|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11/26-11/30 | **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 3 | Eureka Math Lesson 8: Compare using heavier than and lighter than with classroom objects. | | Eureka Math Lesson 9: Compare objects using heavier than, lighter than, and the same as with balance scales. | | Eureka Math Lesson 10: Compare the weight of an object to a set of unit weights on a balance scale. | | Eureka Math Lesson 11: Observe Conservation of weight on the balance scale. | | Eureka Math Lesson 12: Compare the weight of an object with sets of different objects on a balance scale. |
| **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: The Three Billy Goats Gruff Poem:**  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 63: Blend Three Sounds, Count-Reverse 20-10, Read Letters 6 poster. | | Level 64:Ball Toss-Rhyme, Count-Reverse, Blend Three Sounds. | | Level 65: Count, Rhyming Song, Blend Word Parts, Nursery Rhyme Cloze. | | Level 66: Count to 50, Count- Reverse 20-1, Simon Says, Find Words-Beginning Sound. | | Level 67: Say Alphabet, Rhyme-Two Syllable, Delete Beginning Sound, Read Numbers Poster 5, Count 1-30. |
| **10:45-11:05**  Circle Time, Phonemic Awareness, Letter ID, Word Work | Phonetic Connections 3: T sound, Poetry Poster, letter card, Push/Pull, segment words | | Phonetic Connections 3: Name objects from poster, push/pull, segment words. | | Phonetic Connections 3: Match Beginning sound, segment words | | Phonetic Connections 3: Match beginning sounds , segment words | | Phonetic Connections 3: review “T” sound, rhyming. |
| **11:05-11:55**  Modeled Writing/ Writing  Lucy Caulkins Unit 1: Writing for Readers (Narrative) | Have students write a true story about what they did over the break. | | Read My “T” Soundbox. Draw and label 4 things that begin with “T” | | Read My “U” Soundbox. Draw and label 4 things that begin with “U” | | Have students write their own version of a fairy tale. | | 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  (Fairy Tales) | The Three Cabritos | | The Three Little Javelinas | | The Three Ninja Pigs | | The True Story of the Three Pigs | | The Big Bad Pig |
| **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