

		Monday - 16	Tuesday -17																
7:00 Morning Work & Calendar	Morning Work For the week: all, six	-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 4 I can use number bonds to show a story. p. 50 & 51 Template - p. 53																
8:30 - 9:30 Math Centers		<table border="1"> <tr><td>T</td><td></td></tr> <tr><td>A</td><td></td></tr> <tr><td>I</td><td></td></tr> <tr><td>C</td><td></td></tr> </table>	T		A		I		C		<table border="1"> <tr><td>T</td><td>Number bingo</td></tr> <tr><td>A</td><td>addition worksheet</td></tr> <tr><td>I</td><td>Number worksheet</td></tr> <tr><td>C</td><td>Zearn</td></tr> </table>	T	Number bingo	A	addition worksheet	I	Number worksheet	C	Zearn
T																			
A																			
I																			
C																			
T	Number bingo																		
A	addition worksheet																		
I	Number worksheet																		
C	Zearn																		
Snack 9:30-9:45																			
9:45 - 10:30 Reading Core	<p><b>High Frequency Words:</b></p> <table border="1"> <tr><td>all</td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td>six</td></tr> </table> <p><b>Vocabulary Words:</b></p> <table border="1"> <tr><td>bay</td></tr> <tr><td>influence</td></tr> <tr><td>suppose</td></tr> <tr><td>collect</td></tr> <tr><td>wrap</td></tr> <tr><td>strain</td></tr> <tr><td>plain</td></tr> <tr><td>mirror</td></tr> </table>	all				six	bay	influence	suppose	collect	wrap	strain	plain	mirror	<p>NO SCHOOL</p> <p>Warm Up, p. T352 Phonemic Awareness, p. T352 Alphabetic Principle, pp. T353–T354 • Introducing the Sound of Zz • Listening for Initial /z/ • Linking the Sound to the Letter • Penmanship/Handwriting g Build Background, p. T355 Preview the Selection, p. T356 Read the Selection, p. T357 Comprehension Strategies, pp. T357–T361 • Clarifying • Summarizing Print and Book Awareness, p. T362 Discuss the Selection, pp. T362–T363 Develop Vocabulary, p. T363</p>	<p>RF.K.1dRF.K.3aL.K.1aL.K.2c</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>blend initial phonemes to make words.</li> <li>identify matching final phonemes in words.</li> <li>attach the sound /z/ to its corresponding letter Zz.</li> <li>identify initial /z/ in spoken words.</li> <li>distinguish between similarly spelled words by identifying the sound of letter Zz.</li> <li>practice printing the upper- and lowercase letters Zz.</li> <li>write the letter for /z/.</li> </ul> <p>Warm Up, p. T366 Phonemic Awareness, p. T366 Alphabetic Principle, pp. T367–T368 • Introducing the Sound of /z/ Spelled Ss • Listening for Final /z/ • Linking the Sound to the Letter • Alphabet Book—/z/ Practice Vocabulary, p. T369 Close Reading, p. T370 Access Complex Text, pp. T370, T372, T373 • Cause and Effect • Main Idea and Details Writer’s Craft, pp. T370, T371, T374 • Language Use: Declarative Sentences • Text Features; Headings Develop Vocabulary, p. T375</p>			
all																			
six																			
bay																			
influence																			
suppose																			
collect																			
wrap																			
strain																			
plain																			
mirror																			
10:30– 11:30 Literacy Centers Daily 5		<table border="1"> <tr><td>T</td><td></td></tr> <tr><td>A</td><td></td></tr> <tr><td>I</td><td></td></tr> <tr><td>C</td><td></td></tr> </table>	T		A		I		C		<table border="1"> <tr><td>T</td><td>Reading books</td></tr> <tr><td>A</td><td>Sentence creation with sight words</td></tr> <tr><td>I</td><td>rhyming</td></tr> <tr><td>C</td><td>Starfall</td></tr> </table>	T	Reading books	A	Sentence creation with sight words	I	rhyming	C	Starfall
T																			
A																			
I																			
C																			
T	Reading books																		
A	Sentence creation with sight words																		
I	rhyming																		
C	Starfall																		
11:30-11:55	Lunch	Lunch	Lunch																
12:00 – 12:30	Read Aloud Handwriting	No School	<p>Write about a caterpillar changing into a butterfly.</p> <p>I can show the needs of different plants and animals and the places they live.</p> <p>I can identify ways humans interact with their environment.</p>																
12:30 – 1:15	Science/Social studies/Journal writing																		
1:15 – 2:00	Specials	Planning: Music	Planning: P.E.																
2:15 – 2:25	Bus Duty																		

WEDNESDAY -18	THURSDAY -19	FRIDAY-20																
-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	-Date -Count -Songs -Weather -Time -Tally -Place Value -Days/Months -Rules -Numbers -Colors -Alphabet - Seasons -Money -HFW																
Module 4 - Lesson 5 I can use number bonds to show a story. p. 59 Fluency Template - p. 61	Module 4 - Lesson 6 I can make a story to go with a number bond. p. 66 & 67                      Sprint - p. 65	Module 4 - Lesson 7 I can break apart 6. p. 76 Fluency template 2																
<table border="1"> <tr><td>T</td><td>number bingo</td></tr> <tr><td>A</td><td>card game/more/less</td></tr> <tr><td>I</td><td>Write 1-100</td></tr> <tr><td>C</td><td>Zearn</td></tr> </table>	T	number bingo	A	card game/more/less	I	Write 1-100	C	Zearn	<table border="1"> <tr><td>T</td><td>Roll the Dice</td></tr> <tr><td>A</td><td>Addition/Subtraction</td></tr> <tr><td>I</td><td>Write by 5's</td></tr> <tr><td>C</td><td>Zearn</td></tr> </table>	T	Roll the Dice	A	Addition/Subtraction	I	Write by 5's	C	Zearn	
T	number bingo																	
A	card game/more/less																	
I	Write 1-100																	
C	Zearn																	
T	Roll the Dice																	
A	Addition/Subtraction																	
I	Write by 5's																	
C	Zearn																	
<p>RF.K.2cRF.K.3aRL.K.10RF.K.1aRF.K.1dL.K.2c</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>segment initial phonemes of spoken words.</li> <li>match initial phonemes in words.</li> <li>review the one-to-one correspondence of /z/ to the letters Ss and Zz.</li> <li>identify final /z/ in spoken words.</li> <li>distinguish between similarly spelled words by identifying the sound of letters Ss and Zz.</li> <li>engage in group reading activities.</li> <li>track lines of text from top to bottom and left to right.</li> </ul> <p>Warm Up, p. T378 Phonemic Awareness, p. T378 Alphabetic Principle, pp. T379–T380 • Reviewing the Sounds of Jj, Ff, and Short Uu • Listening for /u/ and Initial /j/ and /f/ • Linking the Sound to the Letter • Penmanship/Handwriting Practice Vocabulary, p. T381 Build Background, p. T381 Preview the Selection, p. T382 Read the Selection, p. T383 Comprehension Strategies, pp. T383–T392 • Making Connections • Predicting and Confirming Predictions Print and Book Awareness, p. T393 Discuss the Selection, p. T394 Develop Vocabulary, p. T395</p>	<p>RF.K.2aRF.K.2dRF.K.3aRF.K.3bRF.K.3dL.K.1aL.K.2c</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>manipulate final phonemes in spoken words.</li> <li>identify final phonemes and rhymes to find answers to riddles.</li> <li>review the sound correspondences for the letters Jj, Ff, Uu.</li> <li>listen for /j/, /f/, and /u/ in spoken words.</li> <li>distinguish words based on sounds and letters.</li> <li>practice printing the letters Jj, Ff, Uu.</li> <li>write letters for the sounds /j/, /f/, and /u/.</li> </ul> <p>Warm Up, p. T398 Phonemic Awareness, p. T398 Alphabetic Principle, pp. T399–T400 • Reviewing the Sounds of Xx, Zz, and Uu • Listening for /u/ and Final /ks/ and /z/ • Linking the Sound to the Letter • Alphabet Book—/u/ Practice Vocabulary, p. T401 Close Reading, p. T401 Access Complex Text, pp. T403, T405 • Classify and Categorize • Cause and Effect Writer's Craft, pp. T402, T404, T409, T410 • Story Elements: Plot • Genre Knowledge Develop Vocabulary, p. T411</p>	<p><b>100<sup>th</sup> Day!!!!</b></p> <ul style="list-style-type: none"> <li>If I had \$100, I would...Writing</li> <li>100th day hat</li> <li>Miss Bindergarten Gets Ready for 100<sup>th</sup> Day</li> <li>Fill in the missing number 100's Chart</li> <li>Show and Tell group of 100 items in a bag</li> <li>100<sup>th</sup> Day Worries</li> <li>100 piece trail mix</li> <li>100 steps in the hall</li> </ul>																
<table border="1"> <tr><td>T</td><td>Reading Books</td></tr> <tr><td>A</td><td>Rhyming words</td></tr> <tr><td>I</td><td>Zz cut and paste</td></tr> <tr><td>C</td><td>Starfall</td></tr> </table>	T	Reading Books	A	Rhyming words	I	Zz cut and paste	C	Starfall	<table border="1"> <tr><td>T</td><td>Reading Books</td></tr> <tr><td>A</td><td>write words</td></tr> <tr><td>I</td><td>Zz handwriting</td></tr> <tr><td>C</td><td>edgenuity</td></tr> </table>	T	Reading Books	A	write words	I	Zz handwriting	C	edgenuity	
T	Reading Books																	
A	Rhyming words																	
I	Zz cut and paste																	
C	Starfall																	
T	Reading Books																	
A	write words																	
I	Zz handwriting																	
C	edgenuity																	
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>																
Write about your friend. I can show the needs of different plants and animals and the places they live.  I can identify ways humans interact with their environment.	How have you changed? I can show the needs of different plants and animals and the places they live.  I can identify ways humans interact with their environment.	Early Release Friday PLC Meeting																
<b>Planning: Library</b>	<b>Planning: Computer Lab</b>	<b>Planning: Art</b>																

