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| 10/29-11/02 | **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  Eureka Math Module 2 | Eureka Math Lesson 3: Explain decisions about classifications of rectangles into categories using variants. | | Eureka Math Lesson 4: Explain decisions about classifications of hexagons and circles, and identify by name. | | Eureka Math Lesson 5: Describe and communicate positions of all flat shapes using the words above, below, beside, in front of, next to. | | Eureka Math Lesson 6: Find and describe solid shapes using informal language without naming. | | Eureka Math Lesson 7: Explain decisions about classifications of solid shapes into categories. Name the solid shapes. |
| **9:05-9:45**  Special Class/Planning Period | **Music** | | **Library** | | **Art** | | **P.E.** | | **P.E.** |
| **9:45-10:05**  Familiar Reading\*\* | Students will study/read the contents of their familiar reading tubs. Students will use bathroom and get drink of water during this time. | | | | | | | | |
| **10:05-10:25**  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 | | | | | | | | |
| **10:25-10:35**  Shared Reading | **BIG Book Title: One Stormy Night Poem: Scarecrow**  Front/back cover, title, author/illustrator, characters, setting, events, sequencing, questions to exercise prediction, comprehension questions, | | | | | | | | |
| **10:35-10:45**  Let’s Play Learn  Sonday Whole Group | Level 48: Say Alpabet, Delete Compound Words, Read Shapes Poster 3, Dividing Words Song, Blend Word Parts | | Level 49:Read Numbers Poster 5, Read Colors Poster 3, Find Rhyming Words, Blend Word Parts | | Level 50: Delete Compound Words, Clap Rhythm, Simon Says, Read Shapes Poster 5 | | Level 51: Read Numbers Poster 3, Clap Rhythm, Nursery Rhyme Close, Read Shapes Poster 2, Read Letters Poster 5 | | Level 52:Read Numbers Poster 3, Rhyme Ball Toss, |
| **10:45-11:05**  Circle Time, Phonemic Awareness, Letter ID, Word Work | P.C. 48: Blend Syllables, segment 1st sound, Xx | | P.C. 49: Blend Syllables, Segment 1st sound, Yy | | P.C. 50: Blend syllables, discriminate 1st sound, Zz | | Review and Write Uppercase Letters | | Review And Write Lower Case Letters |
| **11:05-11:55**  Modeled Writing/ Writing  Lucy Caulkins Unit 1: Writing for Readers (Narrative) | Read My “N” Soundbox. Draw and label 4 things that begin with “N” | | Write a story about what you would do in a tornado. | | Read My “O” Soundbox. Draw and label 4 things that begin with “N” | | Write a story about your favorite kind of weather. | | Friday Free Write. Students may write about any topic they choose. |
| **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. | | | | | | | | |
| **12:40-12:50\*\***  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. | | | | | | | | |
| **12:50-1:00**  Read Aloud  (Weather) | Feel The Wind | | Tornadoes | | Big Snow | | Hurricanes | | It’s A Thunderstorm! |
| **1:00-1:50**  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. | | | | | | | | |
| **1:50-2:30**  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