

Week of October 3-7 Week 7 Community Helpers/Colors

7:15-8:15 Free play in Bunny room; **8:15-9:00** Free play in the Kindergarten Room

9:00-9:40 Morning Meeting – (Morning message, attendance, Calendar and weather, number of the day, Good Morning songs)

| | | | | |
|---|--|--|---|---|
| <p><u>Monday</u> 9.1.M.K.E Day 30 Guided Phonics Unit 1 Lesson 25: Yy *Letter Yy in our alphabet action song</p> | <p><u>Tuesday</u> 9.1.D.K.E Day 31 Guided Phonics Unit 1 Lesson 26: Zz *Letter Zz in our alphabet action song</p> | <p><u>Wednesday</u> 10.1.K.D Day 32 Red Day</p> | <p><u>Thursday</u> 10.3. KA Day 33 Yellow Day *Ms. Elizabeth Record a lesson (morning meeting) *</p> | <p><u>Friday</u> 16.1.KA Day 34</p> |
|---|--|--|---|---|

9:40-10:00 Snack/D.E.A.R (Drop Everything and Read) Time 1.1K.A

10:00-10:30 Math (whole group/ math centers)

| | | | | |
|--|--|---|---|--|
| <p>Monday AL.2.KA AL.2. KB</p> | <p>Tuesday 2.4K.A.4, 2.3K.A.1</p> | <p>Wednesday 2.2K.A.1</p> | <p>Thursday 2.1K.B.1, 2.1K.A.2</p> | <p>Friday 2.1K.A.1</p> |
| <p>Whole Group Zero the Hero Day! Celebrate day 30 -Zero the Hero packet and activities -Zero the Hero Songs</p> | <p>Practice playing Match up with dot cards Quickly review the rules of the game and then partner up to play 1-2 rounds of the game.</p> | <p>Whole Group Create our Red Day graph -take a picture of each child and their red things. Mark on the graph how many red things each person is wearing. -Discuss parts of a graph ---Tile, most, least, more than, less than</p> | <p>Create our Yellow Day graph -take a picture of each child and their yellow things. Mark on the graph how many yellow things each person is wearing.</p> | <p>Whole Group EM 2-2 Top- It with Dot Cards pg106 Ask what you liked about the “match up” game from last week. Today we are going to learn how to play a new game called top it. Practice together first You and your partner are both going to have cards and you will each lay down one at a time. The person with the higher number will keep both cards.</p> |
| | <p>Language Lesson with Ms. Julia 10:30-11:15</p> | | <p>Language Lesson with Ms. Julia 10:30-11:15</p> | |

10:30-11:00 Free play in Kindergarten classroom AL.1KA, AL.1.KB

11:00-11:20 Science/Social Studies/TEAMology

| | | | | |
|--|--|--|--|---|
| <p>Monday 3.1K.A.1, 3.1K.A.3, 3.1K.A.9</p> | <p>Tuesday 3.1K.B.6, 5.2.K.B</p> | <p>Wednesday 3.3K.A.1, 5.2K.A</p> | <p>Thursday 15.4.K.A, 5.1.K.C</p> | <p>Friday 5.1.K.A, 5.1.KB</p> |
| <p>Community Helpers What is a community? What are community helpers? Can you name any? *Make a list of community helpers that we know of and talk about what they do</p> | <p>First Language Lesson with Ms. Julia 10:30-11:15</p> | <p>Read: I want to be a Doctor Have you ever been to the Doctor? What is it like? How do doctors help us? Why are they important?</p> | <p>Language Lesson with Ms. Julia 10:30-11:15</p> | <p>Letter vs Word vs Sentence Discuss the difference between letters words and sentences. Invite students to help write a letter each, a word if possible and come up with a sentence to help to put on our anchor chart</p> |

11:20-11:25 Music and Movement

11:25-12:00 Lunch/Bathroom 12:00-12:10 Cleanup/Bathroom

12:10-12:55 Recess (Water break)

1:00-2:30 LITERACY BLOCK AL.2.KA, AL.2. KB

1:00-1:45 Workstations (Guided Reading, Guided literacy, Handwriting, art etc.)

| Monday 1.4K. A | Tuesday 1.1.K. D | Wednesday 16.1. KB | Thursday 16.1.K.D | Friday 10.3.KA |
|--|--|--|---|--|
| <p>1.Small Group-phonics practice</p> <p>2. Handwriting without Tears Handwriting Journals with Ms. Ashely</p> <p>3. Unit 1:ABC Letters N-Z review</p> <p>4. Community helper word cards and magnet letters.</p> | <p>1.Small Group-phonics practice</p> <p>2. Handwriting without Tears Handwriting Journals with Ms. Ashely</p> <p>3. Make a Safety Star (refer to the list of safety rules from the story yesterday)</p> <p>4. Community helper word cards and magnet letters.</p> | <p>1.Small Group-phonics practice</p> <p>2. Handwriting without Tears Handwriting Journals with Ms. Ashely</p> <p>3. Construction worker letter game</p> <p>4. Unit 1:ABC Letters A-Z Review</p> | <p>1.Small Group-phonics practice</p> <p>2. Handwriting without Tears Handwriting Journals with Ms. Ashely</p> <p>3. Self Portrait Cover</p> <p>4. Fire fighter dice game</p> | <p>Ketchup and Pickles Centers</p> <p>- “Ketchup” on any work in your needs more time folder</p> <p>-When finished turn in your work and then “pick” an “pickles” center</p> |

1:45-2:15 Writing Workshop (mini lesson, independent write, share)

| Monday 1.4K.A | Tuesday 1.4K.B | Wednesday 1.4 K.J | Thursday 1.4K.T | Friday 1.4K.D |
|--|--|--|--|--|
| <p>Community Helpers Let’s Find Out Poster</p> <p>Review the list of community helpers from earlier this morning</p> <p>See if we can add any other jobs/helpers to our list.</p> <p>-If time pick one to illustrate a story about</p> | <p>Make a list of buildings we see in our community</p> <p>Discuss the different uses for those buildings.</p> <p>Buildings Shops Streets Houses</p> | <p>Red Day power point on Google Docs</p> <p>Red Day songs and read the emergent reader together.</p> <p>Color with a red crayon</p> | <p>Yellow Day Power point</p> <p>-Unscramble the letters to the word yellow</p> <p>-Listen to the yellow song and then the yellow story in the power point</p> <p>-Emergent Reader</p> | <p>Kinderwriting Set 1 Lesson 20</p> <p>Illustrators use a beginning, middle and end.</p> <p>Go through the lesson slides for this lesson. Practice together and sharing with partners etc.</p> <p>When it is time to go to the table, children will get a loose piece of paper that is folded in 1/3s so that the children can draw a story with the beginning, middle and end.</p> |

2:15-2:30 Literacy (read aloud, mentor texts, shared reading)

| Monday 1.1K.A, 1.1K. B | Tuesday 1.1 K.C | Wednesday 1.1.K. D | Thursday 1.2 K.H | Friday 1.2 K.J, 1.3 K.H |
|---|---|--|---|--|
| <p>Read: Officer Buckle and Gloria</p> <p>Discuss what happened in the story.</p> <p>Who was the community helper in the story?</p> | <p>Draw a picture of a building that we see around our community.</p> <p>Label the details.</p> <p>Write the name of the building</p> | <p>Read: Red: A Crayon’s Story (In person or using Google Drive Power point)</p> <p>Discuss how the crayon was feeling.</p> <p>Why do you think it was called Red?</p> | <p>Review Harper</p> <p>What is Harper’s Superpower? What does that look like?</p> <p>Introduce Paco</p> <p>What do you notice about Paco?</p> <p>What is his Superpower?</p> | <p>Review Paco</p> <p>Come up with a list of ways that we can make a positive change</p> <p>-Behavior, Classroom Community, School, Town, Community etc.</p> |

2:30-2:35 Pack Up

2:35-3:15 Free Play (Kindergarten day ends at 3:00) 10.1.KD, 16.1.KA, 9.1.MK.E

Prep:

****Fire Safety Week Next Week****

Notes: