

Week 1: August 29 – September 2

***The lessons are listed for each week. If there are not enough lessons for each day, you are welcome to spend longer on lessons or do teacher directed activities on those days.
 ***Check Istation frequently; some concepts may need to be introduced sooner. Students may be tested on certain concepts on Istation before they are introduced in the curriculum.

Math Expressions Teacher Directed Week: Rules and Procedures					
Math Interventions	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Journeys ELA Teacher Directed Week: Rules and Procedures	<ul style="list-style-type: none"> • Ideas in addition to rules and procedures: <ul style="list-style-type: none"> - How to use scissors - How to use glue - Holding a pencil - How to trace - Different kind of lines (curvy, zig-zag, diagonal, horizontal, vertical) - Get to know you activities - Identify Colors 				
Reading Interventions	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Mystery Science	“How do germs get inside of your body?”; Mini Lesson “How does hand sanitizer kill germs?”				

Week 2: September 5 – September 9

<p>Math Expressions</p> <p>Unit 1</p> <p>Understand Numbers 1-10</p> <p>Big Idea 1: Counting and Cardinality 1-5</p> <p>Lessons: 1, 2</p>	<p><u>Math Routines:</u></p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U1, QP2-U2 for instructions) – number parade 1-10, show fingers 1-10, number cards 1-5 in order, creative movement and sounds for numbers 1-5 in order: Animals • Daily Routines (teacher’s manual p. DR1-U1) – use the 120 poster, counting tens and ones flip chart, giant number cards <p><u>Lesson 1: Introduce number counting routines</u> (wk pgs. 3-4)</p> <ul style="list-style-type: none"> • Activity 1: <i>Anno’s Counting Book</i>: Real- World math connections with numbers 1-4 • Activity 2: Introduce Quick Practice Routines– see above <p><u>Lesson 2: Relate Objects and Numbers Through 5</u> (wk pgs. 7-8)</p> <ul style="list-style-type: none"> • Students will be using manipulatives to practice counting, number identification, different arrangements of a number, etc. <ul style="list-style-type: none"> - Materials: Use counting mat/tray, number tiles 1-5, square tiles 				
<p>Math Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Journeys ELA</p> <p>Welcome to Kindergarten: Week 1</p>	<p><u>Introduce the Key Kindergarten Skills:</u></p> <ul style="list-style-type: none"> • Listen to a rhyme • Letter Names: Aa - Ee • Writing Letters: Aa - Ee • Recite/sing alphabet song • Concepts of Print: Recognizing names, distinguishing letters and numbers, book handling, environmental print • Phonological Awareness: rhyming words, blend syllables • Identify Colors <p>Materials used this week: Big Book <i>A Journey in Songs and Rhymes</i>; <i>A Journey from A to Z</i>; Reader’s Notebook Volume 1 pages: WTK 1 – WTK 5</p>				
<p>Reading Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Mystery Science</p>					

Week 3: September 12 – September 16

<p>Math Expressions</p> <p>Unit 1</p> <p>Understand Numbers 1-10</p> <p>Big Idea 1: Counting and Cardinality 1-5</p> <p>Lessons: 3, 4, 5</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U1, QP2-U2 for instructions) – number parade 1-10, show fingers 1-10, number cards 1-5 in order, creative movement and sounds for numbers 1-5 in order: Animals • Daily Routines (teacher’s manual p. DR1-U1) – use the 120 poster, counting tens and ones flip chart, giant number cards <p>Lesson 3: Draw Scenes of 2 and 3 (wk pgs. 11, 12)</p> <ul style="list-style-type: none"> • Activity 1: <i>Anno’s Counting Book</i>: Real- World math connections with numbers 1-4 • Activity 2: Draw Scenes to show groups of 2 and groups of 3 <p>Lesson 4: Counting and Cardinality 1- 5 (wk pgs. 13, 14)</p> <ul style="list-style-type: none"> • Activity 1: Understand Groups of 2 and 3 • Activity 2: Counting Mat Activities for Numbers 1-5 • Activity 3: Practice Numbers 1-10 <p>Lesson 5: Counting and Cardinality Through 5 (wk pgs. 15, 16)</p> <ul style="list-style-type: none"> • Activity 1: Counting Mat Activities for Numbers 1-5 • Activity 2: Draw Groups of 4 and 5 				
<p>Math Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Journeys ELA</p> <p>Welcome to Kindergarten: Week 2</p>	<p>Introduce the Key Kindergarten Skills:</p> <ul style="list-style-type: none"> • Listen to a rhyme • Letter Names: Ff – Jj • Writing Letters: Ff – Jj • Recite/sing alphabet song • Concepts of Print: Book handling, distinguish letters and numbers, environmental print, recognize first and last names • Phonological Awareness: rhyming words, blend and segment syllables <p>Materials used this week: Big Book A Journey in Songs and Rhymes; <i>A Journey from A to Z</i>; Reader’s Notebook Volume 1 pages: WTK 6 - WTK 10</p>				
<p>Reading Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Mystery Science</p>					

Week 4: September 19 – September 23

<p>Math Expressions</p> <p>Unit 1</p> <p>Understand Numbers 1-10</p> <p>Big Idea 1: Counting and Cardinality 1-5</p> <p>Big Idea 2: Adding, Subtracting, and Comparing Through 5</p> <p>Lessons: 6, 7, 8, 9</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U1, QP2-U2 for instructions) – number parade 1-10, show fingers 1-10, number cards 1-5 in order and random order (dot side), creative movement and sounds for numbers 1-5 in order: Animals • Daily Routines (teacher’s manual p. DR1-U1) – use the 120 poster, counting tens and ones flip chart, giant number cards <p>Lesson 6: Scenes and Visual Imagery (wk pgs. 17, 18)</p> <ul style="list-style-type: none"> • Activity 1: Understand Groups of 4 and 5 • Activity 2: Numbers of Objects <p>Lesson 7: Introduce Adding and Subtracting with Squares (wk pgs. 19, 20)</p> <ul style="list-style-type: none"> • Activity 1: Counting Mat Activities and Introduction to Adding and Subtracting • Activity 2: More Practice of Numbers 1-10 <p>Lesson 8: Circles (wk pgs. 23, 24)</p> <ul style="list-style-type: none"> • Activity 1-3: Describe circles, draw circles, and add and Subtract <p>Lesson 9: Introduce Comparing (wk pgs. 27, 28)</p> <ul style="list-style-type: none"> • Activity: Counting Mat Activities for Numbers 1-5 and Comparing 				
<p>Math Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 1</p> <p>Lesson: 1</p> <p>Theme: Families</p>	<ul style="list-style-type: none"> • Essential Question: What is the same about all families? • Read aloud/Big books: <i>Building With Dad; What Makes a Family; Poems About Families</i> • Student Book Stories/Decodable Readers: “See What We Can Do” (p. 10-13), “We Can Make It” (p. 14-17) • Letter(s): Kk- Oo • High Frequency Word(s): I • Phonemic Awareness: Rhyming • Writing Focus: Writing your name • Grammar: Nouns for People • Vocabulary: cranes, crew, gleaming, mechanic, outlining, solid <p>Materials used this week: Book: <i>A Journey from A to Z</i>, Flip chart pgs. 3–8; Reader’s Notebook Volume 1, pages: 1-8</p>				
<p>Reading Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Mystery Science</p>	<p>“Why do family members look alike?”; “What’s the biggest excavator?” “How can you knock down a wall made of concrete?”</p>				

Week 5: September 26 – September 30

<p>Math Expressions</p> <p>Unit 1</p> <p>Understand Numbers 1-10</p> <p>Big Idea 2: Adding, Subtracting, and Comparing Through 5</p> <p>Big Idea 3: Show Numbers 1 Through 10</p> <p>Lessons: 10, 11, 12, 13</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U1, QP2-U2 for instructions) – number parade 1-10, show fingers 1-10, number cards 1-5 in random order (dot side), creative movement and sounds for numbers 1-5 in order: Animals • Daily Routines (teacher’s manual p. DR1-U1) – use the 120 poster, counting tens and ones flip chart, giant number cards <p>Lesson 10: Identify Squares and Rectangles (wk pgs. 31-32) Activity 1: Attributes of Rectangles – sides, corners/vertices, positional words Activity 2: Describe Squares – compare squares to rectangles, positional words Activity 3: Classify Shapes by attributes</p> <p>Lesson 11: Count from 1-10 (wk pgs. 33-34) Activity 1: <i>Anno’s Counting Book</i>: Real-World Math Connections with Numbers 6-10 Activity 2: Counting Mat Activities for Numbers 1-10 and Comparing Activity 3: More Practice of Numbers 1-10</p> <p>Lesson 12: Objects and Numbers Through 10 (wk pgs. 37-38) Activity 1: Counting Mat Activities 1-10 and Comparing Activity 2: Write the Numbers 1, 2, and 3</p> <p>Lesson 13: Practice Numbers 1-10 (wk pgs. 39-40) Activity 1: Counting Mat Activities 1-10 and Comparing Activity 2: Count Quantities in Groups</p>					
<p>Math Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	
<p>Journeys ELA</p> <p>Unit: 1</p> <p>Lesson: 2</p> <p>Theme: Going to School</p>	<ul style="list-style-type: none"> • Essential Question: Why do we have rules at school? • Read aloud/Big books: <i>Friends at School</i>; <i>How Do Dinosaurs Go to School</i>; <i>My School Bus</i> • Student Book Stories/Decodable Readers: <i>We Go to School</i> (p. 20-23), <i>I Like</i> (p. 24-27) • Letter(s): Pp - Tt • High Frequency Word(s): like • Phonemic Awareness: beginning sounds • Writing Focus: Writing labels • Grammar: Nouns for places • Vocabulary: busy, company, container, job, scoop, tortoises <p>Materials used this week: Book: <i>A Journey from A to Z</i>; Flip chart pages 9–14; Reader’s Notebook Volume 1, pages: 9-16</p>					
<p>Reading Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	
<p>Mystery Science</p>						

Week 6: October 3 – October 7

<p>Math Expressions</p> <p>Unit 1</p> <p>Understand Numbers 1-10</p> <p>Big Idea 3: Show Numbers 1 Through 10</p> <p>Big Idea 4: Practice Numbers 1 Through 10</p> <p>Lessons: 14, 15, 16</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U1, QP2-U2 for instructions) – number parade 1-10, show fingers 1-10, number cards 1-5 in random order (dot side), creative movement and sounds for numbers 1-5 in order: Animals • Daily Routines (teacher’s manual p. DR1-U1) – use the 120 poster, counting tens and ones flip chart, giant number cards <p>Lesson 14: Numbers of Objects in a Group (wk pgs. 41-44) Activity 1: Write, Draw, and Count with the Number 4 Activity 2: Add and Subtract – Adding and subtracting with fingers and pictures</p> <p>Lesson 15: Objects and Numbers Through 10 (wk pgs. 47-48) Activity 1: Counting Mat Activities 1-10 and Comparing Activity 2: Visualize Different Groups of a Number – Identify groups of objects that match a number</p> <p>Lesson 16: Practice Number of Objects in a Group Activity 1: Writing the Number 5 Activity 2: Extra Practice – Counting and identifying the number of objects (one-to-one correspondence)</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 1</p> <p>Lesson: 3</p> <p>Theme: Pets</p>	<ul style="list-style-type: none"> • Essential Question: Why do people have to take care of their pets? • Read aloud/Big books: <i>I Have a Pet!</i>; <i>Please, Puppy, Please</i>; <i>Different Kinds of Dogs</i> • Student Book Stories/Decodable Readers: <i>Baby Bear’s Family</i> (p. 30 – 33); <i>The Party</i> (p. 34 – 37) • Letter(s): Uu - Zz • High Frequency Word(s): the • Phonemic Awareness: beginning sounds, words in oral sentences • Writing Focus: writing a caption • Grammar: Nouns for animals and things • Vocabulary: cooperate, curious, interesting, slimy, smooth, vet <p>Materials used this week: Book: <i>A Journey From A to Z</i>; Flip Chart pages 15 – 20; Reader’s Notebook Volume 1, pages: 17-25</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>Mini Lesson “Why do cats purr?”</p>				

Week 7: October 10 – October 14

<p>Math Expressions</p> <p>Unit 1</p> <p>Understand Numbers 1-10</p> <p>Big Idea 4: Practice Numbers 1 Through 10</p> <p>Lessons: 17, 18, Review/Test, Performance Task</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U1, QP2-U2 for instructions) – number parade 1-10, show fingers 1-10, number cards 1-5 in random order (numeral and dot side), creative movement and sounds for numbers 1-5 in order: Animals • Daily Routines (teacher’s manual p. DR1-U1) – use the 120 poster, counting tens and ones flip chart, giant number cards <p>Lesson 17: More Objects and Numbers Through 10 (wk pgs. 49-50) Activity 1: Counting Mat Activities for Numbers 6-10 and Comparing Activity 2: Learn to Make Dot-to-Dot Pictures – Practice number sequence</p> <p>Lesson 18: Focus on Mathematical Practices (wk pgs. 51-52) Activity 1: Shapes and the Museum – Identify shapes in the real world based on the shapes attributes. Activity 2: Make a Model/Use Reasoning – Drawing shapes according to relative position words Activity 3: Establish a Position – Explaining if a statement is true or false using accurate words, facts, and symbols to support students’ explanations/use math vocabulary</p> <p>*Unit 1 Review/Test (wk pgs. 53-56) *Performance Task (wk pgs. 57-58)</p>				
<p>Math Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Journeys ELA</p> <p>Unit: 1</p> <p>Lesson: 4</p> <p>Theme: Jobs</p>	<ul style="list-style-type: none"> • Essential Question: What kinds of work do people do? • Read aloud/Big books: <i>Pizza at Sally’s; Everybody Works; The Elves and the Shoemaker; The Lion and the Mouse</i> • Student Book Stories/Decodable Readers: <i>Mm</i> (p. 40 – 43); <i>I Like Mm</i> (p. 44 – 47) • Letter(s) and Sound(s): Mm • High Frequency Word(s): and • Phonemic Awareness: beginning sounds, words in oral sentences • Writing Focus: dictate, write, and copy a sentence • Grammar: action verbs in the present tense • Vocabulary: customers, dough, famous, perfect, sprinkled, stretchy <p>Materials used this week: Flip chart pgs. 21-27; Reader’s Notebook Vol. 1, pgs. 26-30</p>				
<p>Reading Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Mystery Science</p>	<p>“How do bees make honey?”; Mini Lesson “Where does chocolate come from?”; “Why do builders need so many big machines?”; Mini Lesson “How is syrup made?”</p>				

Week 8: October 17 – October 21

<p>Math Expressions</p> <p>Unit 2 5-Groups in Numbers 6-10</p> <p>Big Idea 1: Using 5-Groups</p> <p>Lessons: 1, 2, 3</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB4-U2, MB5-U2, QP1-U2 for instructions) – Groups of 5 in Numbers 6-10 using fingers and the number parade, giant number cards 6-10 in order, creative movements and sounds for numbers 6-10 in order: musical instruments • Daily Routines (teacher’s manual p. DR2-U2) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Card 100 <p>Lesson 1: Find Numbers 1-10: Neighborhood Scene (wk pgs. 61-62) Activity 1: Look for Numbers 1-10; Explore 5-Groups Activity 2: <i>Anno’s Counting Book</i>: Find Numbers 6-10 in Real-World Pictures – Use the 5 groups to help students count and find groups of 6 through 10 Activity 3: Quick Practices Routines: Counting Groups of 1-5 – These will help students become faster and more accurate with concepts and skills</p> <p>Lesson 2: Relate Objects and Numbers 6-10 (wk pgs. 65-66) Activity 1: Counting Mat Activities with 5-Groups Activity 2: Show 5-Groups</p> <p>Lesson 3: Family Math Stories (wk pgs. 67-68) Activity 1: Act Out Addition and Subtraction Activity 2: Groups of 6 Through 10–Changing the arrangement doesn’t change the quantity</p>				
<p>Math Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 1 Lesson: 5</p> <p>Theme: Helping</p>	<ul style="list-style-type: none"> • Essential Question: How do tools help us do things with our hands? • Read aloud/Big books: <i>The Little Red Hen</i>; <i>The Handiest Things in the World</i>; <i>Stone Soup</i> • Student Book Stories/Decodable Readers: <i>Ss</i> (p. 50 – 53); <i>I Like Ss</i> (p. 54 – 57) • Letter(s) and Sound(s): Ss • High Frequency Word(s): Review: I, like, the, and • Phonemic Awareness: beginning sounds, words in oral sentences • Writing Focus: class story using a graphic organizer • Grammar: action verbs in the present tense • Vocabulary: admired, delicious, delight, doubt, fable, sigh <p>Materials used this week: Flip chart pgs. 28-34; Reader’s Notebook Vol. 1, pgs. 31-38</p>				
<p>Reading Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Mystery Science</p>	<p>Mini Lesson “Why are pumpkins so popular every fall?”</p>				

Week 9: October 24 – October 28

<p>Math Expressions</p> <p>Unit 2 5-Groups in Numbers 6-10</p> <p>Big Idea 1: Using 5-Groups</p> <p>Big Idea 2: Addition and Subtraction Stories</p> <p>Lessons: 4, 5, 6, 7</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB4-U2, MB5-U2, QP1-U2 for instructions) – Groups of 5 in Numbers 6-10 using fingers and the number parade, giant number cards 6-10 in order, creative movements and sounds for numbers 6-10 in order: musical instruments • Daily Routines (teacher’s manual p. DR2-U2) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Card 100 <p>Lesson 4: 5-Groups in Numbers 6-10 (wk pgs. 71-72) Activity: Counting Mat and Comparing Mat Activities Using 5-Groups – subitizing, counting extras for numbers 6-10.</p> <p>Lesson 5: Add and Subtract with Family Math Stories (wk pgs. 73-74) Activity 1: Act Out Addition and Subtraction Stories Activity 2: Writing the Number 6 – connecting numerals and objects</p> <p>Lesson 6: Addition and Subtraction Stories: Playground Scenario (wk pgs. 75-76) Activity 1: Use Addition and Subtraction to Tell Math Stories Activity 2: Order Numbers to Complete Dot-to-Dot Pictures</p> <p>Lesson 7: Numbers 6-10 (wk pgs. 79-80) Activity 1: Counting Mat Activities with 5-Groups Activity 2: Review Numbers– writing numerals</p>				
<p>Math Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 2 Lesson: 6</p> <p>Theme: Using Our Senses</p>	<ul style="list-style-type: none"> • Essential Question: How do our senses help us learn about the world? • Read aloud/Big books: <i>Listen, Listen; My Five Senses; Poems about Senses</i> • Student Book Stories/Decodable Readers: <i>Aa</i> (p. 60 – 63); <i>I See</i> (p. 64 – 67) • Letter(s) and Sound(s): Aa • High Frequency Word(s): see • Phonemic Awareness: blend onset and rime, vowels and consonants • Writing Focus: descriptive sentences • Grammar: sensory words • Vocabulary: drift, ripen, scurry, sizzle, whisper, whistle <p>Materials used this week: Flip chart pgs. 40-46; Reader’s Notebook Vol. 1, pgs. 39-43</p>				
<p>Reading Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Mystery Science</p>	<p>“Why do we have eyebrows?”; “Why do skeletons have so many bones?”; “What would happen if you didn’t have a skull?”; “How could you walk barefoot across hot pavement without burning your feet?”</p>				

Week 10: October 31 – November 4

<p>Math Expressions</p> <p>Unit 2 5-Groups in Numbers 6-10</p> <p>Big Idea 2: Addition and Subtraction Stories</p> <p>Big Idea 3: Practice Numbers 1 Through 10, the +1 Pattern</p> <p>Lessons: 8, 9, 10, 11</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB4-U2, MB5-U2, QP1-U2 for instructions) – Groups of 5 in Numbers 6-10 using fingers and the number parade, giant number cards 6-10 in order, creative movements and sounds for numbers 6-10 in order: musical instruments • *Lesson 11: say and show patterns in teen numbers with finger freezes, say numbers 11-20 in order • Daily Routines (teacher’s manual p. DR2-U2) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Card 100 <p>Lesson 8: Numbers 1-10 (wk pgs. 81-82) Activity 1: Write the Number 7 Activity 2: Order Numbers to Complete More Dot-to-Dot Pictures</p> <p>Lesson 9: Practice with 5-Groups (wk pgs. 83-84) Activity 1: Counting Mat Activities with 5-Groups and Activity 2: Practice Writing 6 and 7</p> <p>Lesson 10: Numbers 6, 7, and 8 (wk pgs. 85-86) Activity 1: Act Out and Tell Math Stories Activity 2: Write the Number 8 Activity 3: Quick Practice Routines: Numbers Through 20</p> <p>Lesson 11: Addition and Subtraction Stories: Garden Scenario (wk pgs. 87-88) Activity 1: Tell Stories for Addition, Subtraction, and Partners Activity 2: Write the Number 9</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 2 Lesson: 7</p> <p>Theme: Sounds and Language</p>	<ul style="list-style-type: none"> • Essential Question: How do animals communicate? How do people communicate? • Read aloud/Big books: <i>Amelia’s Show-and-Tell Fiesta</i>; <i>Mice Squeak, We Speak</i>; <i>The Fort Worth Zoo</i> • Student Book Stories/Decodable Readers: <i>Tt</i> (p. 70 – 73); <i>We Like Toys</i> (p. 74 – 77) • Letter(s) and Sound(s): Tt • High Frequency Word(s): we • Phonemic Awareness: blend onset and rime, segment onset and rime, read with expressions • Writing Focus: descriptive sentences • Grammar: sensory words • Vocabulary: foolish, frowns, ruffled, special, treasures, tropical <p>Materials used this week: Flip chart pgs. 47-53; Reader’s Notebook Vol. 1, pgs. 44-48</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>Mini Lesson “Can animals laugh?”; Mini Lesson “Why do owls say hoo?”; Lesson/Mini Lesson “How were emojis created?”</p>				

Week 11: November 7 – November 11

<p>Math Expressions</p> <p>Unit 2 5-Groups in Numbers 6-10</p> <p>Big Idea 3: Practice Numbers 1 Through 10, the +1 Pattern</p> <p>Lessons: 12, 13, 14</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB4-U2, MB5-U2, QP1-U2 for instructions) – Say and show patterns in teen numbers with finger freezes, say numbers 11 through 20 in order, creative movements and sounds for numbers 6-10 in order and random order: musical instruments • Daily Routines (teacher’s manual p. DR2-U2) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 12: Numbers 1 Through 10: The +1 Pattern (wk pgs. 89-90) Activity 1: Understand +1 Pattern Activity 2: Record the +1 Operation– Children use models and write equations for the first time</p> <p>Lesson 13: Identify Triangles (wk pgs. 93-94) Activity 1: Attributes of Triangles– Recognize shapes in the environment Activity 2: Classify Shapes</p> <p>Lesson 14: More Numbers 1 Through 10: The -1 Pattern (wk pgs. 95-96) Activity 1: See +1 Patterns in 1 Through 10 – Use subitizing to see a growing pattern Activity 2: Record the +1 Operation</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 2 Lesson: 8</p> <p>Theme: Ways to Move</p>	<ul style="list-style-type: none"> • Essential Question: Why do different animals move in different ways? • Read aloud/Big books: <i>Jonathan and His Mommy; Move!; The Hare and the Tortoise</i> • Student Book Stories/Decodable Readers: Cc (p. 80 – 83); I Can See (p. 84 – 87) • Letter(s) and Sound(s): Cc • High Frequency Word(s): a • Phonemic Awareness: blend onset and rime, segment onset and rime, read with expression • Writing Focus: captions • Grammar: adjectives for color • Vocabulary: backward, beat, leap, strange, wiggle, zigzag <p>Materials used this week: Flip chart pgs. 54-60; Reader’s Notebook Vol. 1, pgs. 49-53</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>Mini Lesson “What’s the fastest ocean animal?”; “Could a turtle live outside it’s shell?”</p>				

Week 12: November 14 – November 18

<p>Math Expressions</p> <p>Unit 2</p> <p>5-Groups in Numbers 6-10</p> <p>Big Idea 3: Practice Numbers 1 Through 10, the +1 Pattern</p> <p>Big Idea 4: Numbers 1 Through 10, the – Pattern</p> <p>Lessons: 15, 16</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB4-U2, MB5-U2, QP1-U2 for instructions) – Say and show patterns in teen numbers with finger freezes, say numbers 11 through 20 in order, creative movements and sounds for numbers 6-10 in order and random order: musical instruments • Daily Routines (teacher’s manual p. DR2-U2) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 15: Addition and Subtraction Stories: Family Experiences (wk pgs. 97-98)</p> <p>Activity 1: Act Out Addition and Subtraction Stories</p> <p>Activity 2: Review Numbers 1-9 and Writing 10– Use 5-Groups to help draw and recognize numbers</p> <p>Lesson 16: Numbers 1 Through 10: The -1 Pattern (wk pgs. 99-100)</p> <p>Activity 1: Understand -1 Number Pattern</p> <p>Activity 2: Use the Minus Sign– Introduce the subtraction sign and how it is used</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 2</p> <p>Lesson: 9</p> <p>Theme: Machines and Wheels</p>	<ul style="list-style-type: none"> • Essential Question: Why do people use wheels? • Read aloud/Big books: <i>Good Morning, Digger; What Do Wheels Do All Day?; Wheels Long Ago and Today</i> • Student Book Stories/Decodable Readers: <i>Pp</i> (p. 90 – 93); <i>I Like Animals</i> (p. 94 – 97) • Letter(s) and Sound(s): Pp • High Frequency Word(s): to • Phonemic Awareness: blend phonemes, reading rate • Writing Focus: descriptions • Grammar: adjectives for numbers • Vocabulary: early, weeds, welding, community, cement, vacant <p>Materials used this week: Flip chart pgs. 61-67; Reader’s Notebook Vol. 1, pgs. 54-58</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>“Why do builders need so many big machines?”; “What’s the red thing on a turkey?”; Mini Lesson “Why do people eat turkey on Thanksgiving?”</p>				

Week 13: November 28 – December 2

<p>Math Expressions</p> <p>Unit 2 5-Groups in Numbers 6-10</p> <p>Big Idea 4: Numbers 1 Through 10, the – Pattern</p> <p>Lessons: 17, 18, 19</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB4-U2, MB5-U2, QP1-U2 for instructions) – Say and show patterns in teen numbers with finger freezes, say numbers 11 through 20 in order, creative movements and sounds for numbers 6-10 in random order: musical instruments • Daily Routines (teacher’s manual p. DR2-U2) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 17: Identify Hexagons (wk pgs. 101-106) Activity 1: Attributes of Hexagons, Activity 2: Classify Shapes, and Activity 3: Describe Shape Position</p> <p>Lesson 18: Number Writing Practice (wk pgs. 107-108) Activity 1: Review Numbers and Practice Writing 8 and 9 Activity 2: Compare Numbers 6 and 9</p> <p>Lesson 19: More Numbers 1 Through 10: The -1 Pattern (wk pgs. 109-110) Activity 1: Note +1 and -1 Patterns in Numbers 1 Through 10 Activity 2: Understand -1 Activity 3: Order Numbers</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 2 Lesson: 10</p> <p>Theme: Using Shapes</p>	<ul style="list-style-type: none"> • Essential Question: What can we create with shapes? • Read aloud/Big books: David’s Drawings; Mouse Shapes; Signs and Shapes • Student Book Stories/Decodable Readers: <i>Mmmm, Good</i> (p. 100 – 103); <i>The Playground</i> (p. 104 – 107) • Letter(s) and Sound(s): Review: Mm, Ss, Aa, Tt, Cc, Pp • High Frequency Word(s): see, we, a, to • Phonemic Awareness: blend phonemes, read with expressions • Writing Focus: descriptions • Grammar: adjectives for size and shape • Vocabulary: add, fluffy, fresh, grinned, moment, shyly <p>Materials used this week: Flip chart pgs. 68- 74; Reader’s Notebook Vol. 1, pgs. 59- 62</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>					

Week 14: December 5 – December 9

<p>Math Expressions</p> <p>Unit 2 5-Groups in Numbers 6-10</p> <p>Big Idea 4: Numbers 1 Through 10, the – Pattern</p> <p>Lessons: 20, Unit 2 Review/Test, performance task</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB4-U2, MB5-U2, QP1-U2 for instructions) – Say and show patterns in teen numbers with finger freezes, say numbers 11 through 20 in order, creative movements and sounds for numbers 6-10 in random order: musical instruments • Daily Routines (teacher’s manual p. DR2-U2) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 20: Focus on Mathematical Practices (wk pgs. 111-112)</p> <p>Activity 1: Shapes in Our Community Activity 2: Use Reasoning Activity 3: Make Partner Models – create partners/check the work of others</p> <p>*Unit 2 Review/Test (wk pgs. 113-115) *Performance Task (wk pg. 116)</p>				
<p>Math Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Journeys ELA</p> <p>Unit: 3 Lesson: 11</p> <p>Theme: Seasons</p>	<ul style="list-style-type: none"> • Essential Question: How does the weather change in different months and seasons? • Read aloud/Big books: <i>Every Season; Jump Into January; Holidays All Year Long</i> • Student Book Stories/Decodable Readers: <i>Come and See Me</i> (p. 110 – 113); <i>Pam and Me</i> (p. 114 – 117) • Letter(s) and Sound(s): Aa • High Frequency Word(s): come, me • Phonemic Awareness: blend phonemes, blending words, building words • Writing Focus: writing story sentences • Grammar: sentence parts: subject • Vocabulary: bloom, speckled, peck, store, scatter, tracks <p>Materials used this week: Flip chart pgs. 3-9; Reader’s Notebook Vol. 1, pgs. 67-71</p>				
<p>Reading Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Mystery Science</p>	<p>“What will the weather be like on your birthday?”; “How can the sun tell you the season?”; “Why do birds lay eggs in the spring?”; “Why do leaves change color in the fall?”; Mini Lesson “Where do bugs go in winter?”</p>				

Week 15: December 12 – December 16

<p>Math Expressions</p> <p>Unit 2 5-Groups in Numbers 6-10</p> <p>Big Idea 4: Numbers 1 Through 10, the – Pattern</p> <p>Teacher Directed Week</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB4-U2, MB5-U2, QP1-U2 for instructions) – Say and show patterns in teen numbers with finger freezes, say numbers 11 through 20 in order, creative movements and sounds for numbers 6-10 in random order: musical instruments • Daily Routines (teacher’s manual p. DR2-U2) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p><u>Teacher Directed Week</u></p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Teacher Directed Week</p>	<p><u>Teacher Directed Week</u></p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>“Why is snow white?”; Mini Lesson “What’s the coldest temperature any animal could survive?”; Mini Lesson “What is the coldest place on earth?”</p>				

Week 16: January 2 – January 6

<p>Math Expressions</p> <p>Unit 3 Teen Numbers as Tens and Ones</p> <p>Big Idea 1: Partners of 5 & 6</p> <p>Lessons: 1, 2, 3, 4</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB5-U3, QP1-U3, and QP2-U3 for instructions) – Say and show patterns in teen numbers, say numbers 11 through 19 in order, creative movements and sounds for numbers 6-10 in random order: musical instruments • *Lesson 4: See, say, and show numbers 11-19 using giant numbers cards in order, fast fingers 6-10 to giant number cards in random order • Daily Routines (teacher’s manual p. DR1-U3) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 1: Numbers 1-10 and Math Stories: Park Scene (wk pgs. 121-122) Activity 1: Look for Numbers 1 Through 10 and Identify Partners Activity 2: Know the Count Sequence</p> <p>Lesson 2: Groups of 10 (wk pgs. 125-126) Activity 1: Introduce 10-Groups– Make a ten bug, Activity 2: Group 10 to Make a Teen Number, and Activity 3: Practice Grouping Ten</p> <p>Lesson 3: Explore Partners Through 6 (wk pgs. 129-130) Activity 1: Model Partners on the Counting Mat, Activity 2: Act It Out to Show Partners, and Activity 3: Quick Practice Routines: Numbers Through 19</p> <p>Lesson 4: Addition and Subtraction Stories: Park Scenes (wk pgs. 131-132) Activity 1: Solve Addition and Subtraction Stories Activity 2: Review Counting and Equations</p>				
<p>Math Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 3 Lesson: 12</p> <p>Theme: Weather</p>	<ul style="list-style-type: none"> • Essential Question: What do animals do when the weather changes? • Read aloud/Big books: <i>Storm is Coming!</i>; <i>Snow</i>; <i>How Water Changes</i> • Student Book Stories/Decodable Readers: <i>I Can Nap</i> (p. 120 – 123); <i>Tap with Me</i> (p. 124 – 127) • Letter(s) and Sound(s): Nn • High Frequency Word(s): with, my • Phonemic Awareness: blend phonemes, final sound, blend words, build words • Writing Focus: story sentences • Grammar: verb • Vocabulary: guarded, huddle, nodded, pasture, silent, stampede <p>Materials used this week: Flip chart pgs. 10-16; Reader’s Notebook Vol. 1, pgs. 72-76</p>				
<p>Reading Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Mystery Science</p>	<p>“How do you know what to wear for the weather?”; “Have you ever watched a storm?”; “How can you get ready for a storm?”; “How many different kinds of weather are there?”; “Why are some places always hot?”; “How is a rainbow made?” *More lessons at Mysteryscience.com</p>				

Week 17: January 9 – January 13

<p>Math Expressions</p> <p>Unit 3 Teen Numbers as Tens and Ones</p> <p>Big Idea 1: Partners of 5 & 6</p> <p>Lessons: 5, 6, 7, 8</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB5-U3, QP1-U3, and QP2-U3 for instructions) – See, say, and show numbers 11-19 using giant number cards in order, fast fingers 6-10 to giant number cards in random order • Daily Routines (teacher’s manual p. DR1-U3) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 5: More Groups of 10 (wk pgs. 137-138) Activity 1: Make Teen Numbers, Activity 2: Draw Numbers Using 5-Groups, and Activity 3: Make a Teen Number Display</p> <p>Lesson 6: Model Partners Through 6 with Counters (wk pgs. 141-142) Activity 1: Show All the Partners of 2 Through 6 Activity 2: Make More Teen Number Displays</p> <p>Lesson 7: More Addition and Subtraction Stories: Park Scene (wk pgs. 143-144) Activity 1: Addition and Subtraction Stories and Activity 2: Show Numbers Using 5-Groups</p> <p>Lesson 8: Show Tens and Ones (wk pgs. 145-146) Activity: Make a Teen Number with a Group of Ten</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 3 Lesson: 13</p> <p>Theme: Animal Bodies</p>	<ul style="list-style-type: none"> • Essential Question: How do animals use their different body parts? • Read aloud/Big books: <i>A Zebra’s World; What Do You Do with a Tail Like This?; Poems About Animals</i> • Student Book Stories/Decodable Readers: <i>What Can You See</i> (p. 130 – 133); <i>Fat Cat</i> (p. 134 – 137) • Letter(s) and Sound(s): Ff • High Frequency Word(s): you, what • Phonemic Awareness: blend phonemes, final sound, blend words, build words • Writing Focus: write about nature • Grammar: complete sentences • Vocabulary: daily, herd, muscles, pattern, several, usually <p>Materials used this week: Flip chart pgs. 17- 23; Reader’s Notebook Vol. 1, pgs. 77 -81</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>Mini Lesson “How do polar animals survive the cold?”; “Which animal has the biggest heart?”; “What is the most dangerous animal in the world?”; “Why do zebras have stripes?”; “Why do bears hibernate?”</p>				

Week 18: January 16 – January 20

<p>Math Expressions</p> <p>Unit 3 Teen Numbers as Tens and Ones</p> <p>Big Idea 1: Partners of 5 & 6</p> <p>Big Idea 2: Classifying</p> <p>Lessons: 9, 10, 11</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB5-U3, QP1-U3, and QP2-U3 for instructions) – See, say, and show numbers 11-19 using giant number cards in order, fast fingers 6-10 to giant number cards in random order • Daily Routines (teacher’s manual p. DR1-U3) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 9: Make New Shapes (wk pgs. 147-150) Activity 1: Build Rectangles and Other Shapes Activity 2: Combine Shapes to Make Other Shapes</p> <p>Lesson 10: Explore Classifying (wk pgs. 153-154) Activity 1: Sort Shapes and Picture – Use the same objects to show that objects can be sorted in different ways Activity 2: Sort Objects</p> <p>Lesson 11: Practice Addition and Subtraction Stories: Park Scene (wk pgs. 157-158) Activity 1: Addition and Subtraction Story Problems Activity 2: Use 5-Groups to Show Numbers</p>				
<p>Math Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 3 Lesson: 14</p> <p>Theme: Animal Homes</p>	<ul style="list-style-type: none"> • Essential Question: Where do different animals make their homes? • Read aloud/Big books: <i>Home for a Tiger, Home for a Bear; Turtle Splash!; Where Animals Live</i> • Student Book Stories/Decodable Readers: <i>What Now?</i> (p. 140 – 143); <i>At Bat</i> (p. 144 – 147) • Letter(s) and Sound(s): Bb • High Frequency Word(s): are, now • Phonemic Awareness: blend phonemes, middle sound, blend words, build words • Writing Focus: write about animals • Grammar: verbs in the past tense • Vocabulary: classify and categorize number words <p>Materials used this week: Flip chart pgs. 24- 30; Reader’s Notebook Vol. 1, pgs. 82-86</p>				
<p>Reading Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Mystery Science</p>	<p>“Where do animals live?”; “How can you find animals in the woods?”; “How do animals make their homes in the forest?”; “Why do animals come back after going to warm places in the winter?”</p>				

Week 19: January 23 – January 27

<p>Math Expressions</p> <p>Unit 3 Teen Numbers as Tens and Ones</p> <p>Big Idea 2: Classifying</p> <p>Big Idea 3: Tens in Teen Numbers</p> <p>Lessons: 12, 13</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB5-U3, QP1-U3, and QP2-U3 for instructions) – See, say, and show numbers 11-19 using giant number cards in order, fast fingers 6-10 to giant number cards in random order • Daily Routines (teacher’s manual p. DR1-U3) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 12: Practice Classifying/Review (wk pgs. 163-164) Activity 1: Sort More Shapes and Pictures Activity 2: Draw a Vertical 5-Group and Choose = or not equal Activity 3: Define Sorting and Identify Ways to Sort</p> <p>Lesson 13: Build Teen Numbers/Review 5-Groups and Number Sense (wk pgs. 165-166) Activity 1: Practice with 5-Groups Activity 2: Make Teen Numbers with Groups of Ten</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 3 Lesson: 15</p> <p>Theme: Up in the Sky</p>	<ul style="list-style-type: none"> • Essential Question: What can we see in the sky? • Read aloud/Big books: <i>How Many Stars in the Sky?</i>; <i>What a Beautiful Sky!</i>; <i>What Will the Weather Be Like?</i> • Student Book Stories/Decodable Readers: <i>Pam Cat</i> (p. 150 – 153); <i>Come with Me</i> (p. 154 – 157) • Letter(s) and Sound(s): Review: Aa, Bb, Nn, Ff • High Frequency Word(s): come, me, with, my, you, what, are, now • Phonemic Awareness: blend phonemes, middle sound, build words, long a sound • Writing Focus: Narrative story writing project • Grammar: statements • Vocabulary: dazzling, distance, gazing, leaned, planet, tunnel <p>Materials used this week: Flip chart pgs. 31-37; Reader’s Notebook Vol. 1, pgs. 87-94</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>“Why do stars come out at night?”; “Why do the stars change with the seasons?”; Mini Lesson “Has a shooting star ever landed on someone?”; “Why can’t airplanes fly to space?”</p>				

Week 20: January 30 – February 2

<p>Math Expressions</p> <p>Unit 3</p> <p>Teen Numbers as Tens and Ones</p> <p>Big Idea 3: Tens in Teen Numbers</p> <p>Lessons: 14, 15, 16, 17</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB5-U3, QP1-U3, and QP2-U3 for instructions) – See, say, and show numbers 11-19 using giant number cards in order, fast fingers 6-10 to giant number cards in random order • Lessons 16 and 17: +1 in Addition Stories • Daily Routines (teacher’s manual p. DR1-U3) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 14: Practice with 5-Groups/Review (wk pgs. 167-168) Activity: Record 5-Groups and = or not equal</p> <p>Lesson 15: Tens in Teens (wk pgs. 171-172) Activity 1: See Tens in Teens, Activity 2: Make Teen Drawings for Room Display, and Activity 3: Practice Game: Partner and Finger Freeze</p> <p>Lesson 16: Stories and Partners (wk pgs. 173-174) Activity 1: Solve Addition and Subtraction Stories Activity 2: Practice Game: Partners for 6 and 7</p> <p>Lesson 17: Practice with Partners (wk pgs. 175-176) Activity 1: Show All the Partners for 2 Through 7 Activity 2: Practice Game: Partner and Finger Freeze</p>				
<p>Math Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 4</p> <p>Lesson: 16</p> <p>Theme:</p> <p>Testing Ideas</p>	<ul style="list-style-type: none"> • Essential Question: What kinds of things do scientists study? • Read aloud/Big books: <i>Dear Mr. Blueberry</i>; <i>What is Science?</i>; <i>Benjamin Franklin, Inventor</i> • Student Book Stories/Decodable Readers: <i>What Is It?</i> (p. 14 – 19); <i>Fit in My Cab</i> (p. 20 – 25) • Letter(s) and Sound(s): li • High Frequency Word(s): is, of, many, how, so, where • Phonemic Awareness: blend phonemes, middle sound, long and short i • Writing Focus: write a message • Grammar: questions • Vocabulary: perhaps, pleased, pond, information, spurt, travel <p>Materials used this week: Flip chart pgs. 44–50; Reader’s Notebook Vol. 2, pgs. 1 - 6</p>				
<p>Reading Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Mystery Science</p>	<p>“Can animals really predict the weather?”; “Is it possible to become invisible?”; Mini Lesson “How do scientists learn about wild animals?”; Mini Lesson “What were the first computers like?”; “How are toys invented?”</p>				

Week 21: February 6 – February 10

<p>Math Expressions</p> <p>Unit 3</p> <p>Teen Numbers as Tens and Ones</p> <p>Big Idea 4: Build Teen Numbers</p> <p>Lessons: 18, 19, 20, 21</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB5-U3, QP1-U3, and QP2-U3 for instructions) – See, say, and show numbers 11-19 using giant number cards in random order, +1 in addition stories • Daily Routines (teacher’s manual p. DR1-U3) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>Lesson 18: Build Teen Numbers with Classroom Objects/Review (wk pgs. 179-180) Activity 1: Group Ten in a Teen Number and Activity 2: Record Partners for 5, 6, and 7</p> <p>Lesson 19: Show Teen Numbers with Classroom Objects/Review (wk pgs. 181-182) Activity 1: Group Ten in a Teen Number and Activity 2: Practice Game: Partner and Finger Freeze</p> <p>Lesson 20: Object Collections Teen Numbers (wk pgs. 183-184) Activity 1: Use Items to Make Teen Numbers and Activity 2: Practice Game: Partner and Finger Freeze</p> <p>Lesson 21: Focus on Mathematical Practices (Positional Words/Shapes) Activity 1: Find the Shapes in a Scene, Activity 2: Describe and Compare Shapes, and Activity 3: Describe the Position of Shapes (wk pgs. 185-186)</p>				
<p>Math Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Journeys ELA</p> <p>Unit: 4</p> <p>Lesson: 17</p> <p>Theme: Nature All Around</p>	<ul style="list-style-type: none"> • Essential Question: How do living things change as they grow? • Read aloud/Big books: <i>It Is the Wind; From Caterpillar to Butterfly; Anansi and Grasshopper</i> • Student Book Stories/Decodable Readers: <i>Can You Find It?</i> (p. 30 – 35); <i>Pam Pig</i> (p. 36 – 41) • Letter(s) and Sound(s): Gg • High Frequency Word(s): find, from, but, this, came, on • Phonemic Awareness: blend phonemes, segment phonemes, blend words, read with expression • Writing Focus: write a thank you note • Grammar: proper nouns for places, people, and pets • Vocabulary: creaks, hare, hinge, howling, path, sways <p>Materials used this week: Flip chart pgs. 51-57; Reader’s Notebook Vol. 2, pgs. 7-12</p>				
<p>Reading Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Mystery Science</p>	<p>“How do plants and trees grow?”; Mini Lessons: “Are butterflies the only animals that start out as caterpillars?”; “What’s worse: a hurricane or a tornado?”; “What makes hurricanes so dangerous?”</p>				

Week 22: February 13 – February 17

<p>Math Expressions</p> <p>Unit 3 Teen Numbers as Tens and Ones</p> <p>Big Idea 4: Build Teen Numbers Counting and Cardinality 1-5</p> <p>Lessons: Unit 3 Test/Review, Performance Task</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. MB5-U3, QP1-U3, and QP2-U3 for instructions) – See, say, and show numbers 11-19 using giant number cards in random order, +1 in addition stories • Daily Routines (teacher’s manual p. DR1-U3) – 120 poster, Counting Tens and Ones Flip Chart, Giant Number Cards, pointer, small sticky notes, and Giant Number Cards <p>*Unit 3 Review/Test (wk pgs. 187-189) *Performance Task (wk pgs. 191-192)</p>				
<p>Math Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 4 Lesson: 18</p> <p>Theme: Oceans and Waterways</p>	<ul style="list-style-type: none"> • Essential Question: In what ways is the Atlantic Ocean special? • Read aloud/Big books: <i>One-Dog Canoe; Atlantic; Poems About the Sea</i> • Student Book Stories/Decodable Readers: <i>Will It Be Big?</i> (p. 46 – 51); <i>Rip Is It</i> (p. 52 – 57) • Letter(s) and Sound(s): Rr • High Frequency Word(s): will, into, your, be, that, who • Phonemic Awareness: blend phonemes, segment phonemes, blend words • Writing Focus: write a letter • Grammar: verbs in the future tense • Vocabulary: canoe, drew, glided, paddle, peered, crew <p>Materials used this week: Flip chart pgs. 58-64; Reader’s Notebook Vol. 2, pgs. 13-18</p>				
<p>Reading Interventions</p>	<p><u>Monday</u></p>	<p><u>Tuesday</u></p>	<p><u>Wednesday</u></p>	<p><u>Thursday</u></p>	<p><u>Friday</u></p>
<p>Mystery Science</p>	<p>Mini Lessons: “What’s at the bottom of the ocean?”; “How deep does the ocean go?”; “Why is the ocean salty?”; Mini Lesson “How do jellyfish sting?”</p>				

Week 23: February 20 – February 24

<p>Math Expressions</p> <p>Unit 4 Partners, Problem Drawings, and Tens</p> <p>Big Idea 1: Story Problems and Equations</p> <p>Lessons: 1, 2, 3, 4</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U4, QP2-U4, QP3-U4 , and QP4-U4 for instructions) –See, say, and show numbers 11-19 using giant number cards in random order, +1 in addition stories, -1 in subtraction stories, partners of 4-7 with finger wiggles • Daily Routines (teacher’s manual p. DR1-U4, DR2-U4) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 1: Numbers 1-10 and Math Stories: Grocery Store Scenario (wk pgs. 195-196) Activity 1: Addition and Subtraction Story Problems, Activity 2: Sorting and Classifying, and Activity 3: Define Ways to Sort</p> <p>Lesson 2: Find Partners of 10 (wk pgs. 201-202) Activity 1: Practice Game: Unknown Partners Activity 2: Record Partners of 10</p> <p>Lesson 3: Teen Numbers and Equations (wk pgs. 205-206) Activity 1: Make Numbers 11-20, Activity 2: Model Teen Equations, and Activity 3: Practice with Teen Numbers and Equations</p> <p>Lesson 4: Addition and Subtraction Stories: Grocery Store Scenario (wk pgs. 207-208) Activity 1: Solve Addition and Subtraction Problems Activity 2: Record Partners of 10</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 4 Lesson: 19</p> <p>Theme: Outdoor Adventures</p>	<ul style="list-style-type: none"> • Essential Question: What kinds of things could happen on a hike? • Read aloud/Big books: <i>Nicky and the Rainy Day; Sheep Take a Hike; The Three Billy Goats Gruff</i> • Student Book Stories/Decodable Readers: <i>Go For It!</i> (p. 62 – 67); <i>D is for Dad</i> (p. 68 – 72) • Letter(s) and Sound(s): Dd • High Frequency Word(s): go, here, soon, for, they, up • Phonemic Awareness: blend phonemes, segment phonemes, blend words • Writing Focus: write an opinion sentence and give reasons that support • Grammar: verbs in the past tense • Vocabulary: blizzards, boring, meadow, cliffs, impossible, jungle <p>Materials used this week: Flip chart pgs. 65- 71; Reader’s Notebook Vol. 2, pgs. 19-24</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>Mini Lessons: “Can a mountain turn into a volcano?”; “Why does this rock look like a sponge?”; “What’s the biggest tree in the world?”</p>				

Week 24: February 27 – March 3

<p>Math Expressions</p> <p>Unit 4 Partners, Problem Drawings, and Tens</p> <p>Big Idea 2: Practice with Comparing</p> <p>Lessons: 5, 6, 7</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U4, QP2-U4, QP3-U4 , and QP4-U4 for instructions) –Partners of 4-7 with finger wiggles, -1 in subtraction stories • Daily Routines (teacher’s manual p. DR1-U4, DR2-U4) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 5: Practice with Teen Numbers and Partners (wk pgs. 213 – 214) Activity 1: Make Numbers 11-20– Using 10-sticks and single centimeter cubes to show a group of 10 and extras. Activity 2: Model Teen Equations –Children learn that the position of the total and partners in an equation does not change the meaning of the equation Activity 3: Practice Game: Unknown Partners for 6 and 7</p> <p>Lesson 6: Count, Match, and Compare (greater than/less than) (wk pgs. 215-216) Activity 1: Tell, Draw, and Solve Story Problems and Activity 2: Compare Groups</p> <p>Lesson 7: Practice Teen Numbers and Equations (wk pgs. 217-218) Activity 1: Make Teen Numbers 11-20, Activity 2: Model Teen Equations, and Activity 3: Practice Game Unknown Partners for 6 and 7</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 4 Lesson: 20</p> <p>Theme: Making Discoveries</p>	<ul style="list-style-type: none"> • Essential Question: What do scientists do when they discover something new? • Read aloud/Big books: <i>Duck and Goose</i>; <i>Curious George’s Dinosaur Discovery</i>; <i>Exploring Land and Water</i> • Student Book Stories/Decodable Readers: <i>The Big Dig</i> (p. 78 – 83); <i>We Fit</i> (p. 84 – 89) • Letter(s) and Sound(s): Review: li, Dd, Gg, Rr • High Frequency Word(s): Review: of, so, many, where, from, came, but, is, how, find, this, on, into, that, your, who, here, they, will, be, go, for soon, up • Phonemic Awareness: add phonemes, blend words, build words, long li and Ee • Writing Focus: opinion sentences • Grammar: past, present, and future verbs • Vocabulary: attention, confusion, webbed, notice, apologized, snooze <p>Materials used this week: Flip chart pgs. 72-78; Reader’s Notebook Vol. 2, pgs. 25-33</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>“How do you become a great inventor?”; “How do scientists know so much?”; Mini Lesson “How do they turn wood into paper?”; Mini Lesson “What’s the best place to look for dinosaur fossils?”</p>				

Week 25: March 6 – March 10

<p>Math Expressions</p> <p>Unit 4</p> <p>Partners, Problem Drawings, and Tens</p> <p>Big Idea 2: Practice with Comparing</p> <p>Big Idea 3: Equations and Teen Numbers</p> <p>Lessons: 8, 9, 10, 11</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U4, QP2-U4, QP3-U4 , and QP4-U4 for instructions) –Partners of 4-7 with finger wiggles, -1 in subtraction stories • *Lesson 11: Partners of 8-10 with finger wiggles, identify 2D shapes • Daily Routines (teacher’s manual p. DR1-U4, DR2-U4) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 8: Break-Apart Numbers of 10 (break apart/tiny tumblers/writing) Activity 1: Identify the Partners for 10 (wk pgs. 219-222) Activity 2: Draw to Show Partners –Tiny Tumblers/Math Mountains</p> <p>Lesson 9: Attributes of 3-Dimensional Shapes (wk pgs. 225-226) Activity 1: Attributes of Three-Dimensional Shapes, Activity 2: Sort Solid Shapes, and Activity 3: Attributes of Spheres</p> <p>Lesson 10: Addition and Subtraction Drawings: Grocery Store Scenario (wk pgs. 227-228) Activity 1: Tell, Draw, and Solve Story Problems, Activity 2: Count and Compare, and Activity 3: Compare Groups and Numbers</p> <p>Lesson 11: Partners of 10 with 5-Groups (break apart/tiny tumblers review) Activity 1: Discover 10-Partners in 5-Groups, Activity 2: Discover 10-Partners in a Row of 10, and Activity 3: Draw to Show Partners (wk pgs. 229-230)</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 5</p> <p>Lesson: 21</p> <p>Theme: Working Together</p>	<ul style="list-style-type: none"> • Essential Question: How do musicians work together to make music? • Read aloud/Big books: <i>Simon and Molly plus Hester; Zin! Zin! A Violin; Poems About Music</i> • Student Book Stories/Decodable Readers: <i>Make It Pop!</i> (p. 94 – 99); <i>My Dog Tom</i> (p. 100 – 105) • Letter(s) and Sound(s): Oo • High Frequency Word(s): make, them, give, play, say, new • Phonemic Awareness: blend and segment phonemes, blend words • Writing Focus: writing a list • Grammar: pronouns: he, she, we • Vocabulary: idea, just, plain, teach, together, until <p>Materials used this week: Flip chart pgs. 3-9; Reader’s Notebook Vol. 2, pgs. 34-38</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>“Can animals be friends with other kinds of animals?”</p>				

Week 26: March 13 – March 17

<p>Math Expressions</p> <p>Unit 4 Partners, Problem Drawings, and Tens</p> <p>Big Idea 3: Equations and Teen Numbers</p> <p>Lessons: 12, 13, 14, 15</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U4, QP2-U4, QP3-U4 , and QP4-U4 for instructions) –Partners of 8-10 with finger wiggles, identify 2D shapes • Daily Routines (teacher’s manual p. DR1-U4, DR2-U4) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 12: Addition Equations (wk pgs. 233-234) Activity 1: Make Numbers 11-20, Activity 2: Model Teen Equations, and Activity 3: Add Within 6 Through 10</p> <p>Lesson 13: More partners of 10 with 5-Groups (partners/tiny tumblers) (wk pgs. 235-236) Activity 1: Discover 10-Partners in a 5-Group, Activity 2: Draw to Show Partners, and Activity 3: Read Expressions</p> <p>Lesson 14: Identify Cubes (faces) (wk pgs. 237-238) Activity 1: Attributes of Cubes and Activity 2: Describe Positions of Shapes</p> <p>Lesson 15: Addition and Subtraction Equations (wk. pgs. 239-240) Activity 1: Solve Addition and Subtraction Story Problems Activity 2: Solve Addition Equations</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Teacher Directed Week</p>	<p align="center"><u>Teacher Directed Week</u></p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>					

Week 27: March 27 – March 31

<p>Math Expressions</p> <p>Unit 4 Partners, Problem Drawings, and Tens</p> <p>Big Idea 4: Equations for Partners</p> <p>Lessons: 16, 17, 18, 19</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U4, QP2-U4, QP3-U4 , and QP4-U4 for instructions) –Partners of 8-10 with finger wiggles, identify 2D shapes • Daily Routines (teacher’s manual p. DR1-U4, DR2-U4) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 16: Teen Number Book (wk pgs. 243, 245-246) Activity 1: Model Teen Numbers 11-14 Activity 2: Identify Quantities and Order Numbers</p> <p>Lesson 17: Addition Equations (wk pgs. 247-248) Activity 1: Solve Addition Equations and Order Numbers to 20 Activity 2: Fluency and Equations – Adding/Subtracting within 5</p> <p>Lesson 18: Partners and Equations (wk pgs. 249-251) Activity 1: Write Equations for Partners Activity 2: Model Teen Numbers 15-18 – 1 in the teen number means 10 ones (1 group of 10)</p> <p>Lesson 19: Write Addition Equations (wk pgs. 253-254) Activity 1: Write Partner Equations and Activity 2: Subtraction and Equations</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 5 Lesson: 22</p> <p>Theme: Growing Up</p>	<ul style="list-style-type: none"> • Essential Question: How do things change when someone is growing up? • Read aloud/Big books: <i>A Tiger Grows Up; Leo the Late Bloomer; What Can a Baby Animal Do?</i> • Student Book Stories/Decodable Readers: <i>A Good Job</i> (p. 110 – 115); <i>Fix It!</i> (p. 116 – 121) • Letter(s) and Sound(s): Xx and Jj • High Frequency Word(s): said, was, then, good, ate, could • Phonemic Awareness: blend and segment phonemes, substitute phonemes • Writing Focus: lists • Grammar: pronouns: they, it, I • Vocabulary: blend, cub, den, pounces, pray, scraps <p>Materials used this week: Flip chart pgs. 10-16; Reader’s Notebook Vol. 2, pgs. 40-45</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>Lesson & mini lesson “Why can’t we remember being babies?”</p>				

Week 28: April 3 – April 7

<p>Math Expressions</p> <p>Unit 4 Partners, Problem Drawings, and Tens</p> <p>Big Idea 4: Equations for Partners</p> <p>Lessons: 20, 21, 22, Unit 4 Review/Test, performance task</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U4, QP2-U4, QP3-U4 , and QP4-U4 for instructions) –Partners of 8-10 with finger wiggles, identify 2D shapes • Daily Routines (teacher’s manual p. DR1-U4, DR2-U4) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 20: Teen Number Book (wk pgs. 255, 257-258) Activity 1: Model Numbers 19-20 Activity 2: Identify Quantities and Compare Numbers</p> <p>Lesson 21: Identify Cones and Cylinders (wk pgs. 259-261) Activity 1 Attributes of Cones Activity 2: Attributes of Cylinders Activity 3: Compose 3-Dimensional Shapes</p> <p>Lesson 22: Focus on Mathematical Practices (wk pgs. 263-264) Activity 1: Finding Shapes in Our Classroom, Activity 2: Compare Attributes, and Activity 3: Sort and Identify Positions of Three-Dimensional Shapes</p> <p>*Unit 4 Review/Test (wk pgs. 267-269) *Performance Task (wk pg. 270)</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 5 Lesson: 23</p> <p>Theme: How Things Grow</p>	<ul style="list-style-type: none"> • Essential Question: What steps can someone follow to plant and grow flowers? • Read aloud/Big books: <i>Oscar and the Frog</i>; <i>Zinnia’s Flower Garden</i>; <i>Growing Sunflowers</i> • Student Book Stories/Decodable Readers: <i>My Pet Dog</i> (p. 126 – 131); <i>Ben and Jen</i> (p. 132 – 137) • Letter(s) and Sound(s): Ee • High Frequency Word(s): she, all, over, when, her, some • Phonemic Awareness: blend and segment phonemes, substitute phonemes • Writing Focus: write an invitation • Grammar: proper nouns for days and months • Vocabulary: tadpole, stared, gills, hatch, shrink, bank <p>Materials used this week: Flip chart pgs. 17- 23; Reader’s Notebook Vol. 2, pgs. 46-51</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>“What do sunflowers do when you’re not looking?”; “How do flowers bloom in the spring?”</p>				

Week 29: April 10 – April 14

<p>Math Expressions</p> <p>Unit 5</p> <p>Consolidation of Concepts</p> <p>Big Idea 1: More Partners of 10</p> <p>Lessons: 1, 2, 3</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U5, QP2-U5, QP3-U5 , and QP4-U5 for instructions) – identify 2D shapes • Daily Routines (teacher’s manual p. DR1-U5, DR2-U5) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 1: Math Stories and Scenes with Teen Numbers (wk pgs. 275-276)</p> <p>Activity 1: Identify Partners and Tell Story Problems Activity 2: Draw to Show a Teen Number</p> <p>Lesson 2: Partners of 10: Stars in the Night Sky (wk pgs. 277, 279-280)</p> <p>Activity 1: Make Partners of 10 and Activity 2: Count How Many</p> <p>Lesson 3: More Partners of 10: Stars in the Night Sky (wk pgs. 283-284)</p> <p>Activity 1: Equations for Partners of 10 Activity 2: Quick Practice Routines: Numbers to 100 Activity 3: Show Teen Numbers – Writing equations for teen numbers.</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 5</p> <p>Lesson: 24</p> <p>Theme: Animal Colors</p>	<ul style="list-style-type: none"> • Essential Question: How do animals’ colors help them survive? • Read aloud/Big books: <i>Red Eyes or Blue Feathers; Chameleon, Chameleon; Amazing Animal Bodies</i> • Student Book Stories/Decodable Readers: <i>Hog in a Hat</i> (p. 142 – 147); <i>Kid Hid</i> (p. 148 – 153) • Letter(s) and Sound(s): Hh and Kk • High Frequency Word(s): he, away, must, no, by, there • Phonemic Awareness: blend and segment phonemes, substitute phonemes • Writing Focus: research and write an animal report • Grammar: questions, capitalization and punctuation • Vocabulary: mood, scent, temperature, communicate, sly, survive <p>Materials used this week: Flip chart pgs. 24-30; Reader’s Notebook Vol. 2, pgs. 52-57</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>“Why are polar bears white?”; “Why are flamingos pink?”; “Why are butterflies so colorful?”; “Why do woodpeckers peck food?”</p>				

Week 30: April 17 – April 21

<p>Math Expressions</p> <p>Unit 5</p> <p>Consolidation of Concepts</p> <p>Big Idea 1: More Partners of 10</p> <p>Big Idea 2: Numbers 1 Through 100</p> <p>Lessons: 4, 5, 6, 7</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U5, QP2-U5, QP3-U5 , and QP4-U5 for instructions) –Partner Peek: Tell the unknown partner, identify 3D shapes • Daily Routines (teacher’s manual p. DR1-U5, DR2-U5) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 4: Solve and Retell Story Problems (wk pgs. 285-286)</p> <p>Activity 1: Tell, Retell, and Solve Math Stories</p> <p>Activity 2: Teen Numbers as a Group of Ten Ones and Extra Ones</p> <p>Lesson 5: Numbers 1-100 (wk pgs. 289-290)</p> <p>Activity 1: Represent Numbers 1-100</p> <p>Activity 2: Practice Game: Unknown Partners for 7, 8 and 9</p> <p>Lesson 6: More Solve and Retell Story Problems (wk pgs. 291-298)</p> <p>Activity 1: Tell, Retell, and Solve Story Problems</p> <p>Activity 2: Practice Game: 10-Partners</p> <p>Activity 3: Practice Game: <i>Hiding Zero</i></p> <p>Lesson 7: Numbers 1-20 (wk pgs. 299-300)</p> <p>Activity 1: Build Numbers 1-20, Activity 2: Practice Game: <i>Unknown Partners</i> for 7, 8, and 9, and Activity 3: Write 5-Partners – Add/Subtract within 5</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 5</p> <p>Lesson: 25</p> <p>Theme: Growing Food</p>	<ul style="list-style-type: none"> • Essential Question: How do people get food from plants? • Read aloud/Big books: <i>Bread Comes to Life; Pie in the Sky; From Apple Tree to Store</i> • Student Book Stories/Decodable Readers: <i>Six Pigs Hop</i> (p. 158 – 163); <i>Play, Kid, Play</i> (p. 164 – 169) • Letter(s) and Sound(s): Review: Ee, Hh, Kk, Oo, Xx, Jj • High Frequency Word(s): Review: over, her, when, some, away, must, by, there, make, play, said, good, them, give, say, new, was, then, ate, could, she, all, no • Phonemic Awareness: blend and segment phonemes, substitute phonemes • Writing Focus: write a report • Grammar: exclamation point, capitalization • Vocabulary: crop, golden, patch, sprout, sturdy, grind <p>Materials used this week: Flip chart pgs. 31-37; Reader’s Notebook Vol. 2, pgs. 58-62</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>“What’s the biggest apple in the world?”</p>				

Week 31: April 24 – April 28

<p>Math Expressions</p> <p>Unit 5</p> <p>Consolidation of Concepts</p> <p>Big Idea 3: More Teen Numbers and Partners</p> <p>Lessons: 8, 9, 10, 11</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U5, QP2-U5, QP3-U5 , and QP4-U5 for instructions) –Partner Peek: Tell the unknown partner, identify 3D shapes • Daily Routines (teacher’s manual p. DR1-U5, DR2-U5) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 8: Review partners (tiny tumblers/numbers 1-100) (wk pgs. 303-304) Activity 1: Find Unknown Partners Activity 2: Practice Game: 10-Partners</p> <p>Lesson 9: Partners of 6, 7, 8, and 9 (wk pgs. 305-306) Activity 1: Build Numbers 1-20, Activity 2: Practice Game: <i>Unknown</i> Partners for 7, 8, and 9, and Activity 3: Write 6-Partners</p> <p>Lesson 10: Tens in Teen Numbers: A Game (review of different skills) (wk pgs. 307-308) Activity 1: Solve Story Problems, Activity 2: Practice Game: <i>Hiding Zero</i>, and Activity 3: Subtract and Use equal or not equal</p> <p>Lesson 11: Tens in Teen numbers Book (teen numbers book/partners of 10) Activity 1: Teen Numbers as a Group of Ten Ones and Extra Ones (wk pgs. 315-316) Activity 2: Practice Game: 10 Partners</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 6</p> <p>Lesson: 26</p> <p>Theme: Trying Your Best</p>	<ul style="list-style-type: none"> • Essential Question: Why is it important to try hard? • Read aloud/Big books: <i>Curious George Makes Pancakes; Kitten’s First Full Moon; Poems About Trying and the Moon</i> • Student Book Stories/Decodable Readers: <i>Fun, Fun, Fun</i> (p. 174 – 179); <i>Bug and Cat</i> (p. 180 – 185) • Letter(s) and Sound(s): Uu • High Frequency Word(s): do, went, just, down, little, only • Phonemic Awareness: substitute phonemes, blend words • Writing Focus: response to literature, opinion writing • Grammar: singular and plural nouns • Vocabulary: assistant, enormous, generous, mayor, shocked, volunteers <p>Materials used this week: Flip chart pgs. 44-50; Reader’s Notebook Vol. 2, pgs. 67-72</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>“When can you see the full moon?”; Mini lessons: “What is the moon made of?”; “What would it be like to live on the moon?”</p>				

Week 32: May 1 – May 5

<p>Math Expressions</p> <p>Unit 5</p> <p>Consolidation of Concepts</p> <p>Big Idea 3: More Teen Numbers and Partners</p> <p>Big Idea 4: More Story Problems and Equations</p> <p>Lessons: 12, 13, 14, 15</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U5, QP2-U5, QP3-U5 , and QP4-U5 for instructions) –Partner Peek: Tell the unknown partner, identify 3D shapes *Lesson 14 and 15: 3D shapes and relative position, composing 2D shapes • Daily Routines (teacher’s manual p. DR1-U5, DR2-U5) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 12: Partners of 10: Class project (partners, subtraction within 10)</p> <p>Activity 1: Draw 10-Partners (wk pgs. 317-320)</p> <p>Activity 2: 10-Partners – Orientation of groups changes, but the partners do not</p> <p>Lesson 13: Introduction to Counting and Grouping Routines (wk pgs. 321-322)</p> <p>Activity 1: Quick Practice Routines: Partner Peek, Shapes, and Positions</p> <p>Activity 2: Count by Ones and by Tens Using the 120 Poster</p> <p>Activity 3: Write 7-Partners</p> <p>Lesson 14: Practice Number Activities (wk pgs. 323-324)</p> <p>Activity 1: Adding More to Make Equal Groups</p> <p>Activity 2: Write 1-20 and Partners of 7, 8, and 9</p> <p>Lesson 15: Add Partners to Find Totals (tiny tumblers/subtraction within 10)</p> <p>Activity 1: Build Numbers 1-20 (wk pgs. 327-328)</p> <p>Activity 2: Practice Game: <i>Unknown Partners</i> for 7, 8, and 9</p> <p>Activity 3: Find Totals from Partners</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 6</p> <p>Lesson: 27</p> <p>Theme: Family Outings</p>	<ul style="list-style-type: none"> • Essential Question: What is it like to be the youngest in a family? • Read aloud/Big books: <i>Someone Bigger; One of Three; Cross-Country Trip</i> • Student Book Stories/Decodable Readers: <i>Win a Cup!</i> (p. 190 – 195); <i>Wes Can Help</i> (p. 196 – 201) • Letter(s) and Sound(s): Ll and Ww • High Frequency Word(s): have, one, ask, help, every, walk • Phonemic Awareness: substitute phonemes, build words • Writing Focus: response to literature, opinion writing • Grammar: subject-verb agreement • Vocabulary: creatures, firmly, kite, launched, light, replied <p>Materials used this week: Flip chart pgs. 51-57; Reader’s Notebook Vol. 2, pgs. 73-78</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>					

Week 33: May 8 – May 12

<p>Math Expressions</p> <p>Unit 5</p> <p>Consolidation of Concepts</p> <p>Big Idea 4: More Story Problems and Equations</p> <p>Lessons: 16, 17, 18, 19</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U5, QP2-U5, QP3-U5 , and QP4-U5 for instructions) – 3D shapes and relative position, composing 2D shapes • Daily Routines (teacher’s manual p. DR1-U5, DR2-U5) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 16: Story Problems and Comparing: Totals Through 10 (wk pgs. 329-330) Activity 1: Tell and Solve Story Problems Activity 2: Greater Than, Less Than, or Equal - symbols</p> <p>Lesson 17: Subtract to Make Equal Groups (wk pgs. 331-332) Activity 1: Practice Game: <i>Hiding Zero</i>, Activity 2: Greater Than, Less Than, or Equal, and Activity 3: Compare Numbers</p> <p>Lesson 18: Tens and Ones (wk pgs. 333-336) Activity 1: See Teens as Ten Ones and Further Ones Activity 2: Partners for 10 and 6</p> <p>Lesson 19: Teen Numbers, Partners, and Equations (wk pgs. 337-338) Activity 1: Tell, Retell, and Solve Story Problems Activity 2: Show Teen Numbers</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 6</p> <p>Lesson: 28</p> <p>Theme: Getting Help</p>	<ul style="list-style-type: none"> • Essential Question: Why is it important to help your friends? • Read aloud/Big books: <i>The Little Engine That Could; You Can Do It, Curious George!; Poems About Things You Can Do</i> • Student Book Stories/Decodable Readers: <i>Vet on a Job</i> (p. 206 – 211); <i>Roz the Vet</i> (p. 212 – 217) • Letter(s) and Sound(s): Vv and Zz • High Frequency Word(s): look, very, their, saw, put, out • Phonemic Awareness: substitute phonemes, blend words • Writing Focus: response to literature, opinion writing • Grammar: Subject-verb agreement • Vocabulary: bellowed, dingy, rumbled, valley, waiters, weary <p>Materials used this week: Flip chart pgs. 58-64; Reader’s Notebook Vol. 2, pgs. 79-84</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>					

Week 34: May 15 – May 19

<p>Math Expressions</p> <p>Unit 5</p> <p>Consolidation of Concepts</p> <p>Big Idea 4: More Story Problems and Equations</p> <p>Lessons: 20, 21, 22, 23</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U5, QP2-U5, QP3-U5 , and QP4-U5 for instructions) – 3D shapes and relative position, composing 2D shapes • Daily Routines (teacher’s manual p. DR1-U5, DR2-U5) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>Lesson 20: More Tens in Teen Numbers: A Game (comparing) (wk pgs. 341-342)</p> <p>Activity 1: Greater Than, Less Than, or Equal</p> <p>Activity 2: Practice Game: <i>Hiding Zero</i></p> <p>Lesson 21: Compare Length and Compare Height (wk pgs. 343-344)</p> <p>Activity 1: Compare Length and Activity 2: Compare Height</p> <p>Lesson 22: Compare Weight and Compare Capacity (wk pgs. 345-346)</p> <p>Activity 1: Compare Weight and Activity 2: Compare Capacity</p> <p>Lesson 23: Focus on Mathematical Practices (wk pgs. 347-348)</p> <p>Activity 1: Compare Heights and Lengths of Animals, Activity 2: Order Quantities and Numerals, Activity 3: Compare Lengths or Heights</p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Unit: 6</p> <p>Lesson: 29</p> <p>Theme: Learning New Things</p>	<ul style="list-style-type: none"> • Essential Question: What do children learn in kindergarten? • Read aloud/Big books: <i>Baby Brains; Look at Us; The Three Little Pigs</i> • Student Book Stories/Decodable Readers: <i>Not Yet</i> (p. 222 – 227); <i>Can Not Quit Yet</i> (p. 228 – 233) • Letter(s) and Sound(s): Yy and Qq • High Frequency Word(s): off, our, day, take, too, show • Phonemic Awareness: track syllables, blend words, qu /kw/ sound • Writing Focus: opinion writing, journal entry • Grammar: prepositions: for, to, with, from, of • Vocabulary: certainly, languages, mumbled, embarrassed, popular, sturdy <p>Materials used this week: Flip chart pgs. 65-71; Reader’s Notebook Vol. 2, pgs. 85-90</p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>Mini Lessons: “Is Pluto a planet?”; “Is earth the only planet with life?”</p>				

Week 35: May 22 – May 26

<p>Math Expressions</p> <p>Unit 5 Consolidation of Concepts</p> <p>Big Idea 4: More Story Problems and Equations</p> <p>Lessons: Unit 5 Review/Test, performance task</p>	<p>Math Routines:</p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U5, QP2-U5, QP3-U5 , and QP4-U5 for instructions) – 3D shapes and relative position, composing 2D shapes • Daily Routines (teacher’s manual p. DR1-U5, DR2-U5) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p>*Unit 5 Review/Test (wk pgs. 351-354) *Performance Task (wk pgs. 355-356)</p>				
<p>Math Interventions</p>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Journeys ELA</p> <p>Unit: 6 Lesson: 30</p> <p>Theme: Good Neighbors</p>	<ul style="list-style-type: none"> • Essential Question: What can I do to be a good friend or a good neighbor? • Read aloud/Big books: <i>Pet Show!</i>; <i>Miss Bindergarten Celebrates the Last Day of Kindergarten</i>; <i>Schools Then and Now</i> • Student Book Stories/Decodable Readers: <i>Max is Up</i> (p. 238 – 243); <i>A Fun Job</i> (p. 244 – 249) • Letter(s) and Sound(s): Aa, Ee, Ii, Oo, Uu (short and long) • High Frequency Words: Review: do, down, have, help, went, only, little, just, one, every, ask, walk, look, out, off, take, very, their, saw, put, our, day, too, show • Phonemic Awareness: track syllables • Writing Focus: opinion writing, journal entry • Grammar: prepositions: in, on, out, off, by • Vocabulary: entrance, expect, announced, independent, favorite, judge <p>Materials used this week: Flip chart pgs. 65-78; Reader’s Notebook Vol. 2, pgs. 91- 99</p>				
<p>Reading Interventions</p>	<u>Monday</u>	<u>Tuesda</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Mystery Science</p>					

Week 36: May 29 – June 2

<p>Math Expressions</p> <p>Teacher Directed Week</p>	<p><u>Math Routines:</u></p> <ul style="list-style-type: none"> • Quick Practice Routines (teacher’s manual p. QP1-U5, QP2-U5, QP3-U5 , and QP4-U5 for instructions) – 3D shapes and relative position, composing 2D shapes • Daily Routines (teacher’s manual p. DR1-U5, DR2-U5) – 120 poster to count on ten more, use Counting Tens and Ones Flip Chart and the Giant number cards to make a Teen Number <p><u>Teacher Directed Week</u></p>				
<p>Math Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Journeys ELA</p> <p>Teacher Directed Week</p>	<p><u>Teacher Directed Week</u></p>				
<p>Reading Interventions</p>	<p align="center"><u>Monday</u></p>	<p align="center"><u>Tuesday</u></p>	<p align="center"><u>Wednesday</u></p>	<p align="center"><u>Thursday</u></p>	<p align="center"><u>Friday</u></p>
<p>Mystery Science</p>	<p>Mini Lesson (5 min.) “Can animals get a sunburn?”</p>				