Smart Start-Week 1

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Beginning/Ending Sounds/Rhyme/Syllables  \*RF.1.3a |  |  |  |  |

Monday Aug. 20 Tuesday Aug. 21 Wednesday Aug. 22 Thursday Aug. 23 Friday Aug. 24

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| **8:05-8:10**  **Morning Routine** | Roll Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 | Roll Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 | Roll Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 | Roll Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 | Roll Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 |
| **8:10-8:30**  **Shared Reading** | Biscuit Goes to School  \*SL.1.2, \*RI.1.1, 2, 3, 4 | Clifford's First School Day  \*SL.1.2, \*RI.1.1, 2, 3, 4 | Chrysanthemum  \*SL.1.2, \*RI.1.1, 2, 3, 4 | Clifford the Big Red Dog  \*SL.1.2, \*RI.1.1, 2, 3, 4 | Read ABC Big Book  \*SL.1.2, \*RI.1.1, 2, 3, 4 |
| Discuss what the title is, author, the book cover, title page, and the author. | | | | |
| **8:30-8:50**  **Story of the Week** | Class Rules  Tour School | Review Class Rules  Review Color words  -Worksheet  Review Letter sounds on ABC chart | Review Number words  -worksheet  Pre-Primer words | Review color and number words  -worksheet  Pre-Primer Words  Go over new center for the day | Pre-Primer words |
| **8:50-9:05**  **Reading Assessment** | Puzzle Activity- We are all diff. but we all come together. | Center Rules | Talk about Center Rules | Review Center rules | \*\*Assessment for beginning of the year (To see what they need to work on from Kindergarten) |

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| 9:05-9:15  **Phonemic Awareness** | I am going to say a word and then say the first, or beginning sound in the word. Listen: /mmmop/, mop. The beginning sound in mop is /mmm/. Notice how my lips are together when I make the /mmm/ sound.  Now listen to the last, or final, sound in a word. Listen: /rammm/. ram. The final sound in ram is /mmm/. Say the sound with me: /mmm/. Repeat with the /s/ sound with *sat* and *bus.*  Listen to these words. Say the first or beginning sound you hear. *mat, sad, melt, make, sit, milk,*  Now say the last, or final sound you hear in these words: *room, miss, team, ham, some, pass.*  \*RF.1.3 | I am going to say a word and then say the first, or beginning sound in the word. Listen: pit. The beginning sound in pig is /p/. Say the sound with me /p/. Notice how my lips are together when I make the /p/ sound. Put your hand in front of your mouth and say /p/. Do you feel a puff of air?  Now listen to the last or final sound in a word. Listen: *top*. The final sound in top is /p/.  Repeat with the /t/ sound using the words tap and sat.  Review Beginning Sounds  Worksheet 2  \*RF.1.3 | I am going to say a word in parts. I want you to listen carefully: /sss//at/. What was that word? /sssaaat/, sat. Let's try another one: /sss//ad/. /sssaaadd/What was the word? /sad/.  Listen to these sounds. Put them together to make a word.  /s//ok/, /s//un/, /s//and/, /s//et/, /m//at/, /m//an/, /m//op/, /m//ud/, /f//at, /f//an/, /f//un, /f//ish/, Continue with: bat, bag, pan, pat, top, tan, dad, dog    Review Beginning Sounds  Worksheet 3  \* RF.1.2 | I am going to say a word. Then I will clap the syllables, or word parts, that I hear.  Remember that each syllable has only one vowel sound. Listen: pancake, pan (clap), cake (clap) the word pancake has two syllables or word parts.  Clap the syllables for pancake with me.  Listen to these words. Clap the syllables in each word. Count how many syllables you hear.  Little, Sunday, funny, book, together, running, mop, teacher, student, listen, elephant, tomato, hop, rabbit, animal.  Review Beginning Sounds  Worksheet 4  \*RI.1.3 | I want you to listen to these words: *man, fan*. They kinda sound alike don't they? Does anyone know what it is called when two words sound alike like this? They are called rhyming words . They rhyme because they both end with the /an/ sound. Listen to these words and clap if they rhyme.  Man/ran  Sat/sad  Hat/bat  Map/tap  Sock/lock  Bit/sit  Mat/mop  Run/sun  Hot/hat  Review Beginning Sounds  Worksheet 5 |
| 9:15-9:30  **Phonics** | I am going to say the /mmm/ sound as I write the letter m. Now I want you to do it on your marker board.  Now I am going to say the /sss/ sound as I write the letter s. Now you try it on your marker board. | I am going to say the /p/ sound as I write the letter p. Now I want you to do it on your marker board.  Now I am going to say the /t/ sound as I write the letter t. Now you try it on your marker board. | What sound is at the beginning of apple? /a/, I am going to say the /aa/ sound as I write an a several times.  Now Do it with me, say /aaa/ as you write an a on your marker board.  Blend a and t together on the board.  Read teacher Chart words: am, at, am, map, at, sat, Sam, tap, mat, Pam, Pat sat, I am Sam. | I am going to say the /n/ sound as I write the letter n. Now I want you to do it on your marker board.  Now I am going to say the /k/ sound as I write the letter c. Now you try it on your marker board.  Blend a and n together. to make an. Continue with: can, cat, nap.. Read teacher chart like yesterday. | I am going to say the /f/ sound as I write the letter f. Now I want you to do it on your marker board.  Now I am going to say the /h/ sound as I write the letter h. Now you try it on your marker board. Blend: fan, fat, hat.  Read teacher chart with: an, can, fan, pan, at, cat, fat, hat, am, Sam, Pam, ham...etc. |

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| **9:30-10:130Center Time/ Reading Groups Centers**  **\*\*10 Min. on Timer for all 6 groups** | NO CENTER TIME ON THIS DAY | INTRO CENTER TIME: Blocks or shapes in each center: Concentrate on how to rotate centers | INTRO CENTER TIME: Blocks or shapes in each center: Concentrate on how to rotate centers | 1.  2.  3.  4. Sentences "I see.."  5.  6. | 1.  2.  3.  4. Sentences "I see.."  5.  6. |
|  | Teacher will NOT be working with groups at the back table this week. Teacher will be walking around making sure students know what to do during this time. | Teacher will NOT be working with groups at the back table this week. Teacher will be walking around making sure students know what to do during this time. | Teacher will NOT be working with groups at the back table this week. Teacher will be walking around making sure students know what to do during this time. | Teacher will NOT be working with groups at the back table this week. Teacher will be walking around making sure students know what to do during this time. |

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| 10:30-10:50  **Handwriting** | Time to show off pg. 88 | #s and # words (1, 2, 3) pg 90/91 | | #s and # words (4, 5, 6) pg 92/93 | | #s and # words (7, 8, 9) pg 94/95 | | #s and # words (10,11,12) pg 96/97 | |
| **10:50-11:25 Lunch & Recess** : Walk kids to Lunchroom (Get milk for Ethan) and Duty teacher will bring them back. | | | | | | | | | |
| 11:25-11:40  **Calendar Time** | Have students Sing: Months, Days of the Week, Money Song. Have students Count by: 2's, 10's, and 5's.What is the Day of the Week? Month? How many days in a week? Months in a year? Days in this month? What is today's date? What was today's weather like? (add to calendar).  Count to 120 starting at any number. Read and write numbers to 120. \*1.NBT.1, \*ESS.8.1.3 | | | | | | | | |
| 11:40-12:35  **Math** | Graph how I got to school today | Readiness Worksheets: R1, 2, 3, 4 | | Readiness Worksheets:  Picture Graph R15/16, Shapes 9/10 | | Readiness Worksheets: 7/8 | | Readiness Worksheets:  Patterns R11/12, R 13/14 | |
| 12:35-12:55  **English** | Color Red Folder Page | | What is a Sentence? pg 1/2 | | Identifying Sentences pg 3/4 | | Making Sentences 5/6 | | Naming/Telling Parts pg 7/8 | |
| 12:55-1:20  **Writing** | How I feel Today... | | I like the color ... | | My family | | I can ... | | What I like about school is \_\_. | |
| 1:20-2:00  **Activity** | Library  Mrs. Willock | | PE  Coach Setzer | | PE  Coach Setzer | | Art  Mrs. Fisher | | Music  Mrs. Carr | |
| Take Students to their activity and pick them up. | | | | | | | | | |
| **2:00-2:15 Recess** - Take students to recess and stay on duty. | | | | | | | | | | |
| 2:15-3:00 **Science / Social Studies/ Health and Safety** | Students will need to take a bathroom break. While students are doing a bathroom break, send them to AR test with Mrs. Mary Jean on the Shared Reading Story for the day and let them test on their extra readers. | | | | | | | | | |
| Red Folders | | Discuss Safety Rules for Science  \*NS.1.1.8, NS.1.1.9 | | Discuss Safety Rules for Science  \*NS.1.1.8, NS.1.1.9 | | Discuss how to use tools  \*NS.1.1.7 | | \*LAB\*  Demonstrate how to use hand Lenses  \*NS.1.1.3, \*NS.1.1.7 | |