



Monday 10/02/2023 No School	Tuesday 10/03/2023 School Day 35	Wednesday 10/04/2023 School Day 36	Thursday 10/05/2023 School Day 37	Friday 10/06/2023 School Day 38
No School Day	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count
	Morning Meeting 8:05am - 8:30am <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 	Morning Meeting 8:05am - 8:30am <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 	Morning Meeting 8:05am - 8:30am <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 	Morning Meeting 8:05am - 8:30am <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
	Reading Skills 8:30am - 9:30am Lesson 3: Basic Code Introduce /t/ > 't' Foundational Skills <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Introduce the Sound /t/ • Introduce the Spelling /t/ > 't' 	Reading Skills 8:30am - 9:30am Lesson 4: Basic Code Introduce /d/ > 'd' Foundational Skills <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Introduce the Sound /d/ 	Reading Skills 8:30am - 9:30am Lesson 5: Basic Code Review Foundational Skills <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Pocket Chart Chaining for Reading • Pocket Chart Chaining for Spelling 	Reading Skills 8:30am - 9:30am Lesson 6: Basic Code Introduce /o/ > 'o' Foundational Skills <ul style="list-style-type: none"> • Warm-up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Introduce the Sound /o/ • Introduce the Spelling /o/ > 'o' • Pocket Chart Chaining for Reading



<ul style="list-style-type: none"> • Pocket Chart Chaining for Reading 	<ul style="list-style-type: none"> • Introduce the Spelling /d/ > 'd' • Pocket Chart Chaining for Reading 	<ul style="list-style-type: none"> • Review the Spellings 	<p>Homework Activity Page 6.2</p>
<p>I Can Statement(s)</p> <ul style="list-style-type: none"> • I can blend words of two or three sounds. • I can give the matching sound when I see the lowercase letters 'm' and 'a'. • I can answer a riddle with a word that starts with the /t/ sound. • I can write 't' to represent /t/. • I can match a picture by reading and writing simple CVC words that include the spelling 't'. • I can change sounds and spelling in simple CVC words to make and read new words (focus on /t/ > 't'). 	<p>I Can Statement(s)</p> <ul style="list-style-type: none"> • I can blend words of two or three sounds. • I can give the matching sound when I see the lowercase letters: 'm', 't', 'a'. • I can complete sentences by saying a word that starts with the /d/ sound. • I can hear words that begin with the /d/ sound. • I can write 'd' to represent /d/. • I can match a picture by reading and writing simple CVC words that include the spelling 'd'. • I can change sounds and spellings in simple CVC words to make and read new words (focus on /d/ > 'd'). 	<p>Homework Activity Page 4.2 & 4.3</p>	<p>I Can Statement(s)</p> <ul style="list-style-type: none"> • I can blend words of two or three sounds. • I can give the matching sound when I see the lowercase letters: 'm', 't', 'd', 'a'. • I can listen to words with the /o/ sound and tell whether the sound is at the beginning or end of the word. • I can write 'o' to show the sound /o/. • I can match a picture by reading and writing simple CVC words with the spelling 'o'. • I can change sounds and spellings in simple CVC words to make and read new words (focus on /o/ > 'o').
<p>Morning Break 9:30am - 9:40am</p>	<p>Morning Break 9:30am - 9:40am</p>	<p>Morning Break 9:30am - 9:40am</p>	<p>Morning Break 9:30am - 9:40am</p>
<p>Bathroom Break</p>	<p>Bathroom Break</p>	<p>Bathroom Break</p>	<p>Bathroom Break</p>
<p>Reading Knowledge 9:40am - 10:30am</p>	<p>Music & PE 9:40am - 10:30am</p>	<p>Reading Knowledge 9:40am - 10:30am</p>	<p>Reading Knowledge 9:40am - 10:18am</p>
<p>Lesson 3: The Sense of Hearing</p>	<p>Reading Knowledge 10:30am - 11:20am</p>	<p>Lesson 5: The Sense of Taste</p>	<p>Lesson 6: The Sense of Touch</p>
<p>Introducing the Read-Aloud</p> <ul style="list-style-type: none"> • What Have We Already Learned? • Essential Background Information or Terms <p>Read-Aloud</p> <ul style="list-style-type: none"> • Purpose for Listening • "The Sense of Hearing" 	<p>Lesson 4: The Sense of Smell</p>	<p>Introducing the Read-Aloud</p> <ul style="list-style-type: none"> • What Have We Already Learned? • Essential Background Information or Terms <p>Read-Aloud</p> <ul style="list-style-type: none"> • Purpose for Listening • "The Sense of Taste" • Comprehension Questions 	<p>Introducing the Read-Aloud</p> <ul style="list-style-type: none"> • What Have We Already Learned? • Essential Background Information or Terms <p>Read-Aloud</p>



<ul style="list-style-type: none"> Comprehension Questions Word Work: Invisible <p>Application</p> <ul style="list-style-type: none"> Loud and Quiet Drawing 	<ul style="list-style-type: none"> What Have We Already Learned? Essential Background Information or Terms 	<ul style="list-style-type: none"> Word Work: Flavorful <p>Application</p> <ul style="list-style-type: none"> The Sense of Taste Drawing 	<ul style="list-style-type: none"> Purpose for Listening "The Sense of Touch" Comprehension Questions Word Work: Texture
<p>I Can Statement(s)</p> <ul style="list-style-type: none"> I can remember facts about the sense of sight and the eye. I can describe the sense of hearing. I can remember facts about the ear and its different parts. I can demonstrate an understanding of the word invisible. I can create drawings about noises and identify them as "loud" or "quiet." 	<p>Read-Aloud</p> <ul style="list-style-type: none"> Purpose for Listening "The Sense of Smell" Comprehension Questions Word Work: Scents 	<p>I Can Statement(s)</p> <ul style="list-style-type: none"> I can remember facts about the senses of sight, hearing, and smell. I can describe the sense of taste. 	<p>Application</p> <ul style="list-style-type: none"> Multiple Meaning Word: Skin The Sense of Touch Drawing
<p>Music & PE 10:30am - 11:20am</p>	<p>Application</p> <ul style="list-style-type: none"> Saying and Phrases: Better Safe than Sorry Pleasant and Unpleasant Odors T-Chart 	<ul style="list-style-type: none"> I can remember facts about the mouth. I can demonstrate an understanding of the word flavorful. 	<p>I Can Statement(s)</p> <ul style="list-style-type: none"> I can remember facts about the senses of sight, hearing, smell, and taste.
<p>Lunch & Recess 11:20am - 12:05pm</p>	<p>I Can Statement(s)</p> <ul style="list-style-type: none"> I can describe important information about the senses of sight and hearing. 	<ul style="list-style-type: none"> I can create drawings of different foods and say if they are sweet, salty, bitter, or sour. 	<ul style="list-style-type: none"> I can describe the sense of touch and remember facts about skin.
<p>Read-Aloud 12:05pm - 12:30pm</p>	<ul style="list-style-type: none"> I can describe the sense of smell and remember facts about the nose. I can demonstrate an understanding of the word scents. 	<p>Computers & Library 10:30am - 11:20am</p>	<p>Music & PE 10:18am - 11:05am</p>
<p>WIN 12:30pm - 1:00pm</p>	<ul style="list-style-type: none"> I can demonstrate an understanding of the phrase "better safe than sorry." 	<p>Lunch & Recess 11:20am - 12:05pm</p>	<p>Lunch & Recess 11:05am - 11:50am</p>
<p>Math 1:00pm - 2:00pm</p> <p>Lesson 32: Build number stairs to show the pattern of 1 less in the backward count sequence.</p>	<ul style="list-style-type: none"> I can complete a T-chart to identify pleasant and unpleasant odors. 	<p>Read-Aloud 12:05pm - 12:30pm</p>	<p>Read-Aloud 11:50am - 12:15pm</p>
<p>Fluency</p> <ul style="list-style-type: none"> Counting the Math Way Within 10 Show Me the Math Way: 1 Less 	<p>Lunch & Recess 11:20am - 12:05pm</p>	<p>WIN 12:30pm - 1:00pm</p>	<p>Math 12:45pm - 1:30pm</p>
	<p>Read-Aloud 12:05pm - 12:30pm</p>	<p>Math 1:00pm - 2:00pm</p> <p>Module 1 Review</p>	<p>WIN 12:15pm - 12:45pm</p>
	<p>WIN 12:30pm - 1:00pm</p>	<p>Recess 2:00pm - 2:15pm</p>	<p>Module 1 Assessment</p>
	<p>Math 1:00pm - 2:00pm</p>	<p>Snack & Bathroom 2:15pm - 2:40pm</p>	<p>Recess 1:30pm - 1:45pm</p>
		<p>Centers 2:40pm - 3:20pm</p>	<p>Centers 1:45pm - 2:15pm</p>
		<p>Dismissal 3:20pm - 3:30pm</p>	<p>Dismissal 2:15pm - 2:36pm</p>



Launch
Learn

- Count with Number Stairs
- Build Number Stairs
- Gallery Walk
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can recognize that each successive number is one more than when counting within 10.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Lesson 33: Organize, count, and represent a collection of objects.

Launch
Learn

- Organize, Count, and Record
- Share, Compare, and Connect
- Gallery Walk

Land

- Debrief

I Can Statement(s)

- I can count to 10.
- I can say one number name with each object when counting up to 10 objects.
- I can use the last number of a count to tell how many regardless of arrangement or order counted.
- I can count to answer how many questions about as many as 10 things arranged in a line, a rectangular array, a circle, or a scattered configuration.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm