

Week 32 Schedule (April 29-May 3)

ES- Reading: RF. 1.4.A, RF.1.4 Phonics: RF.1.3F Phonemic Awareness: RF.1.2

Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud 8:00-8:20 I Hear with My Ears *genre: fiction *print concepts *story elements *use graphic features *build vocabulary *identify words that suggest feelings Vocabulary purpose slippers swishing https://docs.google.com/presentation/d/1uFwHwkA3WR1F23dbK4vaD4-VCxgRdqqNC8vM3z_Xf_0/edit#slide=id.g12348393b78_0_12	Read Aloud Switch On, Switch Off Quiz # 13828 https://www.google.com/search?q=switch+on+switch+off+read+aloud&rlz=1C1SQJL_enUS965US965&oq=switch+on+switch+off+read+aloud&aqs=chrome..69j57j0i390l5.8163j0j7&sourceid=chrome&ie=UTF-8	Read Aloud I Hear with My Ears	Read Aloud Water Dance Quiz 21366 H https://www.google.com/search?q=water+dance+read+aloud&rlz=1C1SQJL_enUS965US965&ei=KbBdYoenDbfCqtsPmrG82AU&ved=0ahUKEwjH34OKoZ73AhU3oWoFHZoYD1sQ4dUDCA4&uact=5&oq=water+dance+read+aloud&gs_lcp=Cgdnd3Mt d2l6EAMyBQguEIAEMqYIAB AHEB4yCAgAEAcQBRAeMg UIABCGAzIFCAAQhgMyBQgAEIYDMgUIABCGAzolCAA QCBAHEB46BAguEA1KBAhB GABKBAhGGABQAFj-CmDi DGgAcAB4AIAbsgGIAaslkg EDOS4ymAEAoAEBwAEB&sclient=gws-wiz AR 21366 H	Read Aloud I Hear with My Ears
Shared Reading 8:20-8:35	Shared Reading My Shadow	Shared Reading How Shadows Form	Shared Reading How Shadows Form	Shared Reading I Know All the Sounds That

My Shadow *ask questions about a poem *identify commas and dashes *high frequency words: little, have, that, and, out, what, of, see, jump, before	*read fluently *long e words spelled with y	*ask questions about text *identify end punctuation *high frequency words: the, one, what, when, they, you, do	*read fluently *affixes	the Animals Make *describe poem's speaker *brainstorm and share ideas *ask and answer questions
Mini Lesson 8:35-9:00 Use Illustrations to Describe Setting (RL.1.7) *use pictures to describe setting *discuss details in the illustrations	Mini Lesson Ask Questions (RL.1.1) *ask questions about a text during and after reading to deepen understanding and gain information	Mini Lesson Identify Who is Telling the Story (RL.1.6) *Identify who is telling the story at various points in the story *listen to and experience a story told in first person	Mini Lesson Clarify the Meaning of Multiple-Meaning Words *determine or clarify the meaning of multiple meaning words *use sentences level context and illustrations as clues to the meaning of a word	Mini Lesson Unit Wrap Up *ask questions *participate in constructive conversations
Heggerty 1. Vowel Sounds 2. Week 23 Monday	Heggerty 1. Vowel Sounds 2. Week 23 Tuesday	Heggerty 1. Vowel Sounds 2. Week 23 Wednesday	Heggerty 1. Vowel Sounds 2. Week 23 Thursday	Heggerty 1. Vowel Sounds 2. Week 23 Friday

Phonics First 9:15-9:45 4-16 Suffix -ed (e-d, t, d) Introduce: -/ed/: after a "t" or "d" -/d/:voiced sound that vibrates throat -/t/:unvoiced(quiet) sounds: s, f, p, t, sh, ch, etc. - ed: /ed/, /t/, /d/ card pop. -have students say root words with all these above endings and feel their throat to decide if it will have an /ed/, /d/, or/t/ sound and write it onto the correct card. -Dictation word reading - identify the sound of the root word's last letter. Decide the ed sound.	Phonics First 4-16 Suffix -ed (e-d, t, d) Introduce: -/ed/: after a "t" or "d" -/d/:voiced sound that vibrates throat -/t/:unvoiced(quiet) sounds: s, f, p, t, sh, ch, etc. -Dictation word and sentence writing using the ed sort paper. - ed: /ed/, /t/, /d/ sort -Have students say root words with all these above endings and feel their throat to decide if it will have an /ed/, /d/, or/t/ sound and write or cut and glue it in the correct column.	Phonics First 4-16 Suffix -ed (e-d, t, d) Introduce: -/ed/: after a "t" or "d" -/d/:voiced sound that vibrates throat -/t/:unvoiced(quiet) sounds: s, f, p, t, sh, ch, etc. -word and sentence dictation writing using the ed sound sort paper. -Read a passage and sort the words with -ed endings into /ed/, /t/, /d/ based on the root word ending. Answer the passage questions. -syllabication sheet	Phonics First 4-16 Suffix -ed (e-d, t, d) Introduce: -/ed/: after a "t" or "d" -/d/:voiced sound that vibrates throat -/t/:unvoiced(quiet) sounds: s, f, p, t, sh, ch, etc. --Read a passage and sort the words with -ed endings into /ed/, /t/, /d/ based on the root word ending. Answer the passage questions. -word and sentence dictation writing.	Phonics First 4-16 Suffix -ed (e-d, t, d) Introduce: -/ed/: after a "t" or "d" -/d/:voiced sound that vibrates throat -/t/:unvoiced(quiet) sounds: s, f, p, t, sh, ch, etc. --Read a passage and sort the words with -ed endings into /ed/, /t/, /d/ based on the root word ending. Answer the passage questions. -word and sentence dictation writing. -Spelling Test: rented, plotted, melted, spelled, farmed, stormed, played, jumped, brushed, winked, barked
--	---	--	---	--

	-Dictation word reading - identify the sound of the root word's last letter. Decide the ed sound. -Sentence Reading sheet			
Reading 9:45-11:05 Small Groups Literacy Centers	Reading Small Groups Literacy Centers	Reading Small Groups Literacy Centers	Reading Small Groups Literacy Centers	Reading Small Groups Literacy Centers
Handwriting Worksheet	Handwriting Worksheet	Handwriting Worksheet	Handwriting Worksheet	Handwriting Worksheet
Recess 11:05-11:25				
Lunch 11:25-11:55				
Math- Practice counting by 2s, 5s, 10s, Days in a Week, and Months in a Year. Count to 100 and Count backwards from 100 Money, Doubles, Shapes, Shapes Ask Questions Like: When you are counting by 2s/5s/10s, what number comes before/after ____ ? What month comes before/after ____? What day comes before/after ____? What number comes before/after ____? How many days are in a week? How many months are in a year				
Math Word Problems Module	Math Word Problems Module	Math Word Problems Module	Math Word Problems Module	Math Word Problems Module

Worksheet	Worksheet	Worksheet	Worksheet	Worksheet
Activity 1:07-1:47 then Recess 1:47-2:07				
Language Arts Editing sentences - review types of sentences and what ending marks they have on the punctuation charts. -review capitalization rules: beginning of sentence, beginning of names and places, I by itself, days of week/months of year -Review the Call the C.O.P.S chart for sentences. -complete the fix the sentences worksheet.	Language Arts Editing sentences - review types of sentences and what ending marks they have on the punctuation charts. -review capitalization rules: beginning of sentence, beginning of names and places, I by itself. -Review the Call the C.O.P.S chart for sentences. -complete the fix the sentences worksheet.	Language Arts Editing sentences - IXL: XX.1 Capitalize names - IXL: XX.3 capitalize I - Complete the fix up sentences sheet	Language Arts Editing sentences - XL: XX.1 Capitalize names - IXL: XX.2 Capitalize days and months -complete the fix the sentences worksheet.	Language Arts Editing sentences - XL: XX.1 Capitalize names - IXL: XX.3 capitalize I - IXL: XX.2 Capitalize days and months -complete the fix the sentences worksheet.
Writing Sentence of the Day "Spring Flowers" Journal Writing	Writing Sentence of the Day "Spring Flowers" Journal Writing	Writing Sentence of the Day "Spring Flowers" Journal Writing	Writing Sentence of the Day "Spring Flowers" Journal Writing	Writing Sentence of the Day "Spring Flowers" Journal Writing
Science/Social Studies Scholastic Magazine	Lexia	Science/Social Studies Scholastic Magazine	Lexia	Science/Social Studies Scholastic Magazine

--	--	--	--	--