Theme: Animals at Home

Letter: S

Sight Words: will, it, am

Skills: Birthdate, Counting, Name Numerals, Patterns

Nursery Rhyme: Doggie in the Window

Math: Focus on Four

S	Morning Gathering	Letter People Whole Group	Mathematics Whole Group	Letter People Small Group	Mathematics Small Group
MONDAY	▪ Morning Song, Pledge, Calendar, Weather ▪ Introduce Sight Words: ***will, it, am*** (birthdates) ▪ Morning Message – Look for Sight Words. ▪ **Introduce REBUS Pictures: My Dinosaur.** ▪ Read Word Wall. ▪ Sing Secret Stories: Songs # 1 and 2	▪ Read: My Dog Rosie TM 62 TLW share prior knowledge And personal experiences While discussing the needs And wants of pets. ▪ Ms. S arrives. We find her Pet salamander TM 64. ▪ Sing Ms. S's song LP CD# 19 ▪ Ms S's ME Bag TM 72 ▪ Nursery Rhyme: Doggie in the Window	▪ Focus on Four ▪ Sing Math Song Poster # 21 TM 8-15 ▪ Objective: Counting from One to Four. ▪ TLW listen to, sing and act out the Math Poster: Kitty Plays ▪ TLW practice counting to four.	▪ Take Home Book: **I See Rain** TM 74 ▪ TLW form "living" sentences using the sight words and rebus pictures for **I See Rain.** ▪ Method: Students take turns holding the sight words and pictures to make the sentences in the story. Students read.	▪ Shirt Buttons TM 8-20 ▪ Use: Shirt Cards numbered 1-4 (blackline master), buttons. ▪ TLW apply the correct number of buttons to the correct shirt. ▪ TLW exchange places with a partner and count the buttons
TUESDAY	▪ Morning Song, Pledge, Calendar, Weather ▪ Introduce Sight Words: ***will, it, am*** (birthdates) ▪ Morning Message – Look for Sight Words. ▪ **Review REBUS Pictures: My Dinosaur.** ▪ Read Word Wall. ▪ Sing Secret Stories: Songs # 1 and 2	▪ Sing Ms. S's Song CD #19 ▪ Let's Listen TM 72. ▪ Objective: Listen for and produce /s/, hear alliteration. ▪ Method: Display a pair of Super Socks. Stress the beginning sound. ▪ Read Ms. S's silly sentence on TM 72. Stress /s/ sound. ▪ Nursery Rhyme: Doggie in the Window	▪ Math Poster # 21 TM 8-15 ▪ Objective: Arrangements of Four. ▪ Method: Use Discussion Book pg. 29 and car counters. TM 8-16 ▪ TLW explore different ways of making four. ▪ TLW put a different amount of cars in different rows, always equaling four.	▪ Ms. S brings a Take Home Book: **I See Rain.** TM 74 ▪ Method: Follow procedures in Ready, Set, Go. TM 12 ▪ TLW participate in choral reading with a small group, recognizing sight words in context. ▪ TLW track the text and rebus pictures as they read together.	▪ Square Arrangements TM 8-20 ▪ Use: a sheet of paper and car counters (four per child) ▪ Method: The teacher provides an example of making a square with cars. ▪ TLW observe and copy the teachers' arrangement. ▪ TLW make an arrangement for the teacher to copy.
WEDNESDAY	▪ Morning Song, Pledge, Calendar, Weather ▪ Introduce Sight Words: ***will, it, am*** (birthdates) ▪ Morning Message – Look for Sight Words. ▪ **Review REBUS Pictures: My Dinosaur.** ▪ Read Word Wall. ▪ Sing Secret Stories: Songs # 1 and 2.	▪ Ms S's Song LP CD # 19 ▪ Ms. S brings a Big Math book. Read: We Can Graph It TM 66 ▪ TLW collect, organize, analyze and display data. ▪ Method: Before reading dump a bucket of colored blocks. Ask them which color has the most blocks. ▪ Nursery Rhyme: Doggie in the Window	▪ Math Poster # 21 TM 8-15 ▪ Objective: Four Sides to a Square TM 8-17 ▪ Method: Use Discussion Book pgs. 28-29, straight objects such as: pencils, forks, straws, etc ▪ TLW use four shapes to make a square. ▪ TLW understand that a square is a special arrangement of four.	▪ Ms. S brings a game. Play Mystery Sounds Game or other phonological game. ▪ (See Phonological Games). ▪ TLW match the correct letter sound item with correct Letter Puppet. ▪ Read: **I See Rain** TM 74	▪ Match the Number TM 8-13 ▪ Use: Cards with numbers 1-4 (blackline master), counters (10 per child) ▪ Method: Each child selects a number card and places that number of counters next to the card. ▪ TLW also arrange their cards and groups in counting order.
THURSDAY	▪ Morning Song, Pledge, Calendar, Weather ▪ Introduce Sight Words: ***will, it, am*** (birthdates) ▪ Morning Message – Look for Sight Words. ▪ **Review REBUS Pictures: I Measure.** ▪ Read Word Wall. ▪ Sing Secret Stories: Songs # 1 and 2.	▪ Ms. S's Song LP CD #19 ▪ Ms. S's friend, Ms. W brings a Health and Safety Mini Story Card # 20. TM 63 ▪ Read: Walking with Wolfie ▪ TLW learn animal safety rules. ▪ Play: What's My Pet? TM 63 ▪ TLW blend and segment onsets and rimes ▪ Nursery Rhyme: Doggie in the Window.	▪ Math Poster # 21 TM 8-15 ▪ Objective: Find One, Two, Three, Four TM 8-18 ▪ Method: Use Mix and Match Number Magnets. Turn magnets over. ▪ TLW choose and turn over a magnet. TLW find and identify things in the room in groups of that number. Ex. 4 – four legs on a chair 3- three computers	▪ Ms S's Meeting and Greeting Card TM 78 ▪ TLW identify letter, identify words that begin with the /t/ sound. ▪ Revisit a Rebus TM 77 ▪ Read: **I See Rain.** ▪ TLW concentrate on a specific skill chosen by the teacher: everyday words, periods, exclamation marks, etc.	▪ Magnet Sort TM 8-21 ▪ Use: Mix and Match Number Magnets (remove 5's) ▪ TLW sort dot arrangements, pictures, and number symbols into their number groups. ▪ TLW reinforce their recognition of numbers and their counting skills.
FRIDAY	▪ Morning Song, Pledge, Calendar, Weather ▪ Introduce Sight Words: ***will, it, am*** (birthdates) ▪ Morning Message – Look for Sight Words. ▪ **Review REBUS Pictures: My Dinosaur.** ▪ Read Word Wall. ▪ Sing Secret Stories: Songs # 1 and 2.	▪ Ms. S's Song LP CD # 19 ▪ Ms. S brings a story. ▪ Read: Harry The Dirty Dog ▪ Objective: Enjoy a story about a dog that did not want a bath. ▪ Method: Discuss taking care of pets to keep them healthy. ▪ May also be viewed on Discovery United Streaming	▪ Math Posters # 21 TM 8-15 ▪ Objective: Introducing the Part-Part-Total Idea ▪ Method: Dinosaur Dominoes (totally up to four) ▪ TLW use their domino cards to count _+_ = _. Two dinosaurs and two dinosaurs makes four dinosaurs. ▪ Introduce plus and equals if students are ready.	▪ Ms. S brings a game. ▪ Play Letter Monster Game or other phonological game. (See Phonological Games) TLW predict if the Monster will eat the picture card or spit it out, phonological awareness. Read: **I See Rain** TM 74	▪ Play Chutes and Ladders or Connect Four ▪ Instruct two separate groups in the games procedures and rules. ▪ TLW practice counting skills while counting dot arrangements and counting moves.

Key: TLW – The Learner Will TM – Teacher's Manual