

LESSON PLANS		WEEK OF: January 30, 2012			
Time	8:30-10:00	8:30-9:00	12:40-1:20	1:20-1:50 Mon. and Wed.	2:30-3:00
Subject	Reading	Math Meeting	Math	Social Studies/Science	Reading Interventions
Grade(s)	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten
NE SS#	LA.0.1.1, LA.0.1.2, LA.0.1.3, LA.0.1.4, LA.0.1.5, LA.0.1.6, LA.0.2, LA.0.3				
Monday	<p>Objective</p> <p>Discuss the theme. Understand and use oral vocabulary words community and worker. Complete a chart. Identify rhythm. Summarize. Identify main ideas and details. Respond to a story. Develop fluency. Use words that compare. Learn the story words leap, dashes. Orally blend sounds to form words. Match the letters d, m, t, to the sounds /d/, /m/, /t/. Blend sounds in words with /a, /o/, /i, /n/, /oo, /ob, /t/, /u, /m/, /h/. Read decodable words with /d/. Read the high-frequency words play, the, to, see, for, you. Write directions. Use letters in a word</p>	<p>Materials: medium blue and white parallelogram date tags, medium blue arrows, name cards, demonstration pennies, cup of pennies, Calendar: Identifying day of the week, month, date, year, number of days in a week and months in a year, naming the days of the week, counting by 1's and 10's. Identifying next number in a sequence, identifying missing numbers on hundred number chart, finding the value of a set of pennies, identifying reading and extending an ABB color pattern, identifying parallelograms. November: Calendar: Identifying day of the week, month, date, and year, Naming days of the week, Number: Counting by 1's, Identifying next number in a sequence, identifying missing numbers (1-10) on hundred number chart, Patterning: New concept: creating, reading, and extending an ABB color pattern, Materials: tan November month tag, tan and red triangle date tags, tan arrows, name cards, linking cubes</p>	<p>Students will identify numbers from 10-20.</p>	<p>Discussion about Groundhog Day.</p>	<p>Interventions, Phonograms, Letter recognition and sounds, Spelling words for the week are: was, were, has, have, is</p>
Activity	Children draw and label a picture of their class. Have them complete the caption We are...		Students will play bingo using numbers 10-20.	Discussion.	
Assess	Activity Book p. 15, 16		Lesson 76	Read a book about Groundhog Day.	
NE SS#					
Tuesday	<p>Objective</p> <p>Use oral vocabulary words admire, community, deliver, schedule, and worker. Discuss the theme. Recognize alliteration. Read and respond to a poem. Identify word choice: figurative language in poetry. Read the words for, you. Identify initial /r/. Review initial /h/ and /d/. Match the letter r to the sound /r/. Recognize sentences. Recognize prepositional phrases. Write directions. Use writing trait: organization</p>		Identify a 1-cup measuring cup and follow a recipe.		1:20-150 Library Skills
Activity	Children draw and label a picture of themselves doing a classroom job.		Students will learn how to follow a recipe to mix yellow and blue to make green.		
Assess	Activity book p. 17, 18		Lesson 77		
NE SS#					
Wednesday	<p>Objective</p> <p>Discuss the theme. Discuss the neighborhood problem-solvers. Contribute ideas for a web. Understand and use oral vocabulary words admire, community, deliver, schedule, and worker. Identify a regular beat. Listen and respond to a folktale. Use words that compare. Identify and sort pictures of objects into categories. Review story words leap, dashes. Blend sounds to form words with /r/. Sort words by initial /d/, /h/, /r/. Blend letter-sounds in words with /r/. Read decodable words with /r/. Review the words for, you, is, play, see, the, to, reread for fluency. Revise and edit sentences. Use letter knowledge to write words and sentences</p>		Students will identify full, half full and empty containers and identify a quart container.	What is Groundhog Day?	10:20-10:30 Opal reads to class
Activity	Ask children to draw a picture of job someone in their family does.		Students will use words to tell how much water is in a container.	p. 4	
Assess	Activity book p. 19, 20		Lesson 78	Weekly Reader	
NE SS#					
Thursday	<p>Objective</p> <p>Recognize alliteration. Review the strategy and skill. Compare and contrast genres. Review words for, you, are, have, play, is. Review words that compare. Build fluency. Segment sounds in words. Build words with /d/, /r/. Read and write simple one-syllable words. Publish and present directions</p>		Students will cover a design in more than one way.		1:20-150 Computers
Activity	Children draw how they might play on the playground.		Students will learn how to cover designs in more than one way.		
Assess	Activity book p. 21, 22		Lesson 79		
NE SS#					
Friday	<p>Objective</p> <p>Discuss the purpose for listening to a story. Identify the number of syllables in words. Identify people who work in a neighborhood. Use oral vocabulary words job and celebration. Summarize/tell a story. Read high-frequency words are, for, you. Review high-frequency words play, is. Identify the words are, for, and you in speech and text. Recognize groups of words that begin with the same spoken onset for /d/, /h/, /r/. Match the letters d, h, and r to the sounds /d/, /h/, and /r/. Recognize the difference between a letter and a word. Handwriting: Review Dd, Hh, Rr. Use complete simple sentences. Dictate information for a list</p>		Review		1:20-150 Weekly Readers
Activity	Students draw and label a picture of someone Alicia met in the book.				
Assess	Activity book p. 23, 24				