phonemes to make words.</li> <li>review the one-to-one correspondence of /l/ to the letter <i>ll</i>.</li> <li>identify spoken words with final phoneme /l/.</li> <li>distinguish between similarly spelled words by identifying the sound of letter <i>ll</i>.</li> <li>identify /l/ in words during group reading activities.</li> </ul> <p>Warm Up, p. T322 Phonological Awareness, p. T322 Alphabetic Principle, pp. T323–T324 • Reviewing the Sound of l • Listening for Final /l/ • Linking the Sound to the Letter • Alphabet Book—/l/ Practice Vocabulary, p. T325 Build Background, p. T326 Preview the Poem, p. T327 Read the Poem, p. T328 Comprehension Strategy, pp. T328–T329 • Making Connections Close Reading: Writer’s Craft, p. T330 Discuss the Poem, p. T331 Develop Vocabulary, p. T331</p>	<p><b>Standards:</b> L.K.1fRF.K.3aRF.K.1dRF.K.3bL.K.2dL.K.1aL.K.2cRF.K.3cRF.K.4</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>produce and expand spoken sentences.</li> <li>segment and delete initial phonemes.</li> <li>review sound correspondences for letters <i>ll</i> and <i>Nn</i>.</li> <li>practice building and reading words.</li> <li>practice printing <i>ll</i> and <i>Nn</i>.</li> <li>read and review common high-frequency words.</li> <li>read and respond to a <b>Decodable</b>.</li> </ul> <p>Warm Up, p. T334 Phonemic Awareness, p. T334 Alphabetic Principle, pp. T335–T336 • Reviewing the Sounds of Nn and Ll • Listening for Initial /n/ and /l/ • Building and Reading Words • Penmanship/Handwriting Reading a Decodable, pp. T337–T338 • Core Decodable 3 Nan and Lad • High-Frequency Words: as, have • Blending • Checking Comprehension</p> <p>Practice Vocabulary, p. T339 Review Big Book, p. T340 Comprehension Strategies, p. T341 Access Complex Text, p. T342 Writer’s Craft, p. T343 Inquiry, p. T344 Concept/Question Board, p. T345</p>																
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<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>																
<p>name practice</p> <p>I can understand that when objects hit one another it changes their motion.</p> <p>I can demonstrate ways trade can be used to obtain goods and services.</p>	<p>draw 3 things that begin with /l/ and label</p> <p>I can understand that when objects hit one another it changes their motion.</p> <p>I can demonstrate ways trade can be used to obtain goods and services.</p>	<p><b>Early Release Friday</b> <b>PLC Meeting</b></p>																
<p><b>Planning:</b> Library</p>	<p><b>Planning:</b> Computer Lab</p>	<p><b>Planning:</b> Art</p>																

