|  |
| --- |
| **Burgundy Pod Lesson Plans Week of October 30- November 3** |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **7:45-8:15****Morning Work, Attendance, Lunch Count** | BreakfastMorning Read: **A Pumpkin Tale**Students will work quietly at their seats after breakfast | BreakfastMorning Read: **Pete the Cat: Trick or Pete**Students will work quietly at their seats after breakfast. | BreakfastMorning Read: **Cloudy With A Chance of Meatballs**Students will work quietly at their seats after breakfast. | BreakfastMorning Read: **Thundercake**Students will work quietly at their seats after breakfast. | BreakfastMorning Read: **Weather Words & What They Mean**Students will work quietly at their seats after breakfast |
| **8:15-9:10**Calendar Math/Math | * Math Calendar: Month, days of the week, date, weather, number of school days, place value chains, daily depositors, CGI question
* Eureka Math: Module 2 Lessons 1-5
 |
| **9:10-9:30**  | **Cooperative Play** |
| **9:30 – 10:05**Familiar Reading/Shared Reading | * Familiar Reading: Students will practice independent reading from “Familiar Reading” tubs containing ABC chart and previously learned poems and books
* Shared Reading/Projectable Book on Smart Board: Big Book Title**: What Will The Weather Be Today?**

Poem***: Scarecrow***Talk about front cover, back cover, and title page of a book; roles of author and illustrator, where to begin reading, left to right, etc. |
| **10:05-10:30**Phonics**Sight Words:****that, you** | Phonetic Connections:Purple Packet:Lesson 3 Day 1  | Phonetic Connections:Purple Packet:Lesson 3 Day 2 | Phonetic Connections:Purple Packet:Lesson 3 Day 3 | Phonetic Connections:Purple Packet:Lesson 3 Day 4 | Phonetic Connections:Purple Packet:Lesson 3 Day 5 |
| **10:35-11:20**Lunch/Recess | Please take students to the lunchroom and stay with them until each one has gone through the lunch line. Pick them up from the playground at 11:20. |
| **11:20-12:20**Guided Reading Groups and Learning Stations | * Assisted/Guided Reading Groups and Learning Stations: (Introduce one center daily and discuss rules and procedures of operating that center; practice using that center). Students participate in learning centers/stations while the teacher works with small groups of students. Students will refer to the “Learning Stations” chart on the wall to see where they need to be each day. Center rotations will progress in order.
 |
| **12:20-12:35** Read Aloud/Unit | **There Was An Old Lady Who Swallowed A Bat**Candy Corn Craft | Jack-O-Lantern Craft/ Classroom Party | **Magic School Bus Inside A Hurricane**Weather Book | **What Will The Weather Be?**Favorite Weather Anchor Chart | **Brainpop Jr: Seasons**Four Seasons Pie Chart |
| **12:35-1:15**Model Writing/Writing | That is my… | That is the... | You can… | Can you… | Movie |
| **1:15-1:45**Rest Time | **Rest Time** |
| **1:50-2:30**Special Class |  |  |  |  |  |
| **2:30-2:40**Snack & Pack-Up | Students will have snack (if provided) and pack-up their belongings to go home. The teacher will fill in students’ calendars in back of blue folders. |
| **2:40-3:00**Dismissal | Students will prepare to go home. |