Smart Start-Week 2

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

Monday Aug. 27 Tuesday Aug. 28 Wednesday Aug. 29 Thursday Aug. 30 Friday Aug. 31

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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 |  |
| **8:10-8:30**  **Shared Reading** | \*SL.1.2, \*RI.1.1, 2, 3, 4 | \*SL.1.2, \*RI.1.1, 2, 3, 4 | \*SL.1.2, \*RI.1.1, 2, 3, 4 | \*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** | Color Words, Number Words, Pre-Primer Words | Color Words, Number Words, Pre-Primer Words  ADD Pre-Primer words to word wall  Look at -at word family words | Review -at word family words and -ate word family words. | Review -at word family words and -ate word family words.  Look at Blends Chart together. | **NO SCHOOL** |
| **8:50-9:05**  **Reading Assessment** |  |  |  |  |  |

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| 9:05-9:15  **Phonemic Awareness** | I am going to say a word in parts, I want you to listen carefully. Happy, our puppet, will put the sounds together to say the word as a whole. Let's try one. Listen: /f//it/ What's the word Happy? Listen as Happy puts the sounds together: /fffiitt/, fit. the word is fit.  Let's try another one: /f//ish/, Listen as I put sounds together: /fffiish/, fish. The word is fish. is that right, Happy?  Listen to these words. Put them together to make a word.  /f//an/, /f//at, /f//iks/, /f//il/m /m//ap/, /m//at/, /m//is/, /m//iks/, /s//at, /s//ad/, /s//ik, /s//ip,  /d//ish/, /d//ig, /b//ig, /b//il/, /t//ip, /h//it/, /p//in, /p//ik/.  \*RF.1.2 | I am going to say a word and then say the first, or beginning sound in the word. Listen: *dog.* the beginning sound in *dog* is /d/. Say the sound with me: /d/. Notice how my lips are apart and slightly pushed out when I make the /d/ sound.  Now listen to the last, or final sound in a word. Listen: *sad*. The final sound in *sad* is /d/. Say the sound with me /d/. \*\*Repeat with /r/ sound using *ran* and *rag.*  Listen to these words, Say the first or beginning sound you hear.  Peach, tool, pony, table, time, puppy  Now say the last sound you hear in these words.  Seat, let, stop, dip, map, sit | 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: basket... bas..ket. The word basket has two syllables.  Clap with me as we say the word basket: bas...ket... You clapped two times because basket has two syllables. Listen to these words. Clap the syllables in each word. Count how many syllables you hear.  Basketball, Monday, silly, tomorrow, yesterday, desk, chalkboard, rhinoceros, potato, California, cafeteria, tumble. | Listen to these sounds. Put them together to make a word.  /a//t/, /s//a//t/, /m//a//t/, /a//n/, /f//a//n/, /m//a//n/, /o//n/, /m//o//p/, /m//a//p/  /b//a//t/, /k//a//t/, /h//a//t/, /d//a//d/, /b//a//d/, /b//a//g/, /p//a//n/, /k//a//n/, /t//a//n/  \*RF.1.2 | Listen to these two words: top, mop.  The words top and mop rhyme because they both end in /op/. Listen: /mmm//op/, /ttt//op./. So they rhyme. Rhyming words end in the same sounds.  Now I will make other words that rhyme with mop and top. To do so, I need to think of other words that end with /op/. Listen as I try one: /h//op/, hop. The word hop rhymes with top and mop because it also ends in /op/. Mop, top, hop.  Listen to these words, if they rhyme give me thumbs up:  Not/lot, dot/hot, rod/red, rob/job, sock/lock, bit/sit, mop/map, bag/bit, mad/mat. Let's try to think of some other words that rhyme with these. |
| 9:15-9:30  **Phonics** | I am going to say the /iii/ sound as I write the letter i. Now I want you to do it on your marker board.  WRITE: fit, have students say each sound in the word and then say the word. Continue with: in, if, sit. Read Teacher chart with: in, it, if, fin, pin, pit, sit...etc.  Short I worksheet  Practice book pg. S13  \*RF.1.3 | I am going to say the /ddd/ sound as I write the letter d. Now I want you to do it on your marker board. Repeat with /rrr/.  WRITE: dad. have students say each sound and then the word. Continue with: ran and rid.  Read Teacher chart with: an, ran, fan, Dan... etc.    D&R Worksheet  Practice book pg. S14  \*RF.1.3 | I am going to say the /bbb/ sound as I write the letter b. Now I want you to say the /bbb/ sound as you write a b on you marker board. Repeat with /lll/, L.  WRITE: lid, have students say each sound and then the word. Continue with: bat, bill.  Read Teacher chart with at, bat, sat, sad...etc.  L &B Worksheet  Practice book pg. S18  \*RF.1.3 | I am going to say the /ooo/ sound as I write the letter o. I want you to say the /ooo/ sound as you write the letter o five times.  WRITE: on, have students say each sound and then the word. Continue with mop, top, and hot.  Read teacher chart with on, mop, top, hop...etc.  Short O worksheet  Practice book pg. S19  \*RF.1.3 | I am going to say the /kkk/ sound as I write the letter k. I want you to say the /kkk/ sound as you write the letter k five times. Repeat with /k/ spelled ck.. Point out that this spelling never appears at the beginning of a word. Rather, it appears at the end of a short vowel word, such as *duck.*  WRITE: kick, walk students through how to say each sound in this word. Continue with: kit, sick, lock.  Read teacher chart with kit, sit, hit, fit...etc.  Practice Book pg. S23  \*  RF.1.3 |

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| **9:30-10:130Center Time/ Reading Groups Centers**  **\*\*10 Min. on Timer for all 6 groups** | 1.  2.  3.  4. Sentence "I have a"  5.  6. | 1.  2.  3.  4. Sentences "I have a  5. Introduce IPADs  6. | 1.  2.  3.  4. Sentences "He has a  5. Ipads  6. Review Worksheet | 1.  2.  3.  4. Sentences "She has a  5. Ipads  6. Review Worksheet | **NO SCHOOL** |
| \*\*Sometime this week we will be able to send kids to get library books on their level... and to test with Mrs. Mary Jean then I will introduce how AR cards work and how to do this in center #1. | 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** | Ii pg. 16/17 | Ll pg. 18/19 | | Tt pg. 20/21 | Ff pg. 22/23 | |  | |
| **10:50-11:25 Lunch & Recess** : Walk kids to Lunchroom | | | | | | | | |
| 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** | Count Snap Cubes  Teach students how to write in journal.  I counted \_\_ cubes.  Counting Worksheet  \*1.NBT.1 | Count Buttons  Write in math journal.  Counting Worksheet  \*1.NBT.1 | Count red/yellow counters  Write in math Journal.  Counting Worksheet  \*1.NBT.1 | | | Counting Quiz  Give students an CGI question and let them solve on their own... Then share strategies with class/neighbor. Write/Draw in Math journals.  \*1.NBT.1/1.OA.1 | | CGI Question:  Sally has 5 blue marbles and her brother gives her 6 red marbles. How many marbles does she have now? |
| 12:35-12:55  **English** | Write Upper and Lowercase Letters:  A, B, C, D, E, F, G, H  Practice on Writing paper. | Write Upper and Lowercase Letters:  I, J, K, L, M, N, O, P, Q  Practice on Writing paper. | Write Upper and Lowercase Letters:  R, S, T, U, V, W, X, Y, Z  Practice on Writing paper. | | | QUIZ- Print all Upper and Lower case letters  \*L.1.1.a | | **NO SCHOOL** |
| 12:55-1:20  **Writing** | I like to\_\_.  \*L.1.2 | I like to play with \_\_.  \*L.1.2 | When I go home I \_\_\_.  \*L.1.2 | | | What does the brain do?  \*L.1.2 | |  |
| 1:20-2:00  **Activity** | Library  Mrs. Trafford | 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. | | | | | | | |
| Science: Body Parts  What are they?  Heart, Lungs, Brain, Stomach, Muscles, Bones  \*LS.2.1.3 | 2:20-2:50  Consoler  Mrs. Barnhardt | Science: Body Parts  What do they do?  \*LS.2.1.3 | | | \*LAB\*  Label Body Parts  Worksheet to glue down body parts and labels.  \*NS.1.1.5 | | NO SCHOOL! |