

Mrs. Honek Gr. K Week of April 15th- April 19th	Monday	Tuesday	Wednesday	Thursday Q & U Wedding	Friday
Arrival	Open Gym Unpack Bellwork: Journals	Open Gym Unpack Bellwork: Journals	Open Gym Unpack Bellwork: Journals	Open Gym Unpack Bellwork: Journals	Open Gym Unpack Bellwork: Journals
8:20 Announcements - Attendance - Bellwork					
Morning Meeting/ Writing Workshop  April Morning Meeting: <a href="#">Copy of April Calendar</a> Downloadable April Calendar <a href="#">April Calendar &amp; Math Journal.notebook</a>	Morning Meeting (Monday)          Calendar Math/Journals	Morning Meeting Scroll to Tuesday   <b>Morning meeting: sight word greeting</b>  <div>▶ THE BUNNY GO...</div>  Calendar Math/Journals	Morning Meeting scroll to Wednesday   <b>Greeting -sight word greeting</b> <div>▶ Easter Bunny Dan...</div>    Calendar Math/Journals	Morning Meeting scroll to Thursday       Calendar Math/Journals	Morning Meeting scroll to Friday       Calendar Math/Journals
Vocabulary: High Frequency Words: color words 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, of, play, said <b>Writing Standards:</b> 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. <b>Reading Standards:</b> 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. <b>Foundational Skills:</b> 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: <div>📅 Unit5Week22</div>					

<p>Reading Centers and Small Group timer:</p> <p>clean-up song:</p> <p><a href="#">Clean Up Robot (Mark D. Pencil/Harry Kindergarten Music Collaboration)</a></p>	<p>Reading Centers</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Writing</li> <li>• Ooka Island</li> <li>• Dramatic Play</li> <li>• Sight Word and Letter Centers</li> <li>• <a href="#">Needs and Wants Explained - Facts for kids</a></li> <li>• <b>mini lesson” needs and wants</b></li> <li>• <b>flower shop dramatic play</b></li> </ul>	<p>Reading Centers</p> <ul style="list-style-type: none"> <li>• Guided Reading: Student Conferences &amp; Testing</li> <li>• Writing</li> <li>• Ooka Island</li> <li>• Dramatic Play</li> <li>• Sight Word and Letter Centers</li> </ul>	<p>Reading Centers</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Writing</li> <li>• Ooka Island</li> <li>• Dramatic Play</li> <li>• Sight Word and Letter Centers</li> </ul>	<p>Reading Centers</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Writing</li> <li>• Ooka Island</li> <li>• Dramatic Play</li> <li>• Sight Word and Letter Centers</li> </ul>	<p><a href="#">Q &amp; U Wedding Slides</a></p>
<p>Reading</p> <p>Theme: All Kinds of Jobs</p> <p>Words for this week:</p>	<p>Interactive Read-aloud</p> <p>Read: TM148-150 Read “Bell”</p> <p>Author’s Notebook: draw a picture to show how the story ends and write a sentence.</p>	<p>Interactive Read-aloud</p> <p><b>Reread</b> Reread: “Bell” Do: Graphic organizer to identify the author and illustrator and show what they contribute to the story. TM154-155</p>	<p>Shared/Closed Reading</p> <p><b>Read together:</b> TM160-161 Read together: “How to Make a Bird Feeder”</p> <p>TM167 Do graphic organizer together to identify the author and illustrator and show what they contribute to the story.</p>	<p>Shared/Closed Reading</p> <p><b>Reread:</b> How to Make a Bird Feeder</p>	<p>Shared/Closed Reading</p>
	Micro Lesson	Micro Lesson	Micro Lesson	Micro Lesson	Micre Lesson

	High Frequency Words	Visualize	Make Inferences	Make Inferences	
Phonics and Word Study		Letter:Zz	Letter:Zz Sight Words Review...	Letter:Zz	Letter:Zz

### Vocabulary:

**crowd** (p. 21): a group of people gathered together

**dozen** (p. 10): a group of 12

**flock** (p. 16): a number of animals of one kind in a group, especially birds, sheep, or goats

**pair** (p. 6): two identical or similar things that are used together

### High Frequency Words: Review

Letter: Yy

**Power Standard K.8** Children will identify and use details from illustrations, photos, and text that support an author's ideas.

**Writing:** Children will look at mentor poets for inspiration, create and then celebrate their own poems and look at poetic techniques.

**Speaking and Listening:** Children will ask and answer questions to describe an author's message, using details from the text and illustrations to express their reasoning.

**10:35 Clean up and Get Ready for Lunch and Restroom Break**

**10:50-11:20 Lunch/Recess**

Math Whole Group	14-2 Compare by Capacity Solve and Share p. 811 will-an-elephant-fit... Do: p. 813	Count to 100 and ...  14-3 Compare by Weight  solve and share p. 817 Need* balance scale - gather different items in the	Measurement activities  <a href="#">Measurement Videos and Activities</a>  14-4 Describe Objects by measurable Attributes Do: solve and share	14-5 Describe and Compare Objects by Measurable Attributes Do: Solve and Share p. 565 Do: p. 567	Q & U Wedding
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		classroom to compare weight. Do: "Which is heavier?" recording sheet.	Discuss different things you can use to measure		
<b>Math Standards:</b> 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.					
Math Independent Practice and Centers					
Specials	Music/P.E.	P.E./Computer	Computer/Library	Music/Library	Music/P.E.
Writer's Workshop	Finish unicorn stories	Write a new story where they are the character	<b>Add 2-3 events to their stories</b>	Write the conclusion for their story TM156	
<b>2:00-2:30 Bathroom Break/Snack/Pack Bags</b> <b>Snack Time Story:</b>					

Large Motor Play	Outdoors	Outdoors	Outdoors	Outdoors	Outdoors
Standards:					
<p><b>2:55-3:10 Review Concepts of the day, Practice Alphabet</b> K ABC Book: <a href="#">Class Alphabet slideshow Book 2021</a>  <b>Goodbye Song</b> <a href="#">Goodbye Song for Children</a>   <a href="#">Afternoon Stretch Song for Kids</a>   <a href="#">English Greeting Song</a>  <b>Line up for the Bus!</b></p>					

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