

		Monday - 19	Tuesday 20												
7:00 Morning Work & Calendar	Morning Work For the week: ten, was, were, or	-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		NO SCHOOL	Module 4 - Lesson 23 I can take apart 7 to show subtraction. p. 221 & 222												
8:30 - 9:30 Math Centers		NO SCHOOL	<table border="1"> <tr> <td>T</td> <td>time, tens/ones</td> </tr> <tr> <td>A</td> <td>subtraction</td> </tr> <tr> <td>I</td> <td>write 1-100</td> </tr> <tr> <td>Tech</td> <td>zearn.org</td> </tr> </table>	T	time, tens/ones	A	subtraction	I	write 1-100	Tech	zearn.org				
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Tech	zearn.org														
9:30-9:45	Snack		Snack												
10:00 - 10:30 Reading Core	<p>High Frequency Words:</p> <table border="1"> <tr><td>was</td></tr> <tr><td>were</td></tr> <tr><td>or</td></tr> <tr><td>ten</td></tr> </table> <p>Vocabulary Words:</p> <table border="1"> <tr><td>seeds</td></tr> <tr><td>coat</td></tr> <tr><td>amazing</td></tr> <tr><td>environment</td></tr> <tr><td>flat</td></tr> <tr><td>ivy</td></tr> <tr><td>release</td></tr> <tr><td>rich</td></tr> </table>	was	were	or	ten	seeds	coat	amazing	environment	flat	ivy	release	rich	<p>Standards: RF.K.2cRF.K.1dRF.K.3aL.K.1aL.K.2c</p> <p>Objectives:</p> <ul style="list-style-type: none"> segment phonemes. blend initial phonemes to make words. attach the /y/ sound to the letter Yy. practice writing the letter Yy. <p>Warm Up, p. T146 Phonological Awareness, p. T146 Alphabetic Principle, pp. T147–T148 • Introducing the Sound of Yy • Listening for Initial /y/ • Linking the Sound to the Letter • Penmanship/Handwriting</p> <p>Build Background, p. T149 Preview the Selection, p. T150 Read the Selection, p. T151 Comprehension Strategies, pp. T151–T157 • Asking and Answering Questions • Visualizing Print and Book Awareness, p. T158 Discuss the Selection, pp. T158–T159 Develop Vocabulary, p. T159</p>	<p>Standards: RF.K.1dRF.K.3aL.K.1aL.K.2c</p> <p>Objectives:</p> <ul style="list-style-type: none"> review sentences—uppercase letter and end punctuation. blend final phonemes to make words. attach /v/ to the letter Vv. practice writing the letter Vv. <p>Warm Up, p. T162 Phonological Awareness, p. T162 Alphabetic Principle, pp. T163–T164 • Introducing the Sound of Vv • Listening for Initial /v/ • Alphabet Book—/v/ • Penmanship/Handwriting</p> <p>Practice Vocabulary, p. T165 Close Reading, p. T166 Access Complex Text, pp. T167, T168, T171, T172 • Compare and Contrast • Sequence Writer’s Craft, pp. T169, T170 • Language Use: Descriptive Words • Text Features: Diagrams Develop Vocabulary, p. T173</p>
was															
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ivy															
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10:30– 11:30 Literacy Centers Daily 5		NO SCHOOL	<table border="1"> <tr> <td>T</td> <td>reading comprehension</td> </tr> <tr> <td>A</td> <td>cut and paste</td> </tr> <tr> <td>I</td> <td>Roll and read</td> </tr> <tr> <td>Tech</td> <td>MAP</td> </tr> <tr> <td>Tech</td> <td>Epic</td> </tr> </table>	T	reading comprehension	A	cut and paste	I	Roll and read	Tech	MAP	Tech	Epic		
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11:35-12:00	Lunch	Lunch	Lunch												
12:00 – 12:30	Read Aloud	NO SCHOOL	Read Aloud Label and draw a school job you have.												
12:30 – 1:25	Science/Social studies/Journal writing		I can use drawings or models to solve problems.												
1:25 – 2:15	Specials	Planning: Gym	Planning: P.E.												
2:15 – 2:25	Bus Duty														

WEDNESDAY - 21	THURSDAY - 22	FRIDAY - 23																				
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Module 4 - Lesson 24 I can take apart 8 to show subtraction. p. 228 & 229	Module 4 Lesson 25 I can break apart 9. p.250 & 251	Module 4 Lesson 26 I can model how to break apart 9 using fingers, linking cubes, and number bonds. p. 258 & 26																				
<table border="1"> <tr><td>T</td><td>review</td></tr> <tr><td>A</td><td>review</td></tr> <tr><td>I</td><td>addition problems</td></tr> <tr><td>Tech</td><td>zearn.org</td></tr> </table>	T	review	A	review	I	addition problems	Tech	zearn.org	<table border="1"> <tr><td>T</td><td>review</td></tr> <tr><td>A</td><td>review</td></tr> <tr><td>I</td><td>write 1-100</td></tr> <tr><td>Tech</td><td>zearn.org</td></tr> </table>	T	review	A	review	I	write 1-100	Tech	zearn.org	<p style="text-align: center;"> Specials - 8:30 - 9:15 Art </p>				
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<p>Standards: <u>RF.K.3aRF.K.3bL.K.1aL.K.2c</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> delete phonemes to make words. review <i>Ww, Kk, and Ee.</i> practice writing <i>Ww, Kk, and Ee.</i> <p>Warm Up, p. T176 Phonemic Awareness, p. T176 Alphabetic Principle, pp. T177–T178 • Reviewing the Sounds of <i>Ww, Kk, and Ee</i> • Listening for /e/ and Initial /w/ and /k/ • Linking the Sound to the Letter • Penmanship/Handwriting Practice Vocabulary, p. T179 Build Background, p. T179 Preview the Selection, p. T180 Read the Selection, p. T181 Comprehension Strategies, pp. T181–T187 • Making Connections • Clarifying Print and Book Awareness, p. T188 Discuss the Selection, pp. T188–T189 Develop Vocabulary, p. T189</p>	<p>Standards: <u>RF.K.2dRF.K.1dRF.K.3aRF.K.3bL.K.1aL.K.2c</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> form words by segmenting sounds and matching sounds to letters. delete initial phonemes. review <i>Qq, Yy, Vv, and Ee.</i> attach /y/ to the letter <i>Yy.</i> practice writing <i>Yy.</i> <p>Warm Up, p. T192 Phonemic Awareness, p. T192 Alphabetic Principle, pp. T193–T194 • Reviewing the Sounds of <i>Qq, Yy, Vv, and Ee</i> • Listening for initial /kw/, /y/, and /v/ • Linking the Sound to the Letter • Alphabet Book—/y/ Practice Vocabulary, p. T195 Close Reading, p. T196 Access Complex Text, pp. T197, T199, T200 • Classify and Categorize • Main Idea and Details Writer’s Craft, pp. T198, T201, T202 • Language Use: Interrogative Sentences • Genre Knowledge: Informational Text Develop Vocabulary, p. T203</p>	<p>Standards: <u>RF.K.2aRF.K.3aRF.K.3bRF.K.1dL.K.2dL.K.1aRF.K.3cRF.K.4L.K.2b</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> identify words with medial /e/. delete final phonemes. review /w/, /k/, /kw/, /y/, /v/ and /e/. practice writing <i>Ww, Kk, Qq, Yy, Vv, Ee.</i> read and respond to a <i>Decodable.</i> <p>Warm Up, p. T206 Phonemic Awareness, p. T206 Alphabetic Principle, pp. T207–T208 • Reviewing the Sounds of <i>Ww, Kk, Qq, Yy, Vv, and Ee</i> • Building and Reading Words • Penmanship/Handwriting Reading a Decodable, pp. T209–T210 • Core Decodable 13 Vic Yelps • High-Frequency Words: was, were • Blending • Checking Comprehension Practice Vocabulary, p. T211 Review Big Books, p. T212 Comprehension Strategies, p. T212 Access Complex Text, p. T213 Writer’s Craft, p. T213 Inquiry, p. T214 Concept/Question Board, pp. T215, T219 Theme Wrap-Up and Review, pp. T218–T219</p>																				
<table border="1"> <tr><td>T</td><td>readers</td></tr> <tr><td>A</td><td>read and write the word to match picture</td></tr> <tr><td>I</td><td>Letter R cut and paste</td></tr> <tr><td>Tech</td><td>MAP</td></tr> <tr><td>tech</td><td>Epic</td></tr> </table>	T	readers	A	read and write the word to match picture	I	Letter R cut and paste	Tech	MAP	tech	Epic	<table border="1"> <tr><td>T</td><td>writing sentences</td></tr> <tr><td>A</td><td>sounding out words</td></tr> <tr><td>I</td><td>Letter R phonics</td></tr> <tr><td>Tech</td><td>MAP</td></tr> <tr><td>tech</td><td>Epic</td></tr> </table>	T	writing sentences	A	sounding out words	I	Letter R phonics	Tech	MAP	tech	Epic	<p>Big Centers:</p> <ul style="list-style-type: none"> -Hands-on craft (Assistant) -Assessing Students (teacher) -Computers (www.more.starfall.com) -Farm -Playdoh -Store <p>Journal – Free Write</p> <p>Lunch 11:25 Early Release 12:25</p>
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Read Aloud Name practice I can use drawings or models to solve problems.	Read Aloud Write about your favorite time of the day. I can use drawings or models to solve problems.	<p style="text-align: center;"> Early Release Friday PLC Meeting </p>																				
Planning: Library	Planning: Computer Lab	Planning: Art																				

