

	Calendar/IR/# Corner	Shared Reading/PSW	Math Unit 4, Module 3
Monday	<p><b># Corner</b> Update calendar, links/dots, and cube collection. Building and writing combinations of ten.</p> <p><b><u>Froggy Gets Dressed</u></b> Engaging in classroom literacy stations. Letter assessments.</p>	<p><b>OG: Sand trays. Vowel intensive.</b></p> <p><b>PWS: Unit 2, Lesson 6, Day 1.</b></p> <p><b><u>The Snowy Day</u></b> <b>Using pictures in a book to tell the story. Sequencing.</b></p>	<p><b><u>Session 1</u> Longer, Shorter, or the Same?</b></p> <p>Students compare the lengths of different pieces of ribbon, yarn, or string, measure the lengths with Unifix cubes, and record the results. The teacher demonstrates the writing and reading of a comparative expression (<math>&lt;</math>, <math>&gt;</math>, <math>=</math>).</p>
Tuesday	<p><b># Corner</b> Update calendar, links/dots, and cube collection. Playing, "Different Combinations, Same Total."</p> <p><b><u>Snowmen at Night</u></b> Begin letter-sound assessments.</p>	<p><b>OG: 3-Part Drill.</b></p> <p><b>PWS: Unit 2, Lesson 6, Day 1.</b> Decodable book.</p> <p><b><u>On the Go</u></b> <b>Using pictures in a book to tell the story.</b></p>	<p><b><u>Session 2</u> How Long?</b></p> <p>Students cut a piece of string to approximate the length of an object (scarf) and compare the string to the object. Students post their strings on a chart to show if it is <i>longer than</i>, <i>shorter than</i>, or <i>the same as</i> the object.</p>
Wednesday	<p><b># Corner</b> Update calendar, links/dots, and cube collection. Comparing numbers (<math>&lt;</math>, <math>&gt;</math>). Comparison wkst.</p> <p><b><u>Snowmen All Year</u></b> Engaging in classroom literacy work. Guided reading groups.</p>	<p><b>OG: Sand trays. Vowel intensive.</b></p> <p><b>PWS: HFW tap it, map it, write it.</b></p> <p><b><u>On the Go</u></b> <b>Using pictures in a book to tell the story.</b></p>	<p><b><u>Session 3</u> Animal Paths</b></p> <p>Students compare two taped paths on the floor and discuss how they can tell which is longer. They measure the paths with heel-to-toe steps and compare and record the results.</p>
Thursday	<p><b># Corner</b> Update calendar, links/dots, and cube collection. Weekly collection totals. Showing our predictions with writing, pictures, and/or numbers.</p> <p><b><u>Mary Had a Little Snow Plow</u></b> Guided reading groups.</p>	<p><b>OG: 3-Part Drill.</b></p> <p><b>PWS: Unit 2, Lesson 6, Day 2.</b> Decodable book.</p> <p><b><u>Mondo</u></b> <b>Using pictures in a book to tell the story.</b></p>	<p><b><u>Session 4</u> Compare, Spin, &amp; Win</b></p> <p>The teacher and students measure classroom objects with craft sticks. They compare their lengths and spin a Length Comparison Spinner to determine who gets a point.</p>
Friday	<p>NO SCHOOL~ Teacher In-Service Day</p>	<p>NO SCHOOL~ Teacher In-Service Day</p>	<p>NO SCHOOL~ Teacher In-Service Day</p>

Stations	Social Studies	Science	Notes
1. Guided Reading 2. Read to Self 3. iPads 4. Phonics	<b>History</b>  Winter landscape “snowball” story problems.	<b>Mystery Science:</b> Sunlight and Warmth: Sunlight, Warming, & Engineering.	<b>9:50-10:20 Music Class</b>  <b>2:10-2:40 Library</b>
1. Guided Reading <i>(word chains mat)</i> 2. Mrs. Thiel 3. iPads 4. Phonics	<b>History</b>  Snowflake CVC words.	<b>Mystery Science:</b>  States of matter: Solid, liquid, gas.	<b>9:50-10:20 Art Class</b>  <b>11:20-12:05 Gym</b>
1. Teacher <i>(blend/write)</i> 2. Read to Self 3. iPads 4. Phonics games	<b>History</b>  Read the room -at words.	<b>Mystery Science:</b>  States of matter: Solid, liquid, gas. Ice cube melting experiment.	<b>9:50-10:20 Music Class</b>
1. Teacher <i>(progress monitoring)</i> 2. Read to Self 3. iPads 4. Phonics games	<b>History</b>  Snowman labels and sentence writing.	<b>Mystery Science:</b>  States of matter: Solid, liquid, gas Winter pocket chart sentences.	<b>9:50-10:20 Guidance Counselor</b>  <b>11:15-12:00 Gym</b>
NO SCHOOL~ Teacher In-Service Day	NO SCHOOL~ Teacher In-Service Day	NO SCHOOL~ Teacher In-Service Day	NO SCHOOL~ Teacher In-Service Day