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) 9:00-9:05 | Morning Routine | (Sharing) Morning Routine |
| 9:20-9:30 | Sight Words | Sight Words | Check in at classroom | Sight Words | Sight Words |
| 9:30-9:45 | Reading Workshop | Reading Workshop | 9:05-9:35 Computer Lab | Reading Workshop | Reading Workshop |
| 9:45-10:00 | Math Workshop | Math Workshop | (9:15-Mrs. Drake) | Math Workshop | Math Workshop |
| 10:00-10:15 | Recess | Recess | 9:35-10:05 Library | Recess | Recess |
| 10:15-10:30 | Writing Workshop | Writing Workshop | 10:05-10:25 | Writing Workshop | Writing Workshop |
| 10:30-11:30 | Centers | Centers | Morning Routine | Centers | Centers |
| 11:30-11:40 | Read Aloud | Read Aloud | 10:25-10:30 Community Circle | Read Aloud | Read Aloud |
| 11:40-11:45 | Community Circle | Community Circle | | Community Circle | Community Circle |
| | | | | | |

| 9:00-9:20 /Que /Pull 2. Si 3. Ca 4. Sc 5. Cc 6. W 7. Jo 8. Da deart W | Daily message urClass, 1-23-12 When we are WRITING need to remember | Greeting/Wash hands /Question of the day/Tags /Pull chairs Singing Calendar Schedule Counts Weather Jobs Daily message dearClass, 1-24-12 In kindergarten we are | (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 dear Class, 1-25-12 | Greeting/Wash hands /Question of the day/Tags /Pull chairs Singing Calendar Schedule Counts Weather Jobs Daily message Dear Meerkats, 1-26-12 | Greeting/Wash hands /Question of the day/Tags /Pull chairs 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. Calendar Schedule Counts (measure chain) Weather |
|--|---|--|--|--|--|
| symt | nbols. Can you name a nbol we use? Love, Ms. Moffat | going to start to talk about research. Love, Ms. Moffat | TodayisWednesday. We went to the library and the computer lab. How many words are in this message? Love, Ms. Moffat | Did yOu remember to look at the question OF the day Love, Ms. Moffat | 7. Jobs 8. Daily message dear meerkats, 1-27-12 What have THE books we are researching IN been <u>about</u> ? Love, Ms. Moffat |
| 9:20-9:30 Wo Obja kinda frequ autor Teac new mess voted mess Guic chan say" Ind. writi the d for 3 | 1. Practice: Practice ating in notebooks word of day and other sight words 3 minutes. | Sight Word Routine 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 | 9:05-9:35 Computer Lab Kindergarten PLC (9:15-10:05 with Mrs. Drake) | Sight Word Routine 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 | Sight Word Routine 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 |

| | Reading Workshop 1 | Reading Workshop 2 | | Reading Workshop 3 | Reading Workshop 4 |
|------------------------|------------------------------------|--------------------------------------|-------------------|---------------------------------------|-----------------------------------|
| Reader's | Letter & Sound /Ff/ | Letter & Sound /Ff/ | 9:35-10:05 | Letter & Sound /Ff/ | Letter & Sound /Ff/ |
| Workshop | Objective: Connect letters | Objective: Connect letters | Library | Objective: Connect letters | Objective: Connect letters |
| 9:30-9:45 | and sounds | and sounds | 5 | and sounds | and sounds |
| J.30-J. 4 3 | 1. Hook/APK: Sing the | 1. Hook/APK: "Head, | Kindergarten PLC | 1. Hook/APK: Curves and | 1. Hook/APK: "inie meenie, |
| | "ABC's" and jump up on the | shoulder" with beginning | Trindergarten TEC | straights for // on guessing | miny, _oe" (rhyme with //) |
| | letter you are focusing on. | sound //. Today we are going | (9:15-10:05 | game. "If this letter is an | Today we are going to create |
| | Ask "what letter did I jump | to read ""and look for | with Mrs. Drake) | upper case letter then it has _ | //'s out of curves and |
| | on?" // what sound does // | words that start with //. | with Wis. Diake) | straights and _curves. What | straights. |
| | make? Today we are going | 2. Teach/Model: Read | | letter is that?" Today we are | 2. Teach/Model: Model |
| | to identify the letter // and | "" pause on each page | | going to label pictures that | using curves and straights to |
| | practice the sound it makes. | and discuss letters and the | | start with //. As a class chant: | make // |
| | 2. Teach/Model: In "Animal | story | | say-say-say, sound-sound- | 3. Guided Practice: Have a |
| | ABC's" look for the letter //. | 3. Guided Practice: While | | sound, say (for //) | student show what it looks |
| | Have students repeat the | reading, have the students try | | 2. Teach/Model: On the | like to get started making |
| | letter on each page after you | to identify //'s on the page to | | board last time we put this | their // out of curves and |
| | until you get to //. As a class | highlight with colored tape. | | letter. What is this letter? | straights |
| | chant: say-say-say, sound- | 4. Practice: Call students up | | What sound does it make? | 4. Practice: At the tables the |
| | sound-sound, say (for //) | to highlight // on the pages. | | What are the labels for these | students will use curves and |
| | With students help, sort | 5. Close/Assess: Ask them | | pictures? Shared pen have | straights to make //'s. |
| | through the large letter cards | about the story and if they | | students come up and write | 5. Close/Assess: Observe |
| | to find // to display. | saw the letter // a lot or just a | | the letters for the label under | table word. Ask guiding |
| | 3. Guided Practice: Go | few times. | | the picture with a dry erase | questions. Answer student |
| | through small picture letter | | | marker. Label the pictures | questions. |
| | cards for // and have students | Materials: Big book "", | | and display next to the large | 1 |
| | say the label for the picture | highlighter tape | | letter card. | Materials: Curves and |
| | and practice saying the // | 6 6 m T | | 3. Guided Practice: Show | straights |
| | beginning sound. | | | the picture and letter sheet | |
| | 4. Practice: TPS words that | | | and fill it in with the class. | |
| | start with // or their favorite | | | Have a student model going | |
| | card that starts with // | | | to the tables and getting | |
| | 5.Close/Assess: Say some | | | started on their labels. | |
| | words that start with // and | | | 4. Practice: At the tables the | |
| | some that don't have the | | | students will pick something | |
| | students thumbs up or down | | | that starts with // to label. | |
| | if it's a // beginning sound. | | | 5. Close/Assess: Observe | |
| | | | | table word. Ask guiding | |
| | Materials: Big book | | | questions. Answer student | |
| | "Animal ABC's", large letter | | | questions. Collect labels. | |
| | cards, small letter picture | | | These and the context mooth. | |
| | cards | | | Materials: Large letter | |
| | Curub | | | cards, small letter picture | |
| | | | | cards, dry erase marker, | |
| | | | | labels papers, tool boxes. | |
| | | 1 | | labels papers, tool boxes. | |

| | Math Workshop 4 | Math Workshop 4 | Math Workshop 2 | Math Workshop 3 |
|-------------|-------------------------------------|-------------------------------------|--|-------------------------------------|
| Math | The number // | The number // | The number // | The number // |
| | Objective: Explicitly teach | Objective: Explicitly teach | Objective: Explicitly teach | Objective: Explicitly teach |
| Workshop | what the number // looks like | what the number // looks like | what the number // looks like | what the number // looks like |
| 9:45-10:00 | and what it represents. | and what it represents. | and what it represents. | and what it represents. |
| | 1. Hook/APK: "Draw me a | 1. Hook/APK: "Draw me a | 1. Hook/APK: "Show me // | 1. Hook/APK: "What |
| | // with your magic finger". | // with your magic finger". | with your fingers (10+ with a | |
| | Continue discussion of how | Continue discussion of how | partner)." Continue | this week?" // let's do // |
| | many // looks like. | many // looks like. | discussion of how many // | stretches. |
| | 2. Teach/Model: With the | 2. Teach/Model: With the | looks like. | 2. Teach/Model: With the |
| | Document Reader display 5 | Document Reader display 5 | 2. Teach/Model: The | Document Reader show |
| | red bears and // yellow bears. | red bears and // yellow bears. | students will do the activity | number sheet. Draw a // and |
| | Ask the students how many | Ask the students how many | "4 corners", where they have | then draw // pictures (ex: |
| | are yellow? Repeat 3X's | are yellow? Repeat 3X's | to look for the corner that | apples, smiley faces) |
| | (pattern blocks, papers, | (pattern blocks, papers, | either has // written or // | 3. Guided Practice: Have a |
| | number cards) | number cards) | objects in 30 seconds. After | student model what it will |
| | 3. Guided Practice: At the | 3. Guided Practice: At the | 30 seconds then announce | look like to go to table and |
| | tables have the students work | tables have the students work | which corners had the correct | |
| | together to show they have // | together to show they have // | // written or // objects. | 4. Independent Practice: |
| | or one thing and then many | or one thing and then many | 3. Guided Practice: Ask and | |
| | of something else. (ex: 2 | of something else. (ex: 2 | | 5. Close/Assess: Monitor |
| | | | answer questions. Dismiss groups to look for the // | |
| | yellow bears, 4 green) | yellow bears, 4 green) | | and observe working and |
| | 4. Independent Practice: | 4. Independent Practice: | written or // objects | collect sheets. |
| | Represent // of an object at | Represent // of an object at | (boy/girls, colored rows, | Materials: Document |
| | their tables in pairs. | their tables in pairs. | reading groups). | |
| | 5. Close/Assess: Check | 5. Close/Assess: Check | 4. Practice: The students go | Reader, number sheet, tool |
| | representations at their | representations at their | out and find the corner they | boxes |
| | tables. | tables. | think has // written or // | |
| | | | objects in 30 seconds. | |
| | Materials: Document | Materials: Document | 5. Close/Assess: After | |
| | Reader, bears, pattern blocks, | Reader, bears, pattern blocks, | correct corners are | |
| | papers, number cards. | papers, number cards. | announced discuss // written | |
| | | | and // objects. | |
| | | | Materials: Number cards, | |
| | | | manipulatives-bears, pattern | |
| | | | blocks, papers | |
| | Recess duty: Mrs. Nielsen | Recess duty: Mrs. Nielsen | Recess duty: Mrs. Nielsen | Recess duty: Mrs. Nielsen |
| Recess | ~ _ | ~ | ~ . | ~ _ |
| 10:00-10:15 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring O |
| | Writing Workshop | Writing Workshop | Writing Workshop | Writing Workshop |
| Writing | Objective: Students will use | Objective: Students will use | Objective: Students will use | Objective: Students will use |
| Workshop | a combination of drawing, | a combination of drawing, | a combination of drawing, | a combination of drawing, |
| P | dictating, and writing to | dictating, and writing to | dictating, and writing to | dictating, and writing to |

| 10:15-10:30 | compose an opinion, | compose an opinion, | compose | an opinion, | compose an opinion, |
|-------------|---------------------------------------|--|----------------------|------------------------|--|
| 10.15-10.50 | narrative, or explanatory | narrative, or explanatory | | e, or explanatory | narrative, or explanatory |
| | piece. | piece. | piece. | , or explanatory | piece. |
| | 1. Hook/APK: At our | 1. Hook/APK: At our | | APK: At our | 1. Hook/APK: At our |
| | "Notes to Friends" table, | "Notes to Friends" table, | | " table, what are | "Journal" table, what are |
| | what are some things we | what are some things we | | ngs we need to | some things we need to |
| | need to remember to always | need to remember to always | | er to always write? | remember to always write? |
| | write in our notes? | write in our notes? | | Model: Discuss | 2. Teach/Model: Discuss |
| | | | | | |
| | 2. Teach/Model: Discuss the | 2. Teach/Model: Discuss the | | write things that | that we write things that |
| | things we need to always put | things we need to always put in our notes. On the outside | | d to us in the past. | happened to us in the past. |
| | in our notes. On the outside | put "To" and "From". On the | | riting a journal sheet | Model writing a journal sheet |
| | put "To" and "From". On the | 1 | | uss that you can | and discuss that you can |
| | inside we need to write. | inside we need to write. | | tures as an extra. | draw pictures as an extra. |
| | Model writing a letter (like | Model writing a letter (like | | ed Practice: Go over | 3. Guided Practice: Go over |
| | our daily message) and | our daily message) and | | eled sheet all | the modeled sheet all |
| | discuss that you can draw | discuss that you can draw | together. | | together. |
| | pictures as an extra. | pictures as an extra. | | Assess: Review that | 4. Close/Assess: Review that |
| | 3. Guided Practice: Go over | 3. Guided Practice: Go over | | to be writing in our | we need to be writing in our |
| | the modeled note all | the modeled note all | | Ask and answer | journals. Ask and answer |
| | together. | together. | question. | | question. |
| | 4. Close/Assess: Review that | 4. Close/Assess: Review that | | | |
| | we need to be writing in our | we need to be writing in our | | ls: Document | Materials: Document |
| | notes. Ask and answer | notes. Ask and answer | camera, | journal sheet, pencil | camera, journal sheet, pencil |
| | question. | question. | | | |
| | Materials: Board and | Materials: Board and | | | |
| | markers | markers | | | |
| | Guided Reading: with Ms. | Guided Reading: with Ms. | Guided | Reading: with Ms. | Guided Reading: with Ms. |
| Contons | Moffat. | Moffat. | Moffat. | Reading. with his. | Moffat. |
| Centers | Word Sorts: with Mrs. | Word Sorts: with Harmony | | orts: with Cami | Word Sorts: with Harmony |
| 10:30-11:30 | Rowley | Assessments: Mrs. Nielsen | word So | | Assessments: Mrs. Nielsen |
| | Rowley | Assessments. Mis. Meisen | On-going | g: Listening (with | Assessments. Wits. Meisen |
| | On-going: Listening (with | On-going: Listening (with | | , read-the-room, | On-going: Listening (with |
| | an adult), read-the-room, | an adult), read-the-room, | | e-room, read to self, | an adult), read-the-room, |
| | write-the-room, read to self, | write-the-room, read to self, | read to so | | write-the-room, read to self, |
| | read to someone | read to someone | lead to so | oncone | read to someone |
| | | | Ded Was | iting: Notos to | |
| | Red-Writing: Notes to | Red-Writing: Notes to | friends | iting: Notes to | Red-Writing: Notes to |
| | | 6 | | riting: Journals | friends |
| | friends Blue-Writing: Journals | friends Blue-Writing: Journals | | riting: Journals | Blue-Writing: Journals |
| | 0 | 0 | | Writing: ard number | Yellow- Writing: |
| | Yellow- Writing: Whiteboard number | Yellow- Writing: | | | 0 |
| | | Whiteboard number | represent Croop W | | Whiteboard number |
| | representations | representations Green-Writing: Author's | | Writing: Author's | representations Green-Writing: Author's |
| | Green-Writing: Author's | Green-writing: Author S | table | | Green-writing: Author s |

| | 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 Ninjas in the Night 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 | | Students gather stuff from cubbies and hangers then meet on the rug in a circle. Community circle: "My favorite part of the day was" 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 | Students gather stuff from cubbies and hangers then meet on the rug in a circle. Community circle: "My favorite part of the day was" Line up and dismiss outside | Students gather stuff from cubbies and hangers then meet on the rug in a circle. Community circle: "My favorite part of the day was" Line up and dismiss outside |