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| **Green Pod Lesson Plans: April 29th- May 3rd****Theme: Plant & Animals and their Habitats****Sight Words: home, they, went, good** |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday****Walking Field Trip to Library**  |
| **7:45-8:10****Breakfast, Morning Work, Attendance**  | **BreakfastStudents will work quietly at their seats after breakfast** | **BreakfastStudents will work quietly at their seats after breakfast** | **BreakfastStudents will work quietly at their seats after breakfast** | **BreakfastStudents will work quietly at their seats after breakfast.** | **BreakfastStudents will work quietly at their seats after breakfast** |
| **8:10-8:25****Calendar** | * **Calendar: Calendar math, incorporate numbers and counting, days and months, sequencing and relationships, weather, vocabulary, social skills**
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| **8:25 – 9:05** | **Special Class/Planning** |
| **9:10-9:35****Circle Time/Familiar Reading** | * **Circle Time: ABC chart, poems, familiar songs and rhymes, modeled write**
* **Familiar Reading Tubs: Students will practice independent reading from “Familiar Reading” tubs containing ABC chart and previously learned poems and books**
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| **9:35-10:25****Small Groups/ Centers** | **Small Groups & Centers** | **Small Groups & Centers** | **Small Groups & Centers** | **Small Groups & Centers** | **Small Groups & Centers** |
| **10:25-10:45** | **Brain Break** |
| **10:45-11:35****Let’s Play Learn/Phonetic Connections** | **Purple Packet 24 &25:** **/x/ & /z/****Review sounds, rhyming, blending, spelling** | **Purple Packet 24 &25:** **/x/ & /z/****Review sounds, rhyming, blending, spelling** | **Purple Packet 24 &25:** **/x/ & /z/****Review sounds, rhyming, blending, spelling** | **Purple Packet 24 &25:** **/x/ & /z/****Review sounds, rhyming, blending, spelling** | **Purple Packet 24 &25:** **/x/ & /z/****Review sounds, rhyming, blending, spelling** |
| **11:35-12:20** | **Lunch/Recess** |
| **12:25-1:10****Eureka Math** | **Module 5****Lesson 23****Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.** | **Module 5****Lesson 24****Represent teen number decompositions in various ways.** | **Module 5 Review** | **Module 5 Review** | **Module 5 Test**  |
| **1:10-1:30****Shared Reading** | **Big Book: “Sharing Our Earth”****Poem: “Bugs”**  |
| **1:30-2:00** | **Rest Time** |
| **2:00-2:45****Read Aloud****Writing** | **“Animals, Animals”****Creating our own decodable sentences.** | **“What Eats What in a Rain Forest Food Chain?”****Creating our own decodable sentences.** | **“How do Plants Survive?”****Creating our own decodable sentences.** | **Teachers Choice****Creating our own decodable sentences.** | **Teachers Choice****Creating our own decodable sentences.** |
| **2:45-3:00** | **Dismissal**  |