



Monday 10/23/2023	Tuesday 10/24/2023	Wednesday 10/25/2023	Thursday 10/26/2023	Friday 10/27/2023
School Day 48	School Day 49	School Day 50	School Day 51	School Day 52
<p>Arrival & Morning Seat Work 8:00am - 8:05am</p> <p>Morning Work, Attendance, and Lunch Count</p>	<p>Arrival & Morning Seat Work 8:00am - 8:05am</p> <p>Morning Work, Attendance, and Lunch Count</p>	<p>Arrival & Morning Seat Work 8:00am - 8:05am</p> <p>Morning Work, Attendance, and Lunch Count</p>	<p>Arrival & Morning Seat Work 8:00am - 8:05am</p> <p>Morning Work, Attendance, and Lunch Count</p>	<p>Arrival & Morning Seat Work 8:00am - 8:05am</p> <p>Morning Work, Attendance, and Lunch Count</p>
<p>Morning Meeting 8:05am - 8:30am</p> <ul style="list-style-type: none"> • Pledge • Helpful Hand • Morning Discussion Memory Monday- Share 1 thing about your weekend • Calendar • Weather • What the day looks like– the schedule for the day • Directions on going back to desk 	<p>Morning Meeting 8:05am - 8:30am</p> <ul style="list-style-type: none"> • Pledge • Helpful Hand • Morning Discussion Positive Tuesday- Share 1 positive about your night or this morning • Calendar • Weather • What the day looks like– the schedule for the day • Directions on going back to desk 	<p>Morning Meeting 8:05am - 8:30am</p> <ul style="list-style-type: none"> • Pledge • Helpful Hand • Morning Discussion Weird/ Wonderful Wednesday- Share 1 thing that you think is weird or wonderful. • Calendar • Weather • What the day looks like– the schedule for the day • Directions on going back to desk 	<p>Morning Meeting 8:05am - 8:30am</p> <ul style="list-style-type: none"> • Pledge • Helpful Hand • Morning Discussion Thankful Thursday- Share what you are thankful for this week • Calendar • Weather • What the day looks like– the schedule for the day • Directions on going back to desk 	<p>Morning Meeting 8:05am - 8:30am</p> <ul style="list-style-type: none"> • Pledge • Helpful Hand • Morning Discussion Flashback Friday- Share favorite part about this week • Calendar • Weather • What the day looks like– the schedule for the day • Directions on going back to desk
<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 14: Introduce Three</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Label the Picture • Reading Assessment (Part 2) • Stomp and Spell (Phonics) 	<p>Reading Skills 8:30am - 9:30am</p> <p>Pausing Point Activities</p> <ul style="list-style-type: none"> • Letter Review • Sound Review • Handwriting Practice <p>Morning Break 9:30am - 9:40am</p> <p>Reading Knowledge 9:40am - 10:30am</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Pausing Point Activities</p> <ul style="list-style-type: none"> • Eraser Man • Word Review • Tricky Words <p>Morning Break 9:30am - 9:40am</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 1: Introduce /n/ > 'n'</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Introduce the Sound /n/ • Introduce the Spelling /n/ > 'n' • Minimal Pairs 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 2: Introduce /h/ > 'h'</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Introduce the Sound /h/ • Introduce the Spelling /h/ > 'h' • Pocket Chart Chaining for Reading <p>Homework</p>



• Introduce Tricky Word: Three

Homework
Activity Page 14.2 and 14.3

I Can Statement(s)

- I can blend words of two or three sounds.
- I can give the matching sound when I see the lowercase letters: 'm', 't', 'd', 'c', 'g', 'a', 'o', 'i'.
- I can match a word to the picture by reading, spelling, and writing simple CVC words.
- I can read the word three.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 1: Chicken Little

Introducing the Read-Aloud

- Domain Introduction
- Core Connections

Read-Aloud

- Purpose for Listening
- "Chicken Little"
- Comprehension Questions
- Word Work: Sly

Application

- Sequencing Beginning, Middle, and End

Homework
Activity Page 1.2

I Can Statement(s)

Lesson 2: The Three Little Pigs

Introducing the Read-Aloud

- What Have We Already Learned?
- Essential Background Information or Terms

Read-Aloud

- Purpose for Listening
- Interactive Read-Aloud
- "The Three Little Pigs"
- Comprehension Questions
- Word Work: Blazing

Application

- Sequencing Events in the Story

I Can Statement(s)

- I can remember the meaning of character and plot.
- I can identify straw, sticks, and bricks.
- I can describe the plot of a story.
- I can demonstrate an understanding of the word blazing.
- I can put in order the events of a story.

Music & PE 10:30am - 11:20am

Lunch & Recess 11:20am - 12:05pm

Read-Aloud 12:05pm - 12:30pm

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Music & PE 9:40am - 10:30am

Reading Knowledge 10:30am - 11:20am

Lesson 3: The Three Billy Goats Gruff

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "The Three Billy Goats Gruff"
- Comprehension Questions
- Word Work: Longed

Application

- Retelling the Story

I Can Statement(s)

- I can remember examples of character and plot.
- I can identify the meaning of setting.
- I can identify the problem in a story.
- I can demonstrate an understanding of the word longed.
- I can join in a writing activity to describe events in a story.

Lunch & Recess 11:20am - 12:05pm

Read-Aloud 12:05pm - 12:30pm

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

• Pocket Chart Chaining for Reading

I Can Statement(s)

- I can say the parts of words with two or three sounds.
- I can give the matching sounds for the lowercase letters: 'm', 't', 'd', 'c', 'g', 'i', 'a', 'o'.
- I can hear words with the /n/ sounds at the beginning.
- I can write the spelling 'n' to show the sound /n/.
- I can match a picture by reading and writing simple CVC words with the spelling 'n'.
- I can show whether the /n/ and /m/ sounds are at the beginning or end of a word by finding the spelling 'n' or 'm'.
- I can change sound/ spellings in simple CVC words to make and read new words (focusing on /n/ > 'n').

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 4: The Wolf and the Seven Little Kids

Introducing the Read-Aloud

Activity Page 2.2

I Can Statement(s)

- I can say the parts of words with two or three sounds.
- I can give the matching sound for lowercase letters: 'm', 'n', 't', 'd', 'c', 'g', 'i', 'a', 'o'.
- I can answer simple riddles by saying a word with the beginning /h/ sound.
- I can write 'h' to show the sound /h/.
- I can match a picture by reading and writing simple CVC words with the spelling 'h'.
- I can change sound/ spellings in simple CVC words to make and read new words (focusing on /h/ > 'h').

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

Lesson 5: The Bremen Town Musicians

Introducing the Read-Aloud

- What Have We Already Learned?
 - Essential Background Information or Terms
- Read-Aloud**
- Purpose for Listening



- I can identify character, plot, and setting in familiar stories.
- I can describe the actions of the main character in a story.
- I can demonstrate an understanding of the word sly.
- I can put the beginning, middle, and end of a story in order.

Art 10:30am - 11:20am

Lunch & Recess 11:20am - 12:05pm

Read-Aloud 12:05pm - 12:30pm

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 7: Name solid shapes and discuss their attributes.

- Fluency**
- Make 5 with 5-Groups
 - Counting with Movement to 15
 - Simon Says: Position Words
- Launch**
- Learn**
- Solid Shapes
 - Shape Hunt
- Land**
- Debrief
- I Can Statement(s)

Lesson 8: Classify solid shapes based on the ways they can be moved.

- Fluency**
- Counting on the Rekenrek Within 10
 - Show Me the Math Way
 - Show Me Shapes
- Launch**
- Learn**
- Roll, Slide, or Stack
 - Test the Solids
 - Gallery Walk
- Land**
- Debrief

- I Can Statement(s)
- I can analyze and describe two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe them (e.g., number of sides and corners or having sides of equal length.)
 - I can compare two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe their similarities and differences (e.g., number of sides and corners, other attributes).

Recess 2:00pm - 2:15pm

Snack & Bathroom 2:15pm - 2:40pm

Lesson 9: Match solid shapes to their two-dimensional faces.

- Fluency**
- Make 5 with 5-Groups
 - Show Me Shapes
- Launch**
- Learn**
- Solid Shape Faces
 - Face Stamps
 - Shapes on the Farm
- Land**
- Debrief

- I Can Statement(s)
- I can identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
 - I can analyze and describe two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe them (e.g., number of sides and corners or having sides of equal length.)
 - I can compare two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe their similarities and differences (e.g., number of sides and corners, other attributes).

- Essential Background Information or Terms
- Read-Aloud**
- Purpose for Listening
 - "The Wolf and the Seven Little Kids"
 - Comprehension Questions
 - Word Work: Terrified
- Application**
- Sequencing Events in the Story
 - Domain-Related Trade Book

- I Can Statement(s)
- I can remember the meaning of the word fiction.
 - I can identify folktale as a type of fiction.
 - I can identify what makes a story a folktale.
 - I can demonstrate an understanding of the word terrified.
 - I can put in order the events of a folktale.

Computers & Library 10:30am - 11:20am

Lunch & Recess 11:20am - 12:05pm

Read-Aloud 12:05pm - 12:30pm

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 10: Construct a circle.

- Interactive Read-Aloud
 - "The Bremen Town Musicians"
 - Comprehension Questions
 - Word Work: Musician
- Application**
- Two-Column Chart
 - Multiple Meaning Word Activity: Play

- I Can Statement(s)
- I can remember elements of a folktale.
 - I can examine the interactions between characters in a folktale.
 - I can demonstrate an understanding of the word musician.
 - I can use a graphic organizer to analyze the actions of characters from a folktale.

Music & PE 10:18am - 11:05am

Lunch & Recess 11:05am - 11:50am

Read-Aloud 11:50am - 12:15pm

WIN 12:15pm - 12:45pm

Math 12:45pm - 1:30pm

Lesson 11: Construct and classify polygons.

- Fluency**
- Happy Counting Within 5
 - Peek-a-Boo Shapes



- I can name and identify shapes regardless of their orientation or overall size.
- I can analyze and describe two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe them (e.g., number of sides and corners or having sides of equal length.)
- I can compare two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe their similarities and differences (e.g., number of sides and corners, other attributes).

Recess 2:00pm - 2:15pm

Snack & Bathroom 2:15pm - 2:40pm

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Recess 2:00pm - 2:15pm

Snack & Bathroom 2:15pm - 2:40pm

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Fluency

- Match: Sets and Numerals

Launch

Learn

- Construct a Circle
- Is It a Circle?
- Circle Test

Land

- Debrief

Homework

Family Math

I Can Statement(s)

- I can analyze and describe two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe them (e.g., number of sides and corners or having sides of equal length.)
- I can compare two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe their similarities and differences (e.g., number of sides and corners, other attributes).
- I can construct flat and solid shapes by using tactile materials (e.g., sticks and clay balls).

Recess 2:00pm - 2:15pm

Snack & Bathroom 2:15pm - 2:40pm

Launch

Learn

- Construct Polygons
- Gallery Walk
- Yarn Shapes

Land

- Debrief

I Can Statement(s)

- I can name and identify shapes regardless of their orientation or overall size.
- I can construct flat and solid shapes by using tactile materials (e.g., sticks and clay balls).

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm