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| **Yellow Pod Lesson Plans Week of October 1-5**  **Rhythm and Rhyme in a Colorful World** | | | | | | | |
|  | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | **Friday** | |
| **7:45-8:10**  Breakfast, Morning Work | Attendance, Lunch Count  Students will work quietly at their seats after breakfast. | | | | | | |
| **8:10-8:35**  Circle Time/Calendar Math | Math Calendar: Month, days of the week, date, weather, number of school days, place value chains, daily depositors, CGI question  **REVIEW CLASS PROMISE** | | | | | | |
| **8:35-9:25**  **Let’s Play Learn/Phonics/Handwriting** | LPL:29  Phonetic Connections: Red Packet:  Lesson 29 | LPL:30  Phonetic Connections: Red Packet:  Lesson 30  letters/ vowels anchor chart | | LPL:31  Phonetic Connections: Red Packet:  Lesson 31 | LPL:32  Phonetic Connections: Red Packet:  Lesson 32 | LPL:33  Phonetic Connections: Red Packet:  Lesson 33 | |
| **9:25 – 9:45**  **Brain Break** | **Cooperative Play** | | | | | | |
| **9:45-9:55**  **Familiar Reading** | Familiar Reading: Students will practice independent reading from “Familiar Reading” tubs containing ABC chart and previously learned poems and books | | | | | | |
| **9:55-10:10**  **Shared Reading**  **Big Book:**  **Rosie’s Walk**  **Poem:**  ***Nursery Rhymes*** | ABC Ella Chart, Read Poems, Songs, and Big Book --Teacher engages children in whole group shared reading experiences that focus on Concepts of Print, oral language development, print conventions and strategies for reading. Teachers emphasize reading activities that develop oral language, phonemic awareness, letter identification, phonics skills, high frequency words, fluency, vocabulary, and comprehension skills. Talk about front cover, back cover, and title page of a book; roles of author and illustrator, where to begin reading, left to right, etc.  \*Discuss Characters & Setting \*concepts of Print \*Recognizing rhyming words \*Asking/answering Questions\*Types of text- poem/fictional/nonfiction and show examples | | | | | | |
| **10:10-10:30**  **Writing** | Label  It is a bag. | It is a rag. | I see a tag. | | I see a flag. | |  |
| **11:40-12:40**  **Math** | EM Lesson | EM Lesson | EM Lesson | | EM lesson | | EM Lesson |
| **11:05-11:50**  **Lunch/Recess** | Lunch- 11:05-11:20  Recess-11:20-11:50 | | | | | | |
| **11:50-1:10**  Guided Reading Groups and Learning Stations | RI.K.5 Identify the frontcover, back cover, and title page of a book  RI.K.10 Actively engage ingroup reading activities with purpose and understanding.  RL.K.10 Actively engage ingroup reading activities with purpose and understanding.  Assisted/Guided Reading Groups and Learning Stations: (Introduce one center daily and discuss rules and procedures of operating that center; practice using that center). Students participate in learning centers/stations while the teacher works with small groups of students. Students will refer to the “Learning Stations” chart on the wall to see where they need to be each day. Center rotations will progress in order. | | | | | | |
| **1:10-1:35**  Rest Time | Naptime/Testing/PM/Interventions | | | | | | |
| **1:35-2:15**  **Special Class** |  | | | | | | |
| **2:15-2:40**  Read Aloud/Unit | Jack Be Nimble | Jack and Jill | Hey Diddle, Diddle | |  | | Itsy Bitsy Spider  Spider Snack |
| **2:40-3:00**  Dismissal | Students will prepare to go home. | | | | | | |