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| 8/20-8/24 | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **7:45-8:10**  Breakfast, Morning Work | Students will place backpacks in cubbies and place Red Folders in mailboxes. Breakfast will be placed on table by door. Students get 1 entrée, 1 fruit, milk &/or juice. Students eat at table, clean up, and read library books at table until all students finish breakfast. | | | | | | | | |
| **8:10-8:30**  Buzz Time/Calendar Math | Students practice listening and speaking skills by sharing with the class.  Month, day of the week, date, weather, number of school days, place value chains, daily depositors, CGI question, SMARTboard calendar. | | | | | | | | |
| **8:30-9:05**  Math | Counting 1-10 (rote & cardinally) use flashcards while counting to match numeral to number you say. | | Counting 1-5 (SMARTboard activity)  See attached note | | Counting 0-5 with manipulatives; give each child 5 counting bears, explain procedures, hold up flashcard, have them count out bears to match, do in order first then mix them up | | Writing numerals 0-2 using path of movement. Model them first then move to tables and practice writing numerals on dry erase boards. Follow procedures for dry erase boards and markers. | | Writing numerals 3-5 using path of movement. Model them first then move to tables and practice writing numerals on dry erase boards. Follow procedures for dry erase boards and markers. |
| **9:05-9:45**  Special Class/Planning Period | **Music** | | **Library** | | **Art** | | **P.E.** | | **P.E.** |
| **9:45-9:55**  Familiar Reading\*\* | Students will study/read the contents of their familiar reading tubs. | | | | | | | | |
| **9:55-10:10**  Shared Reading | **BIG Book Title: Katy’s First Day of School Poem: Sight Words:**  Front/back cover, title, author/illustrator, characters, setting, events, sequencing, questions to exercise prediction, comprehension questions, | | | | | | | | |
| **10:10-10:25**  Let’s Play Learn  Sonday Whole Group | Level 1  Alphabet Song, Sounds Around Us, Environmental Sounds | | Level 2  Alphabet Song, Sounds Around Us Song, Environmental Sounds, Colors Song 1 | | Level 3  Alphabet Song, Say Alphabet, Colors Song 1 | | Level 4  Alphabet Song, Say Alphabet, Sounds Around Us, Environmental Sounds, Find Shapes | | Level 5  Alphabet Song, Say Alphabet, Read Alphabet, Counting Song |
| **10:25-10:55**  Circle Time, Phonemic Awareness, Letter ID, Word Work | Rhyming words, Stick Letters, , dry erase boards for student practice | | Rhyming, Straight stick letters, dry erase boards for student practice | | Rhyming & Slant lines, activity sheet BLM2 for student practice | | Rhyming with picture cards, activity sheet BLM3 for student practice | | Review sticks & lines letters use popsicle sticks to make letters |
| **10:55-11:55**  Work Stations/Small Group Instructions | Students participate in learning stations (centers) while the teacher works with small groups of students. Students will place their clothespin on the center chart as assigned by the teacher. Center rotations will progress in numerical order. | | | | | | | | |
| **11:55-12:40**  Lunch/Recess | Please take students to the lunchroom and stay with them until each one has gone through the lunch line. Pick them up from the playground at 11:55. | | | | | | | | |
| **12:40-1:00**  Brain Break | Please take students to the woodchip playgrounds so they can play. Due to inclement weather, this may be cancelled or moved indoors & supplemented by get-up-and-move videos on the SMARTboard | | | | | | | | |
| **1:00-1:10\*\***  Bathroom/Water  Smartboard Songs | Students will return from recess and put heads down at tables. Students wishing to go to restroom or get water will raise hands. Other students will sit at carpet and listen to Smartboard sing alongs. | | | | | | | | |
| **1:10-1:20**  Read Aloud  (Back To School) | First Day Jitters | | David Goes To School | | Kindergarten Here I Come | | Pete the Cat: Rocking in My School Shoes | | Clifford’s First School Day |
| **1:20-2:00**  Modeled Writing/ Writing  Lucy Caulkins Unit 1: Writing for Readers (Narrative) | Name tracing | | Name tracing | | Matching students w/ name cards dry erase boards | | Matching students w/ name cards dry erase boards | | Draw A Self Portrait |
| **2:00-2:30**  Rest Time/Interventions | Students will rest/nap using their nap mat and blanket. They will stay on their **assigned nap spot** until rest time is over. **Interventions Focus:** Letter ID for Tier III students | | | | | | | | |
| **2:45**  Dismissal | **2:45:** Pre-K walkers/Van Riders & 1st groups of buses,  **2:50:** 2nd group of buses, **2:55:** Remaining bus riders, **3:00:** Cane Academy and Car Riders | | | | | | | | |

\*\* Bathroom and water break