Smart Start-Week 3

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

Monday Sept. 3 Tuesday Sept. 4 Wednesday Sept. 5 Thursday Sept. 6 Friday Sept. 7

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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** | **NO**  **SCHOOL** | Review e at the end of a word. Like in like, bake, etc. Introduce two vowels go a walking, the first one does the talking. | Review e at the end of a word. Like in like, bake, etc. Introduce two vowels go a walking, the first one does the talking. | Review e at the end of a word. Like in like, bake, etc. Introduce two vowels go a walking, the first one does the talking. | Review e at the end of a word. Like in like, bake, etc. Introduce two vowels go a walking, the first one does the talking. |
| **8:50-9:05**  **Reading Assessment** |  | Reading Worksheet | Reading Worksheet | Reading Worksheet | Reading Worksheet |

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| 9:05-9:15  **Phonemic Awareness** | Do you remember what your vowels are? AEIOU  Today we are going to talk about short vowels and long vowels.  Short vowels say the sound of the letter like: a, e, i, o, u  And Long vowels say the NAME of the letter: AEIOU.  Let's look at some pictures and try to figure out if is says /a/ or /A/. Then we will sort the pictures out on the board. (write short a and long a on board)  Hold up picture of : cat, snake, hat, plane, cage, man, flag, bat, cake, rake, rag, grape, table.  \*RF.1.2 | Do you remember what your vowels are? AEIOU  Today we are going to talk about short vowels and long vowels.  Short vowels say the sound of the letter like: a, e, i, o, u  And Long vowels say the NAME of the letter: AEIOU.  Let's look at some pictures and try to figure out if is says /e/ or /E/. Then we will sort the pictures out on the board. (write short e and long e on board)  Hold up picture of : bee, tree, egg, pet, nest, wheel, feet, seal, jet, hen  \*RF.1.2 | Do you remember what your vowels are? AEIOU  Today we are going to talk about short vowels and long vowels.  Short vowels say the sound of the letter like: a, e, i, o, u  And Long vowels say the NAME of the letter: AEIOU.  Let's look at some pictures and try to figure out if is says /i/ or /I/. Then we will sort the pictures out on the board. (write short i and long i on board)  Hold up picture of :  Pig, fish, wig, kite, pie, zipper, time, five, hive, lick  \*RF.1.2 | Do you remember what your vowels are? AEIOU  Today we are going to talk about short vowels and long vowels.  Short vowels say the sound of the letter like: a, e, i, o, u  And Long vowels say the NAME of the letter: AEIOU.  Let's look at some pictures and try to figure out if is says /o/ or /O/. Then we will sort the pictures out on the board. (write short o and long o on board)  Hold up picture of : dog, rock, box, frog, pot, snow, goat, bow, throat, coat  \*RF.1.2 | Do you remember what your vowels are? AEIOU  Today we are going to talk about short vowels and long vowels.  Short vowels say the sound of the letter like: a, e, i, o, u  And Long vowels say the NAME of the letter: AEIOU.  Let's look at some pictures and try to figure out if is says /u/ or /U/. Then we will sort the pictures out on the board. (write short u and long U on board)  Hold up picture of : cut, mug, nut, sun tub, cube, music, mule, tube, blue  \*RF.1.2 |
| 9:15-9:30  **Phonics** | Short/Long A  WRITE: cat. Have students sound out the word and say if it belongs with long or short a. Continue with: snake, hat, plane, cage, man, flag, bat, cake, rake, rag, grape.  Short Long A Worksheet  \*RF.1.2, 3 | Short/Long E  WRITE: net. Have students sound it out and say if it is long or short. Help them with: bee, tree, egg, pet, nest, wheel, feet, seal, jet, hen  Short/Long E Worksheet  \*RF.1.2, 3 | Short/Long I  WRITE: Pig. Have them sound it out and say if it is long or short. Continue and help them with: fish, wipe, wig, kite, gripe, , time, five, hive, lick    Short/Long I Worksheet  \*RF.1.2, 3 | Short/Long O  WRITE: dog. Have them sound it our and say if it is long or short. Continue and help them with: rock, box, frog, pot, snow, goat, bow, throat, coat  Short/Long O Worksheet  \*RF.1.2, 3 | Short/Long U  WRITE: cut. Have them sound it out and say if it is long or short. Continue with: mug, nut, sun tub, cube, music, mule, tube, blue  Short/Long U Worksheet  \*RF.1.2, 3 |

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| **9:30-10:130Center Time/ Reading Groups Centers**  **\*\*10 Min. on Timer for all 6 groups** | **NO**  **SCHOOL** | 1. AR Test  2. Review Worksheet  3. Blends Chart  4. Sent. He has the  5. I-touch  6. Yellow reading bk | 1. AR Test  2. Review Worksheet  3. Count Blocks  4. Sent. They want the  5. I-touch  6. Yellow reading bk | 1. AR Test  2. Review Worksheet  3. Blends Chart  4. Sent. They want the  5. I-touch  6. Yellow reading bk | 1. AR Test  2. Review Worksheet  3. Count Blocks  4. Sent. We want the  5. I-touch  6. Yellow reading bk |
| This week the teacher will begin working with groups on the old yellow reading book. She will also be making sure that students know how to rotate, work quietly, and go AR test and get new books without interrupting the class. |  |  |  |  |

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| 10:30-10:50  **Handwriting** |  | Ee pg. 24 | | Ee pg. 25 | Dd pg. 26 | | Dd pg. 27 | |
| **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** | \*\*\*ONLY 3 CATEGORIES FOR GRAPHS!!!\*\*\*  \*\*\*CAN ONLY GRADE JOURNAL FOR ADDITION LESS THAN 20, Or IF OVER 20 HAS TO BE 2-DIGIT+1-DIGIT Or 2-DIGIT+ 10\*\*\* | Make Graphs Together:  Color of eyes in class  Boys vs. girls  Blond vs. Brunet  Journal CGI Question:  Mike loves jelly beans.  He eats 5 jelly beans every day for lunch. If Mike eats jelly beans for 3 days, how many jelly beans does he eat?  \*1.MD.4, 1.OA.1 | Make Graph of buttons, students can choose to sort them however they want to.(color, shape)  Graphing worksheet  Journal CGI Question:  Fred loves to collect rocks. He collected 9 rocks on Monday and 5 rocks on Tuesday. How many rocks did he collect?  \*1.MD.4, 1.OA.1 | | | Graphing:  Make graph of colored tiles.  Graphing Worksheet.  Journal CGI Question:  Mr. Smith's class has 14 students. Mrs. Paladino's class has 13 students. How many students do they have together?  \*1.MD.4, 1.OA.1 | | Graphing Quiz  Journal CGI Question:  Sam scored 8 points in the game. His friend Sonny scored 6 points. How many points did they both scored together?  \*1.MD.4, 1.OA.1 |
| 12:35-12:55  **English** | **NO**  **SCHOOL** | Sort words into categories.  Sort words about colors and clothing into two piles  \*L.1.5 | Sort words into categories.  Sort words about number and food into two piles  \*L.1.5 | | | Sort words into categories.  Sort words about size and shape into two piles  \*L.1.5 | | Sort words into categories.  Sort words about color, size, clothing into piles  \*L.1.5 |
| 12:55-1:20  **Writing** |  | What do you like to do at school?  \*L.1.2 | What do you want to be when you grow up?  \*L.1.2 | | | What kind of animal do you like?  \*L.1.2 | | What is your favorite type of food?  \*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. | | | | | | | |
| **NO**  **SCHOOL** | Pledge of Allegiance  Read Book, Practice it, Talk about how to do it(remove hats, hand on heart, stand up straight, observing location of the flag.)  \*C.5.1.4 | Living and Non Living Things.  Talk about what they think is living and non-living...What makes something living? (it moves, it can talk...will be some of their predictions) then talk about how plants and animals are alive... so what do we need to cross off... What would be characteristics of non living? | | | \*Lab\*  Students will take iPads and iTouches outside to take pictures of living and non-living things.  \*NS.1.1.3  NS.1.1.85 | | Living and Non Living Things.  Make T-Chart of pictures taken yesterday.  \*NS.1.1.1 |