

Date: March 13-17, 2023

-Kindergarten

		Monday - 13	Tuesday - 14																
7:00 Morning Work & Calendar	Morning Work For the week: do, little, fourteen	-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		Module 4 - Lesson 36 I can break apart 10 and use 5 group drawings. I can write a subtraction equation to match it.	Module 4 - Lesson 37 I can add or subtract 0 to get the same number.																
8:30 - 9:30 Math Centers		<table><tr><td>T</td><td>word problem page</td></tr><tr><td>A</td><td>fluency flashcards</td></tr><tr><td>C</td><td>zearn.org</td></tr><tr><td>S</td><td>addition facts sum to 10</td></tr></table>	T	word problem page	A	fluency flashcards	C	zearn.org	S	addition facts sum to 10	<table><tr><td>T</td><td>review for dibels</td></tr><tr><td>A</td><td>fluency flashcards</td></tr><tr><td>C</td><td>zearn.org</td></tr><tr><td>S</td><td>1-100 writing page</td></tr></table>	T	review for dibels	A	fluency flashcards	C	zearn.org	S	1-100 writing page
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9:30-9:45	Snack	Snack	Snack																
9:45 - 10:30 Reading Core	High Frequency Words: <table><tr><td>do</td></tr><tr><td>little</td></tr><tr><td>fourteen</td></tr><tr><td></td></tr><tr><td></td></tr></table> Vocabulary Words: <table><tr><td>shed</td></tr><tr><td>sieve</td></tr><tr><td>relations</td></tr><tr><td>tumbled</td></tr><tr><td>should</td></tr><tr><td>worse</td></tr><tr><td>corner</td></tr><tr><td>above</td></tr><tr><td>tremendous</td></tr><tr><td>greenhouse</td></tr></table>	do	little	fourteen			shed	sieve	relations	tumbled	should	worse	corner	above	tremendous	greenhouse	Standards: RF.K.1dRF.K.2eRF.K.3b Objectives: - change initial phonemes to make new words. - attach the /ū/ sound to the letter Uu. - listen for the /ū/ sound. - learn to write the numeral 6. Warm Up, p. T10 Phonemic Awareness, p. T10 Alphabetic Principle, pp. T11–T12 • Introducing the Sound of Long Uu • Listening for Initial /ū/ • Penmanship/Handwriting Preview, p. T13 • Browse the Unit • Set Purposes Inquiry, p. T14 Concept/Question Board, p. T15	Standards: RF.K.2eRF.K.1dRF.K.3bL.K.1a Objectives: - identify and produce alliterative words. - substitute initial phonemes to create new words. - review the sound of /ū/. - listen for initial and medial /u/ and /ū/. - practice identifying /ū/ and writing Uu. Warm Up, p. T18 Phonemic Awareness, p. T18 Alphabetic Principle, pp. T19–T20 • Reviewing the Sound of Long Uu • Listening for Initial /ū/ • Listening for Medial /ū/ • Alphabet Book Build Background, p. T21 • Genre • Vocabulary • Set Purposes Read the Read Aloud, pp. T22–T24 Discuss the Read Aloud, p. T25 Review Vocabulary, p. T25	
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fourteen																			
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10:30– 11:30 Literacy Centers Daily 5		<table><tr><td>T</td><td>readers</td></tr><tr><td>A</td><td>name the picture and write the word</td></tr><tr><td>C</td><td>edgenuity</td></tr><tr><td>S</td><td>long u worksheet</td></tr></table>	T	readers	A	name the picture and write the word	C	edgenuity	S	long u worksheet	<table><tr><td>T</td><td>sounding out words</td></tr><tr><td>A</td><td>pat the rat comprehension page</td></tr><tr><td>C</td><td>edgenuity</td></tr><tr><td>S</td><td>f/v letter sound sort</td></tr></table>	T	sounding out words	A	pat the rat comprehension page	C	edgenuity	S	f/v letter sound sort
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11:35-12:00	Lunch	Lunch	Lunch																
12:00 – 12:30	Read Aloud	Write sentences using sight words. I can identify and describe how communities change over time. I can ask “What if?” questions and investigate the answers.	Draw and write one word that begins with sl and one that begins with pl. I can identify and describe how communities change over time. I can ask “What if?” questions and investigate the answers.																
12:30 – 1:25	Science/Social studies/Journal writing																		
1:25 – 2:15	Specials	Planning: Music	Planning: P.E.																
2:15 – 2:25	Bus Duty																		

WEDNESDAY - 15	THURSDAY - 16	FRIDAY - 17																
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Module 4 - Lesson 38 I can add 1 to numbers 1-9 and look for a pattern using 5-group drawings and equations.	Module 4 - Lesson 39 I can find the number that makes 10 for numbers 1-9. I can record each with a 5-group drawing.	Module 4 - Lesson 40 I can find the number that makes 10 for numbers 1-9. I can record each with an addition equation.																
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Snack Standards: RF.K.2aRF.K.2eRF.K.3bRF.K.3d Objectives: - identify and produce alliterative and rhyming words. - substitute initial phonemes to create new words. - review the sound of /ū/. - listen for medial /ū/. - attach /ū/ to the letter Uu. - learn to write numeral 7. Warm Up, p. T28 Phonemic Awareness, p. T28 Alphabetic Principle, pp. T29–T30 • Reviewing the Sound of Long Uu • Listening for Medial /ū/ • Linking the Sound to the Letter • Penmanship/Handwriting Build Background, p. T31 Preview the Selection, p. T32 Read the Selection, p. T33 Comprehension Strategies, pp. T33–T41 • Making Connections • Clarifying Print and Book Awareness, p. T42 Discuss the Selection, pp. T42–T43 Develop Vocabulary, p. T43	Snack Standards: RF.K.2eRF.K.3bL.K.1a Objectives: - blend initial phonemes to make new words. - change medial phonemes to create new words. - review the sound of /ū/. - listen for medial /ū/ and /u/. - attach /ū/ to u and u e. Warm Up, p. T46 Phonemic Awareness, p. T46 Alphabetic Principle, pp. T47–T48 • Reviewing the Sound of Long Uu • Listening for Medial /ū/ • Linking the Sound to the Letter • Alphabet Book Practice Vocabulary, p. T49 Close Reading, p. T50 Access Complex Text, pp. T51, T55, T57 • Main Idea and Details • Sequence Writer’s Craft, pp. T52, T54, T58 • Story Elements: Plot • Story Elements: Character Develop Vocabulary, p. T59	Snack Standards: RF.K.2dRF.K.2eRF.K.3aRF.K.3bL.K.2dRF.K.3cRL.K.6RF.K.4RL.K.7 Objectives: - match and change medial sounds. - review and listen for /ū/. - blend, build, and read words with /ū/. - learn whole-word blending routine. - practice writing numerals 6 and 7. - review high-frequency words. - read and respond to a Decodable. Warm Up, p. T62 Phonemic Awareness, p. T62 Alphabetic Principle, pp. T63–T64 • Blending the Sound of Long Uu • Building and Reading Words • Penmanship/Handwriting Reading a Decodable, pp. T65–T66 • Core Decodable 17 Cute Little Mule • High-Frequency Words: do, little • Blending • Checking Comprehension																
<table><tr><td>T</td><td>readers</td></tr><tr><td>A</td><td>rhyme time</td></tr><tr><td>C</td><td>edgenuity</td></tr><tr><td>S</td><td>long u worksheet</td></tr></table>	T	readers	A	rhyme time	C	edgenuity	S	long u worksheet	<table><tr><td>T</td><td>Dibels review</td></tr><tr><td>A</td><td>long u worksheet</td></tr><tr><td>C</td><td>edgenuity</td></tr><tr><td>S</td><td>sentence writing</td></tr></table>	T	Dibels review	A	long u worksheet	C	edgenuity	S	sentence writing	Practice Vocabulary, p. T67 Review Read Aloud and Big Book, p. T68 Comprehension Strategies, p. T68 Access Complex Text, p. T69 Writer’s Craft, p. T69 Inquiry, p. T70 Concept/Question Board, p. T71
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Lunch Which animal home would you choose? I can identify and describe how communities change over time. I can ask “What if?” questions and investigate the answers.	Lunch Draw 4 –st blend words. I can identify and describe how communities change over time. I can ask “What if?” questions and investigate the answers.	Lunch Early Release Friday PLC Meeting																
Planning: Library	Planning: Computer Lab	Planning:																

