

Jan. 28-Feb. 1: Friday- 100th Day of School

Reading Kfig19(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.
Prior Knowledge/Previous Learning: characters, settings, beginning, middle, end, retelling, text to text, text to self, text to world
1. What do we expect every student to learn? K- I can make a connection to the text I am reading by thinking about my own experiences, books I have read and places in the world. U- I know that connections help me to understand, retell and answer questions about what I am reading. Do- Think about how you can connect to what you are reading. Use your schema to make a connection.
2. How will we know the student has learned it? They will find connections and tell about them thus helping with comprehension
Vocabulary: connections, text to text, text to self, text to world, schema
Low(Knowledge/Comprehension): How are you like the character? Medium(Application): Determine the similarities in story to you and your world. High(Analyze/Synthesis/Evaluation): Can you predict what will happened based on your own experiences?

Writing: K15 Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purpose. Students are expected to dictate or write information for lists, captions, or invitations.
Prior Knowledge/Previous Learning: list of emotions for poem writing, word families,
1. What do we expect every student to learn? K- I can dictate or write information for lists. U- I understand how to dictate or write information for lists.

Do- I can draw, dictate/and or write a list of information for a given purpose or audience.

2. How will we know the student has learned it? Student will be able to write or dictate a list of information for a specific purpose.

Vocabulary: dictate, list, information

Low(Knowledge/Comprehension): What is a list?

Medium(Application): Why do we need list?

High(Analyze/Synthesis/Evaluation): Compare/contrast a list and a story.

Math "You do"

K.3ABC

- A. Model the action of joining to represent addition and the action of separating to represent subtraction.
- B. Solve word problems using objects and drawings to find sums up to 10 and differences within 10
- C. Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.

Prior Knowledge/Previous Learning: joining and separating, solving word problems, addition, subtraction

1. What do we expect every student to learn?

K-. I can model the action of joining and separating sets, solve problems, and I can explain my strategy.

U- I can explain how I know if sets are joined or separated when solving problems.

Do- I can model the action of joining sets to represent addition, and I model separating sets to represent subtraction. I explain my strategies with pictures, sets, and number sentences.

2. How will we know the student has learned it? Students can identify their new strategy used to solve

Vocabulary: Tapping Tina, Building Ben, Manipulative Max, Careful Count, Drawing Drew, Number Bond Nancy, Mental Marvin, Comparing Callie

Low(Knowledge/Comprehension): What strategy did you use to solve this problem?

Medium(Application): Is there another strategy you can use to solve this problem?


High(Analyze/Synthesis/Evaluation): Create a new problem for a friend to solve.

3. What will we do if they don't learn it? Show the strategy card and talk about how we can use different strategies to solve.
4. What will we do if they already know it? Have the students identify the strategy used to solve this problem. What is another strategy that you can use?

	<p>Word Study</p> <p>Phonics: Phonemic Awareness Lessons</p> <p>Handwriting: 7:45-8:10 Daily Direct Teach Letter: Xx</p> <p>Sight Words: Six, eight, ten</p> <p>K.5B- recognize that compound words are made up of shorter words</p> <p>Dr. Jean compound word video</p> <p>Michael Heggerty Week 18</p>	<p>Shared Reading Read Aloud Poetry Corner</p> <p>Comprehension Questions for Read Alouds</p> <p>Shared Rdg: Miss Bindergarten Celebrates the 100th Day of Kindergarten</p> <p>Poem: 100th Day Poem</p>	<p>Reader's Workshop</p> <p>Guided Reading Plans for -A and A</p> <p>3. Ask directly questions that would have them make connections Like: Do you have a dog like the story? What does your dog do?</p> <p>4. Write about how their experience is like the story.</p>	<p>Interactive Writing</p> <p>K.13E</p> <p>Dry/Erase Boards: M: I could eat 100... T: I would never eat 100... W: I wish I had 100... Thu: I would use \$100 for... Fri: When I am 100...</p>	<p>Writer's Workshop</p> <p>3. In a small group, have students dictate a list and interactively write them down.</p> <p>4. Students can write and share lists on SeeSaw</p>	<p>Social Studies Science</p> <p>K.8B Identify events that have repeating patterns, including seasons of the year and day and night.</p> <p>K.8C Observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars,</p>	<p>Math</p> <p>Fluency Corner *Add 3D shapes to Fluency Corner *Count to 100 by 1's *Count backward 20-1</p> <p>Math Strategies</p>	<p>Math Stations</p>
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	Spalding cards					<p>including the Sun</p> <p>Social Studies -</p> <p>K.1AB A: explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day.</p> <p>B: identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p> <p>*Customs associated with</p>		
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						<p>Groundhog Day</p> <p><u>Groundhog Day</u> by Mary Lindeen</p> <p>EPIC BOOKS!</p>		
Monday	<p>Minilesson:</p> <p>3.</p> <p>4.</p>	<p>Beanie Baby Strategies</p>	<p>Minilesson: Readers Have Thoughts as They Read (K.Fig19C, K.8)</p> <p>Focus on making the movie in their mind</p>		<p>Minilesson:</p> <p>Introduce what a list is.(K15)</p> <p>Provide examples of list.</p> <p>Create one or find one online.</p> <ol style="list-style-type: none"> 1) Shopping list 2) Cooking ingredient list 3) Things you need for school (etc.) 4) Compound words 		<p>Number Corner:</p> <p>Whole Group:</p> <p>Review “Tapping Tina.”</p> <p>Practice “Tapping Tina” as a “YOU DO”</p> <p>Pass out 10 counters. Practice the problem of the day tapping the counters out to solve.</p> <p>Review Building Ben: Try the same problem using this strategy.</p>	<p>Math Stations</p> <ol style="list-style-type: none"> 1. Linking cubes number order to 20 2. One more, one less to 20 3. Number Recognition 1-20 4. Compose and decompose to 10 5. Count to 100 by 10 6. Build and compare sets up to 20 7. Identify 2D figures and their attributes 8. Addition and Subtraction Word Problems

							<p>Problem of the Day: 3 snowflakes fell on the swing. 4 snowflakes fell on the slide. How many snowflakes fell?</p>	<p>MATH STATIO</p>  <p>NS</p> <p>100 Day Stations</p>
Tuesday	Minilesson:		<p>Minilesson: Readers Have Thoughts as They Read (K.Fig19C, K.8)</p>		<p>Minilesson:</p> <p>Teacher Models: If I had \$100 I would buy...(K15)</p> <ol style="list-style-type: none"> 1) 2) 3) <p>Student Work: Students work on their own prompt making a list of what we would write.</p>		<p>Whole Group: Review “Careful Count” strategy. Use the strategy to solve the problem of the day.</p> <p>Review “Drawing Drew” Show students how to combine “Careful Count” with “Drawing Drew” Strategy.</p> <p>Problem of the Day:</p>	<p>*Build a tower with 100 cups</p> <p>*Use 100 linking chains (10 red...10 green....10 yellow....10 purple.....10 blue....repeat to count by 10’s</p> <p>*100 inch snake</p> <p>*100 fruit loops on a 100 chart....transfer to a necklace</p> <p>*100 day crown with 10 strips of 10 stars</p>

							<p>Baxter made 10 snowballs to throw at his sister, Elizabeth. 3 snowballs melted before he could throw them. How many snowballs does he have left to throw?</p>	<p>*100 tally marks game</p> <p><u>STEM 100th day of school</u></p>
<p>Wednesday</p>	<p>Minilesson:</p>		<p>Minilesson: Readers Have Thoughts as They Read by Reacting and Talking Back to the Story (K.Fig19C, K.8)</p>		<p>Minilesson:</p> <p>Teacher Models: “I could eat 100...” (k15) 1) 2) 3)</p> <p>Students: Finish making their lists.</p>		<p>Whole Group: Review “Number Bond Nancy” Use the strategy to solve the problem of the day.</p> <p>Review “Mental Marvin” Show how you can take your number bond and visualize a movie in your head. Turn & Talk: Tell your friend your movie.</p>	

<p>Thursday</p>	<p>Minilesson:</p>		<p>Minilesson: Readers Have thoughts as they read by Noticing when they get a feeling (K.Fig19C, K.8)</p>		<p>Minilesson: Teacher Models: Make a list of things you like about school. (K15) Example <ol style="list-style-type: none"> 1) Music class 2) Playgrou nd 3) Lunch 4) Math Students: Make their own lists.</p>		<p>Whole Group: Review strategy “Comparing Callie” Use the strategy to solve the problem of the day. Problem of the Day: How many friends ate in lunch line 1? How many friends ate in lunch line 2? Compare the count. Use Comparing Callie to tell the difference. (You can make castles with cups to compare.) Journal: Use journal to solve the</p>	
<p>Friday 100th Day of</p>	<p>Minilesson:</p>		<p>Minilesson: Readers Have Thoughts as they Read by Questioning</p>		<p>Minilesson: Teacher Models: Work together to write 100 sight words. Making</p>		<p>100 Days of School Activities 100 Day snack mix for counting by</p>	

School Celebration 100 day dress up			Things Characters Do (K.8A)		a list. (K15) Students: Work together to make their own list or a group list for 100th day of school.		10's to 100	
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Literacy Station:

[Literacy Stations Master](#)

[Literacy Stations](#)

[Spanish](#)

[Structured Recess-](#)

www.gonoodle.com

[Olweus Weekly Class Meeting-](#)

Mondays During Social Studies

Art Lesson 30 minutes