

Mrs. Honek Gr. K Week of March 11th-15th	Monday	Tuesday	Wednesday	Thursday	Friday Discovery Friday Forces of Motion: Push and Pull
8:00-8:20 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					
8:30-9:00 Morning Meeting/ Writing Workshop March Morning Meeting: Morning Meeting March Week 3.pptx Downloadable March Calendar March Calendar and Math Journal.notebook	Morning Meeting (Monday) Monday Week 1 March SLIDES for the Day Calendar Math/Journals	Morning Meeting Tuesday Week 2 March SLIDES for the Day Calendar Math/Journals	Morning Meeting scroll to Wednesday Wednesday Week 2 March SLIDES for the Day Calendar Math/Journals	Morning Meeting scroll to Thursday Thursday March Week 2 SLIDES for the Day Calendar Math/Journals	Morning Meeting scroll to Friday Morning Meeting March Week 3.pptx Calendar Math/Journals St. Patrick's Day
Writing Standards: 0.6.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. Reading Standards: 0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts). Foundational Skills: 0.30.1 Demonstrate understanding of the organization and basic features of print. 0.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) 0.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. Vocabulary: graphic aids, informational aids, organizational aids, print features. High Frequency Words: went, too, review play					

9:10-9:45 Reading Centers and Small Group timer: clean-up song: Clean Up Robot (Mark D. Pencil/Harry Kindergarten Music Collaboration)	Reading Centers • Guided Reading • Writing • Ooka Island • Dramatic Play • Sight Word and Letter Centers	Reading Centers • Guided Reading: Student Conferences & Testing • Writing • Ooka Island • Dramatic Play • Sight Word and Letter Centers	Reading Centers • Guided Reading • Writing • Ooka Island • Dramatic Play • Sight Word and Letter Centers	Reading Centers • Guided Reading • Writing • Ooka Island • Dramatic Play • Sight Word and Letter Centers	St. Patrick's Day Books and Activities HOW TO CATCH A LEPRECHAUN Book Read Aloud St Patrick's Day Books for Kids Kids Books Read Aloud • Sequencing activity
Reading 9:45-10:15 Theme: All Kinds of Jobs Words for this week:	Interactive Read-aloud Big Book: Lola at the Library TM 20-21 What do you know about Lola so far? p4-5 What makes the library a special place? How does the picture show you that? p12-13 Every week, both Lola and her mother borrow books from the library. Why do you think reading books is so enjoyable? p16-17 What makes this a good ending for the story? p22-23	Interactive Read-aloud Re-read Big Book: Lola at the Library TM26 Get out clipboards and pass out graphic organizer Unit 5 Week 1 Day 2 Graphic Organizer Graphic Organizer TM27	Shared/Closed Reading "Park Cleanup!" TM32-33 What can you do to help keep the park clean? What do the children see when they first get to the park? What details does the writer include? Which words on the first page of the science journal are clues that the writer is not in the park by herself for this cleanup? Which picture is a clue?	Shared/Closed Reading "Park Cleanup!" TM38 Get out clipboards and pass out graphic organizer Unit 5 week 1 day 4 Graphic Organizer	Shared/Closed Reading Inference Detectives: the case of the missing Lucky Charms

			What happened before the children picked up the litter? Why was it important to put on gloves?		
	Micro Lesson	Micro Lesson	Micro Lesson	Micro Lesson	Micre Lesson
	Comprehension: Identify words that express feelings TM22 What is an example of a feeling? How do you think Lola feels about the children's section?	Comprehension: Use Context Clues TM28	Predict TM34	Predict TM40 When you predict, you use clues to figure out what will happen next.	Naming Words -s at end of words to show more than one
10:15-10:35 Phonics and Word Study	Letter: Xx TM24 Learn The Letter X Let's Learn About The Alphabet Phonics Song for Kids Jack Hartmann "A-Hunting We Will Go" Alliteration (tongue twister) "Fifty-six foxes fix six boxes" Oral blending: fo-x mi-x si-x fi-x bo-x a-x Student Resource Book p4	Letter: Xx TM30 Professor Ginger Professor Ginger and the Letter Xx X Marks the Spot The fox and the ox fix the box Rhyme: Slant down to the right to start an x. Slant down to the left is what comes next. Letter Xx handwriting page	Letter: Xx Letter X Song Mini Book: Fix it Introduce sentence pattern. Read the book chorally and use beginning sounds to read new words. Reflect on the story and what students may have enjoyed about it. TM36 sight word saw: https://youtu.be/IX3lZNgWxv4	Letter: Xx TM42 Student Resource Book p14 Class Fix-It Book Sight word saw:	Letter Xx Looking for /ks/ sound mop, box, pig, six, log, ox Monday 5:4 Intro to Sight Word SAW

Vocabulary: borrowed, chooses, important, library
High Frequency Words:
Letter:
Power Standard K.7
Reading: Students will be able to Identify Supporting Details and Identify Author's Message
Speaking and Listening: Children will ask and answer questions to describe an author's message, using details from the text and illustrations to express reasoning

10:35 Clean up and Get Ready for Lunch and Restroom Break					
10:50-11:20 Lunch/Recess					
Math Whole Group	Today 10.4 Next Week: Lesson 12.1 2D & 3D Shapes Sorting	Today 10.5 Next Week Lesson 12.2 Circles and Triangles	Today 10.6 Next Week Lesson 12.3 <i>Squares & other rectangles</i>	Today 10.7 Next Week: Hexagon Song The HEXAGON Song Sing & Spell Shapes Lesson 12.4 Hexagons	Discovery Friday Forces of Motion
Math Standards: Benchmarks:					
Math Independent Practice and Centers					colors with words to go with assessment
Specials	Music/P.E.	P.E./Computer	Computer/Library	Music/Library	Music/P.E.
Writer's Workshop	Peanut Butter and Jelly Sandwich Story: Who is the character? What is the setting? What happens in the story? How does the story end?	<i>We earned a stuffed animal party!</i> <i>Imagine your stuffed animal were a character in a story. What would s/he do?</i>	<i>Use a mentor text/prewrite</i> <i>TM35 Allow students to keep with their stuffed animal character or</i>	Review term "main character" Use book <u>Peter's Chair</u> to show that you can use pictures and	TM47 Peter's Chair

		My Character: Writing Resource Book p6	create a new one, adding details to it.	words to learn about what a character looks like. Add details to their drawing of the character in writer's workshop pg. 6	Writing Workshop book: What would you like your character to do? What more can you tell me about your character?
2:00-2:30 Bathroom Break/Snack/Pack Bags Snack Time Story:					
2:30-2:55 Large Motor Play	Outdoors	Outdoors	Outdoors	Outdoors	Outdoors
Standards:					
2:55-3:10 Review Concepts of the day, Practice Alphabet K ABC Book: Class Alphabet slideshow Book 2021 Goodbye Song Goodbye Song for Children Afternoon Stretch Song for Kids English Greeting Song Line up for the Bus!					

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