

Date: Jan. 8-12, 2024

-Kindergarten

		Monday - 8	Tuesday - 9																
7:00 Morning Work & Calendar	Morning Work For the week: for, five	-Date -Tally- Colors- Count- Place Value- Alphabet -Songs- Days/months - Seasons - Weather - Rules - Money - Time - Numbers - HFW	-Date -Tally -Count -Place Value -Songs - Days/Months -Weather - Rules -Time - Numbers -Colors -Alphabet - Seasons -Money -HFW																
7:30-8:30 Math	Practice Counting 1-75 Writing 1-75	Module 3 – Lesson 27 I can strategize to compare two sets. p. 266	Module 3 – Lesson 28 I can picture quantities in my head to compare two numerals. Sprint - p. 272 p. 273 & 274																
8:30 - 9:30 Math Centers		<table><tr><td>T</td><td>addition</td></tr><tr><td>A</td><td>review</td></tr><tr><td>I</td><td>write 1-100</td></tr><tr><td>C</td><td>zearn.org</td></tr></table>	T	addition	A	review	I	write 1-100	C	zearn.org	<table><tr><td>T</td><td>review shapes/numbers/tens/ones</td></tr><tr><td>A</td><td>addition</td></tr><tr><td>I</td><td>count and graph</td></tr><tr><td>C</td><td>zearn</td></tr></table>	T	review shapes/numbers/tens/ones	A	addition	I	count and graph	C	zearn
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9:30-9:45	Snack		Snack																
9:45 - 10:30 Reading Core	<u>High Frequency Words:</u> <table><tr><td>for</td></tr><tr><td>five</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> <u>Vocabulary Words:</u> <table><tr><td>define</td></tr><tr><td>exchange</td></tr><tr><td>other</td></tr><tr><td>decoration</td></tr><tr><td>filled</td></tr><tr><td>seals</td></tr><tr><td>hold</td></tr><tr><td>cracks</td></tr><tr><td>teach</td></tr><tr><td>tradition</td></tr></table>	for	five				define	exchange	other	decoration	filled	seals	hold	cracks	teach	tradition	<u>Standards:</u> RF.K.2cRF.K.2dRF.K.1dRF.K.3aL.K.1aL.K.2c <u>Objectives:</u> - blend onset and rime in spoken words. - segment phonemes in words. - attach the sound /j/ to its corresponding letter Jj. - identify initial /j/ in spoken words. - distinguish between similarly spelled words by identifying the sound of letter Jj. - practice printing the upper- and lowercase letters Jj. - write the letter for /j/.	<u>Standards:</u> RF.K.2aRF.K.3aRL.K.1ORF.K.1dL.K.2c <u>Objectives:</u> - recognize and produce rhyming words in spoken sentences. - manipulate initial phonemes in spoken words. - review the one-to-one correspondence of /j/ to the letter Jj. - identify initial /j/ in spoken words. - distinguish between similarly spelled words by identifying the sound of letter Jj. - engage in group reading activities. <u>Warm Up, p. T228 Phonemic Awareness, p. T228 Alphabetic Principle, pp. T229–T230 • Reviewing the Sound of Jj • Listening for Initial /j/ • Linking the Sound to the Letter • Alphabet Book—/j/</u> <u>Build Background, p. T231 • Genre • Vocabulary • Set Purposes Read the Read Aloud, pp. T232–T235 Discuss the Read Aloud, p. T236 Review Vocabulary, p. T237</u>	
for																			
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10:30– 11:30 Literacy Centers Daily 5		<table><tr><td>T</td><td>writing</td></tr><tr><td>A</td><td>review</td></tr><tr><td>I</td><td>Jj playdoh</td></tr><tr><td>Tech</td><td>starfall</td></tr></table>	T	writing	A	review	I	Jj playdoh	Tech	starfall	<table><tr><td>T</td><td>readers/review</td></tr><tr><td>A</td><td>Jj cut/paste</td></tr><tr><td>I</td><td>Jj handwriting</td></tr><tr><td>Tech</td><td>starfall</td></tr></table>	T	readers/review	A	Jj cut/paste	I	Jj handwriting	Tech	starfall
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11:35-12:00	Lunch		Lunch																
12:00 – 12:30	Read Aloud		Read Aloud																
12:30 – 1:25	Science/Social studies/Journal writing	name practice I can identify why and how people and goods move to and within communities. I can use observations to describe what plants and animals need to survive.	Draw a mother duck with her ducklings in a pond. I can identify why and how people and goods move to and within communities. I can use observations to describe what plants and animals need to survive.																
1:25 – 2:15	Specials		Planning:																
2:15 – 2:25	Bus Duty																		

WEDNESDAY - 10			THURSDAY - 11			FRIDAY – 12																		
-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 1 I can make and break apart 5. p. 17 & 18 Template – p. 23 & 26			Module 4 – Lesson 2 I can make and break apart 5. p. 32			Module 4 – Lesson 3 I can use number bonds to show a story. p. 42 and 43																		
<table><tr><td>T</td><td>review</td></tr><tr><td>A</td><td>number word worksheet</td></tr><tr><td>I</td><td>mitten math</td></tr><tr><td>C</td><td>zearn</td></tr></table>			T	review	A	number word worksheet	I	mitten math	C	zearn	<table><tr><td>T</td><td>review</td></tr><tr><td>A</td><td>addition practice</td></tr><tr><td>I</td><td>1-100 writing</td></tr><tr><td>C</td><td>zearn</td></tr></table>			T	review	A	addition practice	I	1-100 writing	C	zearn	Specials - 8:30 - 9:15		
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Snack			Snack			Snack																		
Standards: <u>RE.K.3aRE.K.1dRE.K.3dL.K.1aL.K.2c</u> Objectives: - identify letters and letter sounds in a familiar rhyme. - manipulate initial phonemes in words. - attach the sound /f/ to its corresponding letter Ff. - identify initial /f/ in spoken words. - distinguish between similarly spelled words by identifying the sound of letter Ff. - practice printing the upper- and lowercase letters Ff. - write the letter for /f/. Warm Up, p. T240 Phonemic Awareness, p. T240 Alphabetic Principle, pp. T241–T242 • Introducing the Sound of Ff • Listening for Initial /f/ • Linking the Sound to the Letter • Penmanship/Handwriting Build Background, p. T243 Preview the Selection, p. T244 Read the Selection, p. T245 Comprehension Strategies, pp. T245–T251 • Summarizing • Predicting/Confirming Predictions Print and Book Awareness, p. T252 Discuss the Selection, pp. T252–T253 Develop Vocabulary, p. T253			Standards: <u>RE.K.3aL.K.1fRE.K.3dRL.K.10RE.K.1dL.K.2c</u> Objectives: - identify and produce words that begin with /i/ and /f/. - manipulate final phonemes of spoken words. - review the one-to-one correspondence of /f/ to the letter Ff. - identify words with final phoneme /f/. - distinguish between similarly spelled words by identifying the sound of letter Ff. - engage in group reading activities. - identify the first and last word in a rhyme. Warm Up, p. T256 Phonemic Awareness, p. T256 Alphabetic Principle, pp. T257–T258 • Reviewing the Sound of Ff • Listening for Final /f/ • Linking the Sound to the Letter • Alphabet Book—/f/ Practice Vocabulary, p. T259 Close Reading, p. T260 Writer’s Craft, pp. T261, T265, T266 • Story Elements: Character • Story Elements: Setting Access Complex Text, pp. T262, T263, T264 • Classify and Categorize • Sequence Develop Vocabulary, p. T267			Standards: <u>SL.K.1aREK.3aREK.1dREK.3bL.K.2dL.K.1aL.K.2cREK.3cL.K.1fREK.4RFK.2a</u> Objectives: - identify and produce words that begin with /f/. - manipulate final sounds in spoken words. - review sound correspondences for letters Jj and Ff. - build and read words based on knowledge of sounds and letters. - practice printing upper- and lowercase letters Jj and Ff. - read and review common high-frequency words. - read and respond to a <i>Decodable</i>. - identify top to bottom and left to right in a <i>Decodable</i>. Warm Up, p. T270 Phonemic Awareness, p. T270 Alphabetic Principle, pp. T271–T272 • Reviewing the Sounds of Jj and Ff • Listening for Initial /j/ and /f/ • Building and Reading Words • Penmanship/Handwriting Reading a Decodable, pp. T273–T274 • Core Decodable 8 Jam Pot • High-Frequency Word: for • Blending • Checking Comprehension Practice Vocabulary, p. T275 Review Read Aloud and Big Book, p. T275 Comprehension Strategies, p. T276 Access Complex Text, p. T276 Writer’s Craft, p. T277 Inquiry, p. T278 Concept/Question Board, p. T279																		
<table><tr><td>T</td><td>build words</td></tr><tr><td>A</td><td>sentence writing</td></tr><tr><td>I</td><td>write Ff words</td></tr><tr><td>Tech</td><td>starfall</td></tr></table>			T	build words	A	sentence writing	I	write Ff words	Tech	starfall	<table><tr><td>T</td><td>write words to match picture</td></tr><tr><td>A</td><td>Ff cut/paste</td></tr><tr><td>I</td><td>Ff handwriting</td></tr><tr><td>C</td><td>starfall</td></tr></table>			T	write words to match picture	A	Ff cut/paste	I	Ff handwriting	C	starfall	Big Centers: -Hands-on craft - Christmas (Assistant) -Assessing Students (teacher) -Computers (www.more.starfall.com) -Writing/Drawing/Stencils -Puzzles		
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Lunch			Lunch			Lunch																		
Read Aloud Write and draw –ing words. I can identify why and how people and goods move to and within communities. I can use observations to describe what plants and animals need to survive.			Read Aloud Write about what a baby duck can do. I can identify why and how people and goods move to and within communities. I can use observations to describe what plants and animals need to survive.			Early Release Friday PLC Meeting																		
Planning:			Planning:			Planning:																		

