














Mrs. Cooper Gr. K Week of 3/17/2025- 3/21/2025	Monday 3/17/25	Tuesday 3/18/25	Wednesday 3/19/25	Thursday 3/20/25	Friday 3/21/25 Noon Dismissal
8:00-8:20	Arrival Breakfast Open gym	Arrival Breakfast Open gym	Arrival Breakfast Open gym	Arrival Breakfast Open gym	Open Gym Unpack
<div>8:20-8:30 Announcements</div> <div>Morning Bins</div> <div>▶ 10 Minute Countdown Timer with Music for Kids!</div>					
8:30-9:00 Morning Meeting/ Calendar	Greeting: gold coin greeting Share Activity: https://youtu.be/sYNBdwzD2Ic?si=NvOwEMiUT_cqB9i9 Make a leprechaun hat Message: phonics, fill in the beginning letters (digraphs): _ip _is _ack	Greeting: gold coin greeting Share: Activity: story telling - start a story and each student has to add a new detail, then remember each detail Message: CVC word scramble oxb tac opp der	Greeting: gold coin greeting Share: Activity: number game Message: math Decomposing numbers	Greeting: gold coin greeting Share Activity: quiz, quiz, trade sight words Message: Decomposing numbers	Greeting: gold coin greeting Share: Activity: four corners Message: phonics, literacy phonics/ literacy word web - rainbow
Vocabulary: High Frequency Words: black, that review: of, play 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 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) 0.2.6.1 Tell a story about a personal experience or that of a character, verbally, visually, or in written form. Reading Standards: 0.2.6.2 Correctly order the beginning, middle, and end of a story, with support and guidance. 0.1.4.2 Identify the topic of a text, with prompting and support. 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:					

9:00-9:30 Phonemic Awareness/phonics	Introduce new sight words - map the words - heidi songs Do: Letter run Do: phonological awareness activities TM26 Review V Do: p. 18	Introduce sight words: black Do: Letter run Do: phonological awareness activities Week 26 /tr/ introduce blends brainstorm words with blends. Review: CVC and digraphs Do: p 22 in student bks	Review sight words Do together: say each in sentence Do: Letter Run Do: phonological awareness activities Week 26 Read To the Vet /tr/ decode words with blends	Review sight words Do together: sight word phrases  Unit 3 Week 14 ... Do: letter run Do: phonological awareness activities Week 26 /tr/ decode and write words with blends. Do: p. 28	sight word game: sight word toss Do: letter run Do: phonological awareness activities Week 26
Small Group Literacy Centers 9:30-10:05					10:00-10:30 Library
10:05-10:30 Whole group reading	Read: <i>How to Catch a Leprechaun</i> Do: Sequencing cut and paste	Read: <i>My Mom is a Firefighter</i> Reader's Notebook: Write or draw what you think is the most important part of Billy's mom's work. Micro-lesson: Share details	Reread: <i>My Mom Is a Firefighter</i> *Discuss important ideas in the beginning, middle, and end of the story. Do together: Fill out a graphic organizer.  Unit5Week22	Read: "New Fire Station Opens!" TM64-65 Reader's Notebook: Write a reason why the new fire station is special. Micro-Lesson: Clarify	Reread: "New Fire Station Opens!"  Unit5Week22 Do together: Fill out graphic organizer to identify the topic and key details. Micro Lesson: Predict TM40

			micro Lesson: retell a story		
10:30 Clean up and Get Ready for Lunch and Restroom Break					
10:40-11:20 Lunch/Recess					
11:30-12:10 Writing Workshop	<p>Show picture: write a sentence about the picture together. Have students write a sentence on their own.</p> <p>Objective: Learn about a character's feelings from the character's actions and words. TM55</p> <p>Tell the story about their character</p> <ul style="list-style-type: none"> - tell where the character's words or actions tell us about their feelings. <p>Add to p. 7</p>	<p>Show picture: write a sentence about the picture together. Have students write a sentence on their own.</p> <p>Objective: learn about a character's feelings from the character's actions and words.</p> <p>Teach: use <i>Found</i> to point out how the character, <i>Bear</i>, reacts. Use the pictures and actions.</p> <p>*Partner talk - share the main character of their story they started. Share when they notice a place where their partner's actions or words tell them about the character's feelings.</p> <p>Do: Finish writing or drawing their story. (p. 7)</p> <p>Share: play character charades - act out how</p>	<p>Show picture: write a sentence about the picture together. Have students write a sentence on their own.</p> <p>Objective: Plan a fiction story in which they are the main characters and include three events.</p> <p>Continue adding to their stories. Add a problem, solution, and a conclusion.</p>	<p>Show picture: write a sentence about the picture together. Have students write a sentence on their own.</p> <p>Objective: continue working on a fiction story where they are the main character and three fictional events occur.</p>	Noon dismissal

		they think Bear is feeling when he decides to give Bunny to Moose.			
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	The case of the missing lucky charms (use fruit loops) Do: Sort the fruit loops by color and graph	 Count to 100 and W...  Copy of Math Tal... 12-1 2D and 3D shapes Do: give partners a bag of shapes to sort - what is different? Do: go on a shape walk. draw/ label different 2D and 3D shapes in the environment.	 Subitizing Video ...  Copy of Math Tal... 12-2 Circles and Triangles Do: go on a shape hunt to find things that are a triangle and a circle. Do: p. 472	 Count to 100 and W...  Copy of Math Tal... 12-3 Squares and other rectangles Do: go on a shape hunt to find squares and rectangles. Do: p. 476	Noon dismissal
1:30- 1:50 Math Centers					
Math Standards: 0.2.4.2 Identify and compare two- and three- dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres using informal language to describe their similarities, differences, parts and other attributes. 0.2.4.3 Compose, decompose and name simple shapes. Recognize shapes regardless of their overall size and orientation. 0.2.4.4 Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.					
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)	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)

	Raider Rewards assembly auditorium				
<div>3:00-3:10</div> <div>▶ Trolls: Can't Stop The Feeling GoNoodle</div> <div>End of the day closing circle (name your favorite part of the day or what you learned)</div> <div>Goodbye song</div> <div>Line up for the bus</div>					