

January 23 - 27

We're learning about:





- Letters and Sound of the week: Ff
- Nouns and verbs
- Developing ideas in writing
- Sight word: YOUR and FROM
- Represent numbers 0-5



Times	Monday 1/23	Tuesday 1/24	Wednesday 1/25	Thursday 1/26	Friday 1/27
9:00-9:15	Morning Routine	Morning Routine	(half day)	Morning Routine	(Sharing) Morning Routine
9:20-9:30	Sight Words	Sight Words	9:00-9:05 Check in at classroom	Sight Words	Sight Words
9:30-9:45	Reading Workshop	Reading Workshop	9:05-9:35 Computer Lab (9:15-Mrs. Drake)	Reading Workshop	Reading Workshop
9:45-10:00	Math Workshop	Math Workshop	9:35-10:05 Library	Math Workshop	Math Workshop
10:00-10:15	Recess	Recess	10:05-10:25 Morning Routine	Recess	Recess
10:15-10:30	Writing Workshop	Writing Workshop	10:25-10:30 Community Circle	Writing Workshop	Writing Workshop
10:30-11:30	Centers	Centers		Centers	Centers
11:30-11:40	Read Aloud	Read Aloud		Read Aloud	Read Aloud
11:40-11:45	Community Circle	Community Circle		Community Circle	Community Circle

1/23-1/27	Monday 1/23	Tuesday 1/24	Wednesday 1/25	Thursday 1/26	Friday 1/27
<p>AM Meeting 9:00-9:20</p>	<p>1. Greeting/Wash hands /Question of the day/Tags /Pull chairs 2. Singing 3. Calendar 4. Schedule 5. Counts 6. Weather (Graph) 7. Jobs 8. Daily message</p> <p>dearClass, 1-23-12 When we are WRITING we need to remember symbols. Can you name a symbol we use? Love, Ms. Moffat</p>	<p>1. Greeting/Wash hands /Question of the day/Tags /Pull chairs 2. Singing 3. Calendar 4. Schedule 5. Counts 6. Weather 7. Jobs 8. Daily message</p> <p>dearClass, 1-24-12 In kindergarten we are going to start to talk about research. Love, Ms. Moffat</p>	<p>(half day) 10:00-10:25 1. Greeting/Wash hands /Question of the day/ Tags 2. Singing 3. Calendar 4. Schedule 5. Counts 6. Weather 7. Jobs 8. Daily message</p> <p>dear Class, 1-25-12 TodayisWednesday. We went to the library and the computer lab. How many words are in this message? Love, Ms. Moffat</p>	<p>1. Greeting/Wash hands /Question of the day/Tags /Pull chairs 2. Singing 3. Calendar 4. Schedule 5. Counts 6. Weather 7. Jobs 8. Daily message</p> <p>Dear Meerkats, 1-26-12 Did yOu remember to look at the question OF the day Love, Ms. Moffat</p>	<p>1. Greeting/Wash hands /Question of the day/Tags /Pull chairs 2. Sharing: Students sit in a circle and one at a time show the item they brought from home and tell why it's special to them. 3. Calendar 4. Schedule 5. Counts (measure chain) 6. Weather 7. Jobs 8. Daily message</p> <p>dear meerkats, 1-27-12 What have THE books we are researching IN been about? Love, Ms. Moffat</p>
<p>Sight Words 9:20-9:30</p>	<p><u>Sight Word Routine</u> Word: YOUR and FROM Objective: Read the 41 kindergarten high-frequency/sight words with automaticity. Teach/Model: Introduce new sight words: (From daily message) YOUR, FROM or voted on by class from daily message Guided Practice: Word chant: "Say, say, say, spell, say" Ind. Practice: Practice writing in notebooks word of the day and other sight words for 3 minutes. Materials: Notebooks, tool boxes</p>	<p><u>Sight Word Routine</u> Word: YOUR and FROM Objective: Read the 41 kindergarten high-frequency/sight words with automaticity. Teach/Model: Introduce new sight words: (From daily message) YOUR, FROM or voted on by class from daily message Guided Practice: Word chant: "Say, say, say, spell, say" Ind. Practice: Practice writing in notebooks word of the day and other sight words for 3 minutes. Materials: Notebooks, tool boxes</p>	<p>9:05-9:35 Computer Lab Kindergarten PLC (9:15-10:05 with Mrs. Drake)</p>	<p><u>Sight Word Routine</u> Word: YOUR and FROM Objective: Read the 41 kindergarten high-frequency/sight words with automaticity. Teach/Model: Introduce new sight words: (From daily message) YOUR, FROM or voted on by class from daily message Guided Practice: Word chant: "Say, say, say, spell, say" Ind. Practice: Practice writing in notebooks word of the day and other sight words for 3 minutes. Materials: Notebooks, tool boxes</p>	<p><u>Sight Word Routine</u> Word: YOUR and FROM Objective: Read the 41 kindergarten high-frequency/sight words with automaticity. Teach/Model: Introduce new sight words: (From daily message) YOUR, FROM or voted on by class from daily message Guided Practice: Word chant: "Say, say, say, spell, say" Ind. Practice: Practice writing in notebooks word of the day and other sight words for 3 minutes. Materials: Notebooks, tool boxes</p>

<p>Reader's Workshop 9:30-9:45</p>	<p><u>Reading Workshop 1</u> Letter & Sound /Ff/ Objective: Connect letters and sounds 1. Hook/APK: Sing the "ABC's" and jump up on the letter you are focusing on. Ask "what letter did I jump on?" // what sound does // make? Today we are going to identify the letter // and practice the sound it makes. 2. Teach/Model: In "Animal ABC's" look for the letter //. Have students repeat the letter on each page after you until you get to //. As a class chant: say-say-say, sound-sound-sound, say (for //) With students help, sort through the large letter cards to find // to display. 3. Guided Practice: Go through small picture letter cards for // and have students say the label for the picture and practice saying the // beginning sound. 4. Practice: TPS words that start with // or their favorite card that starts with // 5. Close/Assess: Say some words that start with // and some that don't have the students thumbs up or down if it's a // beginning sound.</p> <p>Materials: Big book "Animal ABC's", large letter cards, small letter picture cards</p>	<p><u>Reading Workshop 2</u> Letter & Sound /Ff/ Objective: Connect letters and sounds 1. Hook/APK: "Head, shoulder..." with beginning sound //. Today we are going to read "___" and look for words that start with //. 2. Teach/Model: Read "___" pause on each page and discuss letters and the story 3. Guided Practice: While reading, have the students try to identify //s on the page to highlight with colored tape. 4. Practice: Call students up to highlight // on the pages. 5. Close/Assess: Ask them about the story and if they saw the letter // a lot or just a few times.</p> <p>Materials: Big book "___", highlighter tape</p>	<p>9:35-10:05 Library Kindergarten PLC (9:15-10:05 with Mrs. Drake)</p>	<p><u>Reading Workshop 3</u> Letter & Sound /Ff/ Objective: Connect letters and sounds 1. Hook/APK: Curves and straights for // on guessing game. "If this letter is an upper case letter then it has _straights and _curves. What letter is that?" Today we are going to label pictures that start with //. As a class chant: say-say-say, sound-sound-sound, say (for //) 2. Teach/Model: On the board last time we put this letter. What is this letter? What sound does it make? What are the labels for these pictures? Shared pen have students come up and write the letters for the label under the picture with a dry erase marker. Label the pictures and display next to the large letter card. 3. Guided Practice: Show the picture and letter sheet and fill it in with the class. Have a student model going to the tables and getting started on their labels. 4. Practice: At the tables the students will pick something that starts with // to label. 5. Close/Assess: Observe table word. Ask guiding questions. Answer student questions. Collect labels.</p> <p>Materials: Large letter cards, small letter picture cards, dry erase marker, labels papers, tool boxes.</p>	<p><u>Reading Workshop 4</u> Letter & Sound /Ff/ Objective: Connect letters and sounds 1. Hook/APK: "inie meenie, miny, _oe" (rhyme with //) Today we are going to create //s out of curves and straights. 2. Teach/Model: Model using curves and straights to make // 3. Guided Practice: Have a student show what it looks like to get started making their // out of curves and straights 4. Practice: At the tables the students will use curves and straights to make //s. 5. Close/Assess: Observe table word. Ask guiding questions. Answer student questions.</p> <p>Materials: Curves and straights</p>
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<p>Math Workshop 9:45-10:00</p>	<p><u>Math Workshop 4</u> The number // Objective: Explicitly teach what the number // looks like and what it represents. 1. Hook/APK: “Draw me a // with your magic finger”. Continue discussion of how many // looks like. 2. Teach/Model: With the Document Reader display 5 red bears and // yellow bears. Ask the students how many are yellow? Repeat 3X’s (pattern blocks, papers, number cards) 3. Guided Practice: At the tables have the students work together to show they have // or one thing and then many of something else. (ex: 2 yellow bears, 4 green) 4. Independent Practice: Represent // of an object at their tables in pairs. 5. Close/Assess: Check representations at their tables. Materials: Document Reader, bears, pattern blocks, papers, number cards.</p>	<p><u>Math Workshop 4</u> The number // Objective: Explicitly teach what the number // looks like and what it represents. 1. Hook/APK: “Draw me a // with your magic finger”. Continue discussion of how many // looks like. 2. Teach/Model: With the Document Reader display 5 red bears and // yellow bears. Ask the students how many are yellow? Repeat 3X’s (pattern blocks, papers, number cards) 3. Guided Practice: At the tables have the students work together to show they have // or one thing and then many of something else. (ex: 2 yellow bears, 4 green) 4. Independent Practice: Represent // of an object at their tables in pairs. 5. Close/Assess: Check representations at their tables. Materials: Document Reader, bears, pattern blocks, papers, number cards.</p>		<p><u>Math Workshop 2</u> The number // Objective: Explicitly teach what the number // looks like and what it represents. 1. Hook/APK: “Show me // with your fingers (10+ with a partner).” Continue discussion of how many // looks like. 2. Teach/Model: The students will do the activity “4 corners”, where they have to look for the corner that either has // written or // objects in 30 seconds. After 30 seconds then announce which corners had the correct // written or // objects. 3. Guided Practice: Ask and answer questions. Dismiss groups to look for the // written or // objects (boy/girls, colored rows, reading groups). 4. Practice: The students go out and find the corner they think has // written or // objects in 30 seconds. 5. Close/Assess: After correct corners are announced discuss // written and // objects. Materials: Number cards, manipulatives-bears, pattern blocks, papers</p>	<p><u>Math Workshop 3</u> The number // Objective: Explicitly teach what the number // looks like and what it represents. 1. Hook/APK: “What number are we talking about this week?” // let’s do // stretches. 2. Teach/Model: With the Document Reader show number sheet. Draw a // and then draw // pictures (ex: apples, smiley faces) 3. Guided Practice: Have a student model what it will look like to go to table and start sheet. 4. Independent Practice: number sheet done at tables. 5. Close/Assess: Monitor and observe working and collect sheets. Materials: Document Reader, number sheet, tool boxes</p>
<p>Recess 10:00-10:15</p>	<p>Recess duty: Mrs. Nielsen ~ Progress Monitoring </p>	<p>Recess duty: Mrs. Nielsen ~ Progress Monitoring </p>		<p>Recess duty: Mrs. Nielsen ~ Progress Monitoring </p>	<p>Recess duty: Mrs. Nielsen ~ Progress Monitoring </p>
<p>Writing Workshop</p>	<p><u>Writing Workshop</u> Objective: Students will use a combination of drawing, dictating, and writing to</p>	<p><u>Writing Workshop</u> Objective: Students will use a combination of drawing, dictating, and writing to</p>		<p><u>Writing Workshop</u> Objective: Students will use a combination of drawing, dictating, and writing to</p>	<p><u>Writing Workshop</u> Objective: Students will use a combination of drawing, dictating, and writing to</p>

<p>10:15-10:30</p>	<p>compose an opinion, narrative, or explanatory piece. 1. Hook/APK: At our “Notes to Friends” table, what are some things we need to remember to always write in our notes? 2. Teach/Model: Discuss the things we need to always put in our notes. On the outside put “To” and “From”. On the inside we need to write. Model writing a letter (like our daily message) and discuss that you can draw pictures as an extra. 3. Guided Practice: Go over the modeled note all together. 4. Close/Assess: Review that we need to be writing in our notes. Ask and answer question.</p> <p>Materials: Board and markers</p>	<p>compose an opinion, narrative, or explanatory piece. 1. Hook/APK: At our “Notes to Friends” table, what are some things we need to remember to always write in our notes? 2. Teach/Model: Discuss the things we need to always put in our notes. On the outside put “To” and “From”. On the inside we need to write. Model writing a letter (like our daily message) and discuss that you can draw pictures as an extra. 3. Guided Practice: Go over the modeled note all together. 4. Close/Assess: Review that we need to be writing in our notes. Ask and answer question.</p> <p>Materials: Board and markers</p>		<p>compose an opinion, narrative, or explanatory piece. 1. Hook/APK: At our “Journal” table, what are some things we need to remember to always write? 2. Teach/Model: Discuss that we write things that happened to us in the past. Model writing a journal sheet and discuss that you can draw pictures as an extra. 3. Guided Practice: Go over the modeled sheet all together. 4. Close/Assess: Review that we need to be writing in our journals. Ask and answer question.</p> <p>Materials: Document camera, journal sheet, pencil</p>	<p>compose an opinion, narrative, or explanatory piece. 1. Hook/APK: At our “Journal” table, what are some things we need to remember to always write? 2. Teach/Model: Discuss that we write things that happened to us in the past. Model writing a journal sheet and discuss that you can draw pictures as an extra. 3. Guided Practice: Go over the modeled sheet all together. 4. Close/Assess: Review that we need to be writing in our journals. Ask and answer question.</p> <p>Materials: Document camera, journal sheet, pencil</p>
<p>Centers 10:30-11:30</p>	<p>Guided Reading: with Ms. Moffat. Word Sorts: with Mrs. Rowley</p> <p>On-going: Listening (with an adult), read-the-room, write-the-room, read to self, read to someone</p> <p>Red-Writing: Notes to friends Blue-Writing: Journals Yellow- Writing: Whiteboard number representations Green-Writing: Author’s</p>	<p>Guided Reading: with Ms. Moffat. Word Sorts: with Harmony Assessments: Mrs. Nielsen</p> <p>On-going: Listening (with an adult), read-the-room, write-the-room, read to self, read to someone</p> <p>Red-Writing: Notes to friends Blue-Writing: Journals Yellow- Writing: Whiteboard number representations Green-Writing: Author’s</p>		<p>Guided Reading: with Ms. Moffat. Word Sorts: with Cami</p> <p>On-going: Listening (with an adult), read-the-room, write-the-room, read to self, read to someone</p> <p>Red-Writing: Notes to friends Blue-Writing: Journals Yellow- Writing: Whiteboard number representations Green-Writing: Author’s table</p>	<p>Guided Reading: with Ms. Moffat. Word Sorts: with Harmony Assessments: Mrs. Nielsen</p> <p>On-going: Listening (with an adult), read-the-room, write-the-room, read to self, read to someone</p> <p>Red-Writing: Notes to friends Blue-Writing: Journals Yellow- Writing: Whiteboard number representations Green-Writing: Author’s</p>

	table	table			table Earned (After colored table activities are completed): blocks, dramatic play, sensory bin
Read Aloud 11:30-11:40		<i>Ninjas in the Night</i> Magic Tree House Series	10:20-10:25 <i>Ninjas in the Night</i> Magic Tree House Series	<i>Ninjas in the Night</i> Magic Tree House Series	<i>Ninjas in the Night</i> Magic Tree House Series
Community Circle 11:40-11:45		1. Students gather stuff from cubbies and hangers then meet on the rug in a circle. 2. Community circle: "My favorite part of the day was_____." 3. Line up and dismiss outside	10:25-10:30 1. Students gather stuff from cubbies and hangers then meet on the rug in a circle. 2. Community circle: "My favorite part of the day was_____." 3. Line up and dismiss outside	1. Students gather stuff from cubbies and hangers then meet on the rug in a circle. 2. Community circle: "My favorite part of the day was_____." 3. Line up and dismiss outside	1. Students gather stuff from cubbies and hangers then meet on the rug in a circle. 2. Community circle: "My favorite part of the day was_____." 3. Line up and dismiss outside