

		Monday - 19	Tuesday - 20																
7:00 Morning Work & Calendar	Morning Work For the week: white	-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	Practice Counting 1-30; Write numbers 1-15	Module 1 – Lesson 35 I can arrange number towers in order from 10 to 1 and describe the pattern. p. 348 & 349	Module 1 – Lesson 36 I can arrange, analyze, and draw sequences of quantities that are 1 less. p. 356 & 357																
8:30 - 9:30 Math Centers	Math Centers	<table><tr><td>T</td><td>ordering numbers</td></tr><tr><td>I</td><td>write numbers to 20</td></tr><tr><td>Tech</td><td>Zearn</td></tr><tr><td>TA</td><td>match groups of numbers to correct #</td></tr></table>	T	ordering numbers	I	write numbers to 20	Tech	Zearn	TA	match groups of numbers to correct #	<table><tr><td>T</td><td>ordering numbers</td></tr><tr><td>I</td><td>write numbers to 20</td></tr><tr><td>Tech</td><td>Zearn</td></tr><tr><td>TA</td><td>match groups of numbers to correct number</td></tr></table>	T	ordering numbers	I	write numbers to 20	Tech	Zearn	TA	match groups of numbers to correct number
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9:30-10:00 Calendar Reading Core / Phonics		Alphabet Songs *I can make and name each letter of the alphabet. -Find the Rhyme -Down By The Bay song *I can recognize rhyming words out loud. -Clap the syllables *I can break a word into syllables.	-Oral blending CVC *I can blend sounds together to read a word. -First Sound Fluency (/s/ sound) *I can identify the initial sound. (K.RF.2d) -Ss Initial sound																
10:00 - 10:30 Reading Core	<u>High Frequency Words:</u> <table><tr><td>have</td></tr><tr><td>is</td></tr><tr><td>white</td></tr><tr><td></td></tr><tr><td></td></tr></table> <u>Amazing Words:</u> <table><tr><td>armadillo</td></tr><tr><td>burrow</td></tr><tr><td>rattlesnake</td></tr><tr><td>insects</td></tr><tr><td>grubs</td></tr><tr><td>tortoise</td></tr></table>	have	is	white			armadillo	burrow	rattlesnake	insects	grubs	tortoise	-Talk to Me #8A -Amazing Words *I can ask and answer questions about unknown words in a text. (K.RL.4) -Vocabulary: high frequency words p.97 -Word Wall review, WB p.14 *I can read the HFW in written form. (K.RF.3c) -Phonological Awareness: p.78 initial s list *I can identify the initial sound. (K.RF.2d) -Phonics: Blending sounds p.79 -Letter S s, WB p.13 *I can connect the /s/ to Ss out loud and in writing. (K.L.2c) -Practice writing Ss *I can name the uppercase and lowercase letters in written form. (K.RF.1d) Fluency: -Armadillo's Orange -Predictions of the story -Fluency: read the story -Comprehension: oral questioning *I can listen to fluent reading with my ears. (K.SL.6) -Rdg. Skill: Setting p.76 *I can identify the setting of the story. (K.RL.9)	-Talk to Me #8A -Sing with Me #8B -Amazing Words *I can ask and answer questions about unknown words in a text. (K.RL.4) -Vocabulary: review the HFW , have the students use markers to write the words on paper *I can read the HFW in written form. (K.RF.3c) -Phonological Awareness: thumbs up if the students hear the initial /s/ sound, thumbs down if not *I can identify the initial sound. (K.RF.2d) Phonics: Mr. Ss WS *I can connect the /s/ to Ss out loud and in writing. (K.L.2c) -Practice writing Ss *I can name the uppercase and lowercase letters in written form. (K.RF.1d) Fluency: Read Armadillo's Orange -Fluency: read the story to the students -Comprehension: ask students about what happened in the story *I can listen to fluent reading with my ears. (K.SL.6) -Reading skill: Draw the setting of the story *I can identify the setting of the story. (K.RL.9)					
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11:35-12:00	Lunch	Lunch	Lunch																
12:00 – 12:30	Handwriting Read Aloud	White Books Draw and label 5 white things.	White Books Draw and Label /s/ words.																
12:30 – 1:25	Science/Social studies/Journal writing	Review Social Studies and Science standards for first nine weeks.	Review Social Studies and Science standards for first nine weeks.																
1:25 – 2:15	Specials	Planning: Music	Planning: P.E.																
2:15 – 2:25	Bus Duty																		

WEDNESDAY - 21			THURSDAY - 22			FRIDAY – 23																				
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Module 1 – Lesson 37 I can show what I have learned about numbers 1-10! p. 364 & 365			Module 2 – Lesson 1 I can find and describe shapes. p. 16 & 17 template – p. 26																							
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<p>- Alphabet Songs <b>*I can make and name each letter of the alphabet.</b> - Beg. Middle, End words <b>*I can identify first, middle and last words in a sentence by pointing.</b> -Down By the Bay <b>*I can recognize rhyming words out loud.</b></p>			<p>-Clap the syllables <b>*I can break a word into syllables.</b> -Oral blending CVC <b>*I can blend sounds together to read a word.</b> -First Sound Fluency (/s/ sound) <b>*I can identify the initial sound. (K.RF.2d)</b> -Ss Initial sound -</p>			NTI																				
<p>-Talk to Me #8A                      -Sing with Me #8B -Amazing Words                      -Letter Fluency  <b>*I can ask and answer questions about unknown words in a text. (K.RL.4)</b> -<b>Vocabulary:</b> Laser Light word wall game-High freq. words p.101 <b>*I can read the HFW in written form. (K.RF.3c)</b> -<b>Phonological Aware.:</b> intro. final /s/ <b>*I can identify the final sound. (K.RF.2d)</b> -<b>Phonics:</b> Blending Sounds p.101                     -Letter Ss to /s/ WB p.18 <b>*I can connect the /s/ to Ss out loud and in writing. (K.L.2c)</b>                     -Practice writing S s <b>*I can name the uppercase and lowercase letters in written form. (K.RF.1d)</b> <b>Fluency:</b> <u>Sock Sack</u>    <u>-Sam and Tam</u> Read <u>Armadillo's Orange</u>                     -<b>Fluency:</b> read the story to the students                     -<b>Comprehension:</b> ask students about what happened in the story  <b>*I can listen to fluent reading with my ears. (K.SL.6)</b> -Reading skill: Draw the setting of the story <b>*I can identify the setting of the story. (K.RL.9)</b></p>			<p>-Talk to Me #8A                      -Sing with Me #8B -Amazing Words                      -Letter Fluency  <b>*I can ask and answer questions about unknown words in a text. (K.RL.4)</b> -<b>Vocabulary:</b> review High freq. words <b>*I can read the HFW in written form. (K.RF.3c)</b> -<b>Phonological Aware.:</b> intro. final /s/ <b>*I can identify the final sound. (K.RF.2d)</b> -<b>Phonics:</b> Blending Sounds                     -Letter Ss to /s/ <b>*I can connect the /s/ to Ss out loud and in writing. (K.L.2c)</b>                     -Practice writing S s <b>*I can name the uppercase and lowercase letters in written form. (K.RF.1d)</b> <b>Fluency:</b> <u>Sock Sack</u>    <u>-Sam and Tam</u> Read <u>Armadillo's Orange</u>                     -<b>Fluency:</b> read the story to the students                     -<b>Comprehension:</b> ask students about what happened in the story  <b>*I can listen to fluent reading with my ears. (K.SL.6)</b> -Reading skill: Setting WB p.17 and p.19 <b>*I can identify the setting of the story. (K.RL.9)</b></p>																							
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