|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Green Pod Lesson Plans Week of September 4th-7th**  **Theme: All About Me** | | | | | | | | | |
|  | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** |
| **7:45-8:10**  **Breakfast, Morning Work, Attendance** | LABOR DAY  NO SCHOOL | | Breakfast Students will work quietly at their seats after breakfast | | Breakfast Students will work quietly at their seats after breakfast | | Breakfast Students will work quietly at their seats after breakfast. | | Breakfast Students 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 | | | | | | | | |
| **8:25 – 9:05** | Special Class/Planning | | | | | | | | |
| **9:10-9:35**  **Circle Time/Familiar Reading** | * Circle Time: ABC chart, poems, familiar sons 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 | | | | | | | | |
| **9:35-10:25**  **Small Groups/ Centers** | LABOR DAY  NO SCHOOL | | Small Groups & Centers-procedures & routines | | Small Groups & Centers-procedures & routines | | Small Groups & Centers-procedures & routines | | Small Groups & Centers-procedures & routines |
| **10:25-10:45** | Brain Break | | | | | | | | |
| **10:45-11:35**  Let’s Play Learn/Phonetic Connections | LABOR DAY  NO SCHOOL | | LPL #11  Red Packet Lesson 11:  Phonological Awareness/ Letter A | | LPL #12  Red Packet Lesson 12:  Phonological Awareness/ Letter a | | LPL #13  Red Packet Lesson 13:  Phonological Awareness/ Letter B | | LPL #14  Red Packet Lesson 14:  Phonological Awareness/ Letter b |
| **11:35-12:20** | Lunch/Recess | | | | | | | | |
| **12:25-1:10**  **Eureka Math** | LABOR DAY  NO SCHOOL | | Mod.1-Lesson 6  Sort categories by count. Identify categories with 2, 3, and 4 within a given scenario. | | Mod.1-Lesson 7  Sort by count in vertical columns and horizontal rows (linear configurations to 5). Match to numerals on cards. | | Mod.1-Lesson 8  Answer “how many” questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count five fingers. | | Mod.1-Lesson 9  Within linear and array dot configurations of numbers 3, 4, and 5, find hidden partners. |
| **1:10-1:30**  **Shared Reading** | Big Book: “My Five Senses”  Poem: “All of Me” | | | | | | | | |
| **1:30-2:00** | Rest Time | | | | | | | | |
| **2:00-2:45**  **Read Aloud/Writing** | LABOR DAY  NO SCHOOL | “Ruby the Copycat”  Session 5: Stretching Out Words to Write Them. | | “Stephanie’s Ponytail”  Session 6: Writing Even Hard to Write Ideas | | “I Like Myself”  “All About Me” picture story | | “Elmer”  Elmer Activity | |
| **2:45-3:00** | Dismissal | | | | | | | | |