

















Mrs. Cooper Gr. K Week of 1/27/2025- 1/31/2025	Monday 1/27/25	Tuesday 1/28/25	Wednesday 1/29/25	Thursday 1/30/25	Friday 1/31/25
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	<b>Greeting:</b> french fry greeting <b>Share</b> <b>Activity:</b> pass the plate <b>Message:</b> phonics, literacy	<b>Greeting:</b> french fry greeting <b>Share:</b> <b>Activity:</b> <b>Message:</b> phonics/ literacy	<b>Greeting:</b> french fry greeting <b>Share:</b> <b>Activity</b> -inference guessing game <b>Message:</b> math	<b>Greeting:</b> french fry greeting <b>Share</b> <b>Activity:</b> I have, who has <b>Message:</b> nouns	<b>Greeting:</b> french fry greeting <b>Share:</b> <b>Activity:</b> sight word toss <b>Message:</b> phonics, literacy
<p>Vocabulary: trade, headings, information, organized, print  High Frequency Words: there, for  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</p> <p><b>Writing Standards:</b>  0.2.7.1 Ask questions to participate in shared research and writing projects.  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)</p> <p><b>Reading Standards:</b>  0.1.5.1 Recognize orientation (front cover, back cover, title) of print text and navigation of digital text.  0.1.5.2 Recognize the difference between literary and information text, through listening or reading.  0.1.6.3 Recognize common types of text (e.g., storybooks, information, poems), through listening or reading  0.3.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (graphic organizers)  0.1.4.4 Describe the connection between two pieces of information, events, people or ideas in information text, with prompting and support (Friday-compare/contrast stories).</p> <p><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:</p> <p>📄 Unit 3 Week 15 Slides</p>					

<b>9:00-9:30</b> <b>Phonemic Awareness/phonics</b>	Review sight words - map the words - heidi songs Do: Letter run  Do: phonological awareness activities on TM  Do: p55 in student bks  /th/	Introduce sight words: for, an, review on, like  Do: Letter run  Do: phonological awareness activities Week 19  /th/  Do: p57 in student bks	Review sight words  Do together: say each in sentence Do: Letter Run Do: phonological awareness activities Week 19  /th/  Read together: "What Can It Be?" It is a _____.	Review sight words Do together: sight word phrases Unit 3 Week 14 ... Do: letter run Do: phonological awareness activities Week 19  /wh/  Do: p. 64in student bk	sight word game: sight word toss  Do: letter run  Do: phonological awareness activities Week 19 /wh/
Small Group Literacy Centers 9:30-10:05	READING MUS...	READING MUST ...	READING MUST ...	READING MUST ...	READING MUST ...
10:05-10:30 Whole group reading	<b>Shared/close reading:</b> "Good for Us!" TM148-149  <b>Reader's Notebook:</b> Draw the different fruits that Rex and Greg ate. Label the pictures with the names of the fruits.  Micro Lesson: Color words	<b>Reread:</b> "Good for Us!"  Do: complete graphic organizer together. TM154-155  <b>micro Lesson:</b> Clarify TM158	<b>Read:</b> "Mother Goose Restaurant": Menu  TM160  Micro Lesson: Make connections TM164	<b>Reread:</b> "Mother Goose Restaurant": Menu <b>Do together:</b> <b>Graphic organizer</b> <b>TM166-167</b>  <b>Micro Lesson:</b> Use picture clues  introduce nouns	<b>Groundhog's day activities</b>

	TM152				
10:30 Clean up and Get Ready for Lunch and Restroom Break					
10:40-11:20 Lunch/Recess					
11:30-12:10 Writing Workshop	Objective: add details to their informational posters based on questions and suggestions from others. TM156  Share posters with friends and ask questions (model with apple poster)  *edit posters by focusing on the spelling of words.	Objective: Use information from their completed posters to draw and write a short book for their families.	Objective: use strategies and classroom resources to help spell important words.  *edit posters by focusing on the spelling of words.	Finish posters	Shared research project on groundhogs *  GROUNDHOG DAY  Fun Facts About Gr...  draw a diagram of a groundhog and label it  How To Draw A Carto...
12:10 - 1:00	P.E. Library	P.E. Music	library P.E.	Computer P.E.	P.E. Music
1:00 -1:10 Bathroom break					
1:10-1:30 Whole group math	 Copy of Math Talks...  Review subtraction - subtraction bowling in small groups	<a href="https://youtu.be/f0-SwwZmwww">https://youtu.be/f0-SwwZmwww</a>   Copy of Math Talks...  Topic 8-1 Decompose 5 to solve Problems  Calendar  Numbers 0-31   Copy of Math Talks...  When You Subtract... Subtraction bowling	 Count to 100 and W...  Math talk slide 1  Copy of Math Talks... 8-2 Related Facts	Math warm-up - find the mitten math talk  8-3 Problem Solving: Reasoning Do: P. 303 write their own addition and subtraction story	<a href="https://youtu.be/f0-SwwZmwww">https://youtu.be/f0-SwwZmwww</a>  Math talk slide 1  Copy of Math Talks... 8-4 Fluently Add and Subtract to 5 Do: p. 307-308

1:30- 1:50 Math Centers					
Math Standards: 0.3.5.6 Solve and represent a variety of addition and subtraction contextual situation types using objects, drawings, mental images or equations within 10. 0.3.5.8 Fluently add and subtract within 5.					
1:50-2:15 Rest Time	 Disney RELAXING PI... <a href="#">One Hour of Jack Hartmann Rest Time Songs   Rest Time Songs   Jack Hartmann   Calm Music</a>	 12 Hours of Stunning ...	<a href="https://youtu.be/r32wheq4HAc">https://youtu.be/r32wheq4HAc</a>	 12 Hours of Stun...	 Quiet Classroom ...
2:15-2:30 <a href="#">11:57:25</a>  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)  RAIDER REWARDS	Pack up free choice/ large motor play (outdoors if possible)	Pack up free choice/ large motor play (outdoors if possible) I LOVE TO READ KICKOFF
3:00-3:10  Trolls: Can't Stop The Feeling   GoNoodle End of the day closing circle (name your favorite part of the day or what you learned) Goodbye song Line up for the bus					