

Workstations Specials

Sounds and Letters

Reading and Responding

MONDAY	We will follow station procedure.	We will learn at specials	<p>Unit 2 Day 15</p> <p>*Letters T-Z review. Students will get cards T-Z. They will practice identifying letters using Quiz, Quiz, Trade. They can either show the card and have the partner say it or draw it in their back.</p> <p>*Review pickled peppers poems as transitions</p> <p>*has, I, he, had - quiz, quiz, trade students receive a card with you, like, and, has. Then they will write the word in their friends hand and they will need to decide what word wall word it is.</p> <p>I can identify the name and shape of letters T-Z.</p>	<p>Inquiry Day Read the <i>Lonely Scarecrow</i>. <i>Scarecrow</i> by Cynthia Rylant</p> <p>Then allow students to practice sequencing and making decisions about the text by ordering events in the text from most favorite to least favorite. They must eliminate some of the pieces and make choices on the importance of events. Students must justify their choices.</p> <p>Are you kidding me? Allow students to use voice to choose a card and how they would say that line.</p> <p>Timed Pair Share - Each student will work with their shoulder partner to share and justify their favorite responses. If time permits, allow students to work with face partners as well in a separate TPS.</p> <p>We will make decisions and interpret the importance of text choices. RL5</p>
TUESDAY			<p>Unit 3 Lesson 1</p> <p>*Find the rhyme *word part blending *Review pickled peppers poems as transitions */s/ sound - Handwriting letter s - Have fun teaching letter S video Rally Robin - spell the word "come"</p> <p>I can identify the name and sound of letter S.</p>	<p>Preview the Big Book</p> <p>Read a book about Friendship</p> <p>We will discover relationships and patterns during the inquiry process. RL 4</p>
WEDNESDAY			<p>Unit 3 Lesson 2</p> <p>*Word Substitution *Word part blending */s/ sound - initial and final - Sesame Street letter S Rally Robin - spell the word "went"</p> <p>I can identify the name and sound of letter S.</p>	<p>Big Al Read the text and discuss the importance lesson learned in Big Al. A timed pair share can be used to facilitate the discussion about lesson we can use for friendship.</p> <p>Practice retelling using sequencing page Chip In. Allow students to practice sequencing and making decisions about the text by ordering events in the text from most favorite to least favorite. They must eliminate some of the pieces and make choices on the importance of events. Students must justify their choices.</p> <p>Are you kidding me? Allow students to use voice to choose a card and how they would say that line.</p> <p>We will make decisions and interpret the importance of text choices. RL5</p>
THURSDAY			<p>Unit 3 Day 3</p> <p>*Make a sentence *Word part blending */m/ sound - Handwriting letter m - Have Fun Teaching Video Write Round Table - write the word "come"</p> <p>I can identify the name and sound of letter M.</p>	<p>Friendship</p> <p>Chip In - Students take turns chipping in and discussing places you can make a friend.</p> <p>Students then draw a picture and write about a place they made a friend in their writing journal.</p> <p>We will engage in in daily exploration of the text and make personal connections. RL2</p>

F R I D A Y	Unit 3 Day 4	Friendship - 2nd read
	Identifying words in sentences Word part blending /m/ sound - final - Sesame Street video on letter m Write Round Table - Write the word "went" I can identify the name and sound of letter M.	Main Idea and Details Complete a Friendship web and write what makes someone a great friend. My friend is great because... We will select information, revise ideas, and record and communicate findings on a graphic organizer. RL3

	Recess	Writing	Math	Content
M O N D A Y		Week 4 Day 5 Open Day I can draw and write about something my partner does that I love.	3.6 Obstacle Course Positions I can use positional words. Focus/Teacher: Describing Positions (K.G.1) Practice/Assistant: Writing Numbers (5 and 6) (NS.3, NS.6)	K-2.4 Pearson My World; Here We Are Chapter 1: My Family, My School student pages 1-12 Discovery Ed "Courtesy Counts: Manners at School" "Citizen in the Community" Capstone: Being a good citizen We can explain our authority figures and their purpose.
T U E S D A Y		Week 5 Day 1 <u>Freight Train</u> I can draw and write about things I like. Rally Robin - things we like. Take our ideas back to writing a list.	3.8 Spin a Number I can recognize numerals, count, and use one-to-one correspondence. Focus/Teacher: Spin a Number (NS.4a-4b, NS.5) Practice/Assistant: Writing Numbers (0 and 10) (NS.3, NS.6) Extra Practice: Spin a Number	K-2.1 Review We can explain the purposes of rules and laws and the consequences of breaking them.
W E D N E S D A Y		Week 5 Day 2 I can draw and write about things I like. Timed Pair Share Something you like that you can write about today.	3.9 Line up I can count to tell the number of objects. I can say the number names and understand the count sequence. Focus/Teacher Making a Human Number Line (NS.2, NS.3, NS.4a-4c, NS.5, NS.6) Practice/Assistant: Exploring Ten Frames Extra Practice: Beat the Timer	k-2.2 Review We can summarize the roles of authority figures in a child's life, including those of parents and teachers.
T H U R S D A Y		Week 5 Day 3 I can share my writing with my partner. Timed Pair Share - Share with a partner your writing and give a compliment. Then if time permits try another partner.	3.10 Number Card Activities I can use number cards to practice recognizing numerals, sequencing numerals, and matching numerals to sets. Focus/Teacher- Playing Number-Card Games (NS.1, NS.3, NS.4a-4c, NS.5, NS.6) Practice/Assistant - Finding longer and shorter objects Extra Practice - Number-Card Pileup *Teacher needs to make 0-10 number cards from student books TA34-35. Just need 7 for your groups.	K-2.3 We can identify authority figures in the school and the community who enforce rules and laws that keep people safe - including crossing guards, bus drivers, fire fighters and police officers.

F R I D A Y		<p>Week 5 Day 4</p> <p>I can write about something my partner likes to do.</p>	<p>3.11 Roll and Record</p> <p>I can recognize a quantity of objects and match it to a written numerals.</p> <p>Focus/Teacher: playing Roll and Record (NS.3, NS.4a-4b, NS.6, NS.7)</p> <p>Practice/Assistant - Extra practice instead or the practice.</p> <p>Extra Practice: Roll and Record and Dice Race</p> <p>Teacher needs to make math roll and record charts for students. See extra practice for an example.</p>	<p>K-2.4 review</p> <p>We can explain how rules and authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.</p>
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