

DATES-January 28-February 1st

Reading : 111.B.9 Child recognizes and blends spoken phonemes into one syllable words with pictorial support
Prior Knowledge/Previous Learning: onset rime (2 weeks prior)
1.What do we expect every student to learn? Student Friendly Objective (Understand) I can make words by blending sounds together.
2. How will we know the student has learned it? (Do) Can blend sounds using picture cards Low(Knowledge/Comprehension): What sounds do you hear? Medium(Application): Look at picture.. Break it down into phonemes High(Analyze/Synthesis/Evaluation): Can you write the word using sounds
Vocabulary (Know): blend, sounds, phoneme
3. What will we do if they don't learn it? (ELL, Nonverbal, Summer Baby, AA Boy) track sounds with fingers, use counters, Elkonin boxes
4. What will we do if they already know it? (Already on level, G/T) Create own words

Writing Guidelines: IV.B.2 Child interacts and provides suggestions to revise (add, take out, change order)
Prior Knowledge/Previous Learning:
1.What do we expect every student to learn? (Understand) Student Friendly Objective: I can make suggestions to add to our writing.
2. How will we know the student has learned it? The student will be actively engaged in telling the story Low(Knowledge/Comprehension): What can you add to your picture? Medium(Application): What word should we add to this sentence. Give a choice like run or jog. High(Analyze/Synthesis/Evaluation): If we made this change, how would the story change?
Vocabulary (know): revise, correct, rewrite
3. What will we do if they don't learn it? (ELL, Nonverbal, Summer Baby, AA Boy) Practice rereading their story. Retell or write a familiar leave out an important part.
4. What will we do if they already know it? (Already on level, G/T) Writing is a cycle, they can write more or move on to something new. Work with a buddy at same level, or with a student who doesn't get it to it.

PK Math Essential Standards: V.A.2 Child uses words to rote count from 1 to 30

V.A.3 Child counts 1-10 items, with one count per item

V.A.9 Child recognizes one-digit numerals, 0-9

Math Guidelines: V.A.8- Child verbally identifies, without counting, the number of objects from 1-5.
Prior Knowledge/Previous Learning: counting objects
1. What do we expect every student to learn? (Understand) Student friendly objective I can tell how many without counting.
2. How will we know the student has learned it? If they can answer quickly. Low(Knowledge/Comprehension): How many objects are there? Medium(Application): Which is equal, more, less, fewer High(Analyze/Synthesis/Evaluation): Do these have the same number of objects?
Vocabulary (know): more, less, same, equal, fewer, greater
3. What will we do if they don't learn it? (ELL, Nonverbal, Summer Baby, AA Boy) go back and count, think out loud (model)
4. What will we do if they already know it? (Already on level, G/T) Game of War using cards or giant dice Back to Back partner finger game- They have to say the other persons name


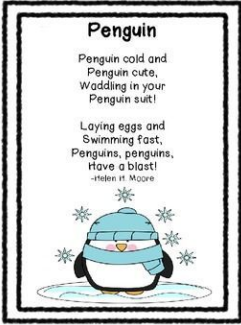
Daily Routines:

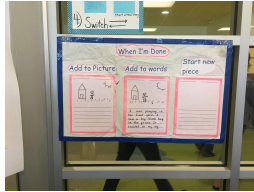
Oral Language Development- Name of the Day (Chant name- 12 times, segment, dance, clap, etc , letters of name, student interview

Resources:


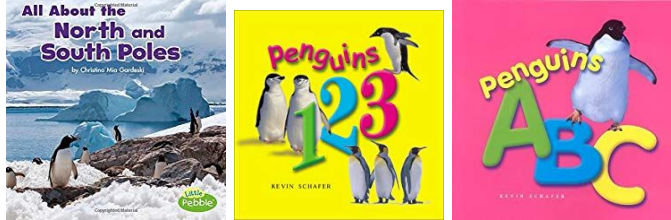

Structured Recess-

www.gonoodle.com

	<p>Phonics: III.B.9</p> <p>Child recognizes and blends spoken phonemes into one syllable words with pictorial support</p> <p>III.C.1</p> <p>Heggerty Wk.15</p> <p><u>Handwriting:</u> Handwriting: chunks, Name writing (sh) IV.A.1, IV.C.1</p> <p>Sounds: Sh <u>/sh/ digraph</u></p> <p><u>/sh/</u> apple sort</p> <p><u>Sight Words</u> <u>Bumblebee chant</u></p> <p>Meet the Phonics <u>(sh)</u></p>	<p>Poetry Corner</p> <p><u>I'm a Little Penguin</u> <i>(One of Two Little Toots)</i> I'm a little penguin Black and white, Stout and fluffy What a sight!</p> <p>I can't fly but I love to swim. So I'll waddle to the water and dive right in!</p>  	<p>Shared Reading Read Aloud</p> <p><u>Comprehension</u> <u>Questions for</u> <u>Read Alouds</u></p> <p>Tacky the Penguin The Mitten</p> <p>Snowmen at Work</p>	<p>Reader's Workshop</p> <p>Retelling</p>	<p>Writer's Workshop</p> <p>Model using variety of tools, writing on blank paper.</p> <p><u>Introduce one Red</u> <u>Level Sight word</u> and place on word wall III.E.1</p>	<p>Math</p> <p><u>Subitizing to 5</u> <u>Subitizing to 5 rap</u></p> <p><u>Subitizing to 5</u> <u>country</u></p> <p><u>Subitize rock</u></p> <p>Hippity Hoppity How many (Storms)</p> <p><u>Subitizing Cards</u> <u>More Subitizing</u> <u>Cards</u></p> <p>Slapjack</p>
<p>Monday</p>	<p>Minilessons: <u>Three Cheers for</u> <u>Digraphs</u></p> <p>Introduce 'sh' with an anchor chart - list 'sh' words</p> <p>Sort 's' and 'sh' words activity</p>	<p>Introduce new poem, read</p>	<p>Read Aloud Suggestions</p> <p>Tackylocks 3 Cheers for Tacky Penguin non fiction books</p> <p>getEpic-Cinderella</p>	<p>Minilesson:</p> <p>Model How to use story language (characters) III.A.2, III.D.1 Strategy will be used for the words and groups of words we hear a lot in the stories we</p>	<p>Minilesson: WW Unit 1 Lesson 2 "When we are done, we have just begun" <u>AC</u> I.A.4</p>	<p>Fluency Corner-</p> <p>Minilesson:</p> <p>Introduce looking at something and instantly knowing how many. Use dice.</p>

	(Bozarth) Read "sh" book		the Penguin The Mitten	read. We read to sound like a story teller.		
Tuesday	Alphablocks "sh" song Sort "sh" and "ch" words activity	Reread, focus on vocabulary	Science Guidelines: www.pebblego.com pinetree read	Model how in retelling a story you can start it with once upon a time and ending with happily ever after.	*Whole class writing at the same time. IV.B.2 Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	Fluency Corner- Minilesson: Review subitizing
Wednesday	Alphablocks "sh" and "ch" song Intro to Phoneme blending Practice blending phonemes 1	Reread, focus on concepts of print	There are penguins! STEM 100th day of school			Fluency Corner- Minilesson: Review subitizing
Thursday	Practice blending phonemes 2	Reread, rhythm of the poem or reinforce skill	Social Studies Guidelines: VII.C.1. Child identifies and creates common features in the natural environment.		Cut up a Predictable Chart such as I see a dog. Have students put it back in order and add a color word.	Fluency Corner- Minilesson: Review subitizing
Friday 100th Day of School Celebration		Reread, glue poem in a book				Fluency Corner- Minilesson: Review subitizing. 100th Day of School-snacks, crown, snake, take home project-Malloy, kids bring 100 objects-

Station	Guidelines	Activities
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Blocks	II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	Make igloos
ABCs/Letter and Sounds	III.C.1 Child names at least 20 upper and least 20 lower case letters in the language of instruction	 <p>put "sh" letter sort in the station after you have taught it</p>
Library	III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.	<p>Books about Penguins</p>  <p>list of books about Penguins</p>
Discovery and Science		



Sensory Table

V.D.2. Child recognizes how much can be placed within an object.

<p>snow sensory bin</p> <p>* Winter * Sensory Bin</p>	<p>snowman</p> <p>Snowy Snowmen Sensory Bin for Kids</p>	<p>snowflake sensory bin</p> <p>SNOWFLAKE WINTER SENSORY BIN</p>
<p>Polar Animals sensory</p>		

Art

VIII.A.1 Child uses a variety of art materials and activities for sensory experiences and exploration



Shaving Cream Painting



Decorate a Snowflake





Penguin ART



Penguin directed drawing



[Penguin instructions](#)

<p>Writing</p>	<p>IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.</p>	 <p>Winter Word Lists Winter List</p>
<p>Technology: Computer/lpads</p>	<p>X.A.1 Children opens and navigates through digital learning applications and programs</p>	<p>Create a snowman-Star Fall</p>
<p>Math</p>	<p>V.D.3 Child informally recognizes and compares weights of objects or people.</p>	 <p>cards for war, dice, cards to match numeral to set, mitten card sets (numbers)</p>

Dramatic Play

VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations

