Plans Week January 18	-22, 2021 Kindergarten Lesso	on Plans	I can identify beginning and end	ling sounds.
			I can identify beginning and ending sounds. I can illustrate and label pictures. I can recognize numbers. I can count objects. I can graph data. I can define National Holiday. I can identify New Year's Day as a National holid I can describe the people and/or events celebrated.	
Monday (1/18) MLK Holiday	Tuesday (1/19)	Wednesday (1/20)	Thursday (1/21)	Friday (1/22)
e: Monday, Wednesday, Fr	iday - Reading Lessons - Tuesd	ay & Thursday - Math Mini Lesso	ons <u>2:04</u>	

NO SCHOOL 7:45 Check in, attendance. 7:45 Check in, attendance. 7:45 Check in, attendance. 7:45 Check in, attendance, Pledge Pledge Pledge Pledge 8:00-8:45 8:00-8:40 8:00-8:40 8:00-8:40 Phonics: ELAGSE: KRL5, KRF1, KRF2, Phonics: ELAGSE: KRL5, KRF1. Phonics: ELAGSE: KRL5, KRF1, Phonics: ELAGSE: KRL5, KRF1, KRF3, KRL4, KL1, ELAGSE: KSL1, KSL3, KRF2, KRF3, KRL4, KL1, KRF2, KRF3, KRL4, KL1, ELAGSE: KRF2, KRF3, KRL4, KL1, ELAGSE: KSL4. KSL6 ELAGSE: KSL1, KSL3, KSL4, KSL1, KSL3, KSL4, KSL6 KSL1, KSL3, KSL4, KSL6 Open Court Unit 6 KSL6 Open Court Open Court Open Court Unit 6 Unit 6 Lesson 3 Unit 6 Lesson 2 Lesson 2 Day 1 Lesson 2 Day 4 Day 5 Warm Up: Phoneme Blending: Initial Day 2 & 3 Warm Up: Oral Language Warm Up: Phoneme Sounds Manipulation: Initial Sounds; Tell students to say a word that Tell students we are going to play a Day 2 has /u/ in the middle, such as tell students we are going to blending game. Tell them you will say Warm Up: Play the i'm hug. Call on students to say a play a sound-deletion game. the beginning sound of word and the thinking of something that word that rhymes with the first puppet will say the rest. Students should ends with ____ game. word. Phonemic Awareness: put the parts together and say the Remind students the puppet Phoneme Matching: Final word. will say the last sound of a Phonemic Awareness: Phoneme Sounds; Tell students we are word and then say a riddle Blending; Initial Sounds going to play a sound-Phonemic Awareness: Phoneme that has clues they can use Tell students we are going to matching game. Explain that Matching: Final Sounds to determine what word the play a blending game again. you will say three words and Tell students we are going to play a puppet has in mind. Tell them you will say the they should listen closely to find sound-matching game. Tell students the two words that end with the you will say three words and they beginning sound of a word and they should repeat the sound. should listen closely to find the two Phonemic Awareness: same sound. Phoneme blending: Final Students should put the parts words that end with the same sound. Sounds. Tell students we are together and say the word. Alphabetic Principle: Reviewing the sounds of Uu and Xx Alphabetic Principle: Introducing the going to play the blending game again. Tell students Alphabetic Principle: Reviewing Reading Decodable: Bud and sound of Zz you are going to say a word the sound of Xx Max except for the last sound and then say the last sound. Students should put the parts together and say the word Alphabetic Principle: Reviewing the sound of Uu

	Day 3			
	Warm Up: Tell students they			
	will play the game of taking			
	away sounds from the end of			
	words. Remind them they			
	_			
	will need to listen very			
	closely to the last sound in			
	each word.			
	Phonemic Awareness:			
	Phoneme blending: Initial			
	Sounds; Tell students we are			
	going to play a blending			
	game again. Tell them you			
	will say the beginning sound			
	of a word and they should			
	repeat after you. Students			
	should out the parts together			
	and say the word.			
	Alphabetic Principle:			
	Introducing the sound of Xx			
	initiodocing the sound of XX			
		8:45-9:25		
		Specials		
	8:45-9:25	Remote Learning Special: Day 6	8:45-9:25	8:45- 9:25
	Specials		Specials	Remote Learning Special: Day 2
	Remote Learning Special:		Remote Learning Special: Day 1	
	Day 5	9:25-9:35 Break		
	9:25-9:35 Break	Math Mini Lesson: 9:35-9:50	9:25-9:35 Break	9:25-9:35 Break
		counting to 100 by 1's and tens,		
	Math Mini Lesson: 9:35-9:50	starting and stopping at given	Math Mini Lesson: 9:35-9:50	Math Mini Lesson: 9:35-9:50
	Show two numbers - ask	number, writing numbers,	Counting to 100 by 1's and tens,	Decomposing Numbers - hold up a
	which number is greater/less	counting 1:1	starting and stopping at given	teen number - the students will say it is
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than. Counting to 100 by 1's and tens, starting and stopping at given number, writing numbers, counting 1:1		number, writing numbers, counting 1:1	"10 andmore." Then say "I have 10 and more. What is the teen number?" Counting to 100 by 1's and tens, starting and stopping at given number, writing numbers, counting 1:1
Math Small Groups (EIP) 9:50-10:15 HMH pages 173-174, 165-166	Refer to math progressions: https://drive.google.com/drive/	Math Small Groups: 9:50-10:15 (EIP) HMH pages 177-178, 169-170 Refer to math progressions: https://drive.google.com/drive/u/0/folders/0AM-nlQlupo3KUk9PVA	Math Small Groups: 9:50-10:15 (EIP) HMH pages 179-180, 171-172 Refer to math progressions: https://drive.google.com/drive/u/0/folders/0AM-nlQlupo3KUk9PVA
Lunch 10:15-11	Lunch 10:15-11 Read Aloud: 11:00 - 11:15 Celebrating Martin Luther King Jr	Lunch 10:15-11	Lunch 10:15-11
Read Aloud 11:00-11:15: Let's Read About Martin Luther King, Jr. by Courtney Baker	,	Read Aloud 11:00-11:15: Welcome Books: Martin Luther King, Jr.	Read Aloud 11:00-11:15: Martin's Big Words - The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport
11:15-11:30 Reading Independent work	, ,	11:15-11:30 Reading Independent work	11:15-11:30 Reading Independent work
Martin's Dream (dream bubble)	11:30-11:45 Break 11:45-12:00 Discuss the		How can I be a good friend?
11:45-12:10 Math Work Session:	12:00-1:00	11:45-12:10 Math Work Session: Winter Graphing (front side)	

Smaller Number (co	lor the	Writing the Numbers 1-20 (back	Building Teen Numbers on Ten Frames
number that is small		side)	bollaing recrittornibers on rentrames
Larger Number (colo	•	side)	
picture that is the la			
number) This is a fro	_		
•	orni aria		
back sheet.			
12:10-12:30		12:10-12:30	12:10-12:30
Writing: Goals (what	they	Writing:	Writing:
are)	illey	•	Are We Really Different? Egg project
Graphic Organizer N	ALK was	the writing from Tuesday and	writing
had - wanted (com		Wednesday, TSW illustrate their	Willing
organizer together)	piere irre	writing piece.	Writing mini lesson: How to write a
Organizer rogenner)		Writing mini lesson:	sentence
Writing Mini Lesson:		Illustrating your writing piece.	semence
How to generate ide	age for	illustrating your writing piece.	
our sentences.	eds 101		
our semences.		Writing Strategy	Writing Strategy
Mysting Stratogy			1.6 Label your Pictures pg.43 in writing
Writing Strategy	rac ng 42		
1.6 Label your Pictur		writing strategies book	strategies book
in writing strategies I		Refer to ELA progressions:	Refer to ELA progressions:
Refer to ELA progres			https://drive.google.com/drive/u/0/fol
https://drive.google		u/0/folders/1COl2UXJTOBSPQN QkVRy51sfHbQkuP_Rl	ders/1COI2UXJTOBSPQNQkVRy51sfHbQ
ve/u/0/folders/1C0		QKVRYSTSTHDQKUP KI	<u>kuP_RI</u>
SPQNQkVRy51sfHb0			
10:20 10:45 Pro ele	1:00-1:30 ME Time	10:20 10:45 Pro els	10:20 10:45 Pro pla
12:30-12:45 Break	Syllable Sort/Spell City/ Interventions	12:30-12:45 Break	12:30-12:45 Break
12:45-1:30 ME Time	inervermons	12:45-1:30 ME Time	12:45-1:30 ME Time
\$now Globe Rhyme	s/Spell 1:30-2:00 Reading Small Groups		CVC Word Boxes/Spell City/
City/ Interventions	All About Penguins: picture	Interventions	Interventions
City/ interventions	walk; circle sight words	intervermons	
1,20, 2,00 Panding S	_	1.20 2.00 Panding Small Craus	1.20 2.00 Boarding Small Croup
1:30-2:00 Reading S	maii	_	1:30-2:00 Reading Small Group
Groups	tin Luthor Bosnonsive electrons	All About Penguins: read and	All About Penguins: write about
Read & Discuss MAr	tin Luther Responsive classroom	discuss	penguins
King			

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Responsive classroom	Responsive classroom	Responsive classroom

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