



Monday 10/30/2023	Tuesday 10/31/2023	Wednesday 11/01/2023	Thursday 11/02/2023	Friday 11/03/2023
School Day 53	School Day 54	School Day 55	School Day 56	School Day 57
<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 What are you going to be for Halloween? • 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 3: Introduce /s/ > 's'</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 /s/ • Introduce the Spelling /s/ > 's' • Pocket Chart Chaining for Reading 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 4: Introduce /f/ > 'f'</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 /f/ • Introduce the Spelling /f/ > 'f' • Pocket Chart Chaining for Reading <p>Homework</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 5: Review</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Sound Sprints • Pocket Chart Chaining for Spelling 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 6: Introduce /v/ > 'v'</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 /v/ • Introduce the Spelling /v/ > 'v' • Sister Sounds 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 7: Introduce /z/ > 'z'</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 /z/ • Introduce the Spelling /z/ > 'z' • Sister Sounds • 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 sound for lowercase letters: 'm', 'n', 't', 'd', 'c', 'g', 'h', 'i', 'a', 'o'.
- I can answer simple riddles by saying a word with the /s/ sound at the beginning.
- I can write 's' to show the sound /s/.
- I can match a picture by reading and writing simple CVC words with the spelling 's'.
- I can change sound/spellings in simple CVC words to make and read new words (focusing on /s/ > 's').

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Pausing Point Activities

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

Activity Page 4.2

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', 's', 'h', 'i', 'a', 'o'.
- I can hear the /f/ sound at the beginning of a word.
- I can write 'f' to show the sound /f/.
- I can match a picture by reading and writing simple CVC words with the spelling 'f'.
- I can change sound/spellings in simple CVC words to make and read new words (focusing on /f/ > 'f').

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 6: Momotaro, Peach Boy

Introducing the Read-Aloud

- Essential Background Information or Terms

Read-Aloud

- Purpose for Listening
- "Momotaro, Peach Boy"
- Comprehension Questions
- Word Work: Swooped

Application

- Who is a Hero?

- Review the Spellings

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', 'f', 's', 'h', 'i', 'a', 'o'.
- I can read simple CVC words and choose the word that correctly matches a picture.
- I can change sound/spellings in simple CVC words to make and read new words.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

Lesson 7: The Story of Jumping Mouse, Part I

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "The Story of Jumping Mouse, Part I"
- Comprehension Questions
- Word Work: Perilous

Application

- The Giving Chart

I Can Statement(s)

- Pocket Chart Chaining for Reading

Homework
Activity Page 6.4

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', 'f', 's', 'h', 'i', 'a', 'o'.
- I can listen to words with the /v/ sound, and show whether the /v/ sound is at the beginning or end of the word.
- I can write 'v' to show the sound /v/.
- I can match a picture by reading and writing simple CVC words with the spelling 'v'.
- I can show whether the /f/ and /v/ sounds are at the beginning or end of a word by listening for the spelling 'f' or 'v'.
- I can change sound/spellings in simple CVC words to make and read new words (focusing on /v/ > 'v').

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

- Sound Dictation

Homework
Activity Page 7.4 and 7.5

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', 'f', 'v', 's', 'h', 'i', 'a', 'o'.
- I can listen to words with the /z/ sound, and show whether the /z/ sound is at the beginning or end of the words.
- I can write 'z' to show the sound /z/.
- I can show whether the /z/ and /s/ sounds are at the beginning or end of a word by listening for the spelling 'z' or 's'.
- I can change sound/spellings in simple CVC words to make and read new words (focusing on /z/ > 'z' and /s/ > 's').
- I can write the lowercase letters: 'a', 'o', 'm', 't', 's', 'c'.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

Lesson 9: Goldilocks and the Three Bears

Introducing the Read-Aloud



Lesson 12: Construct solid shapes by using a square base.

Fluency

- Happy Counting Within 10
- Peek-a-Boo Shapes

Launch

Learn

- Construct Solid Shapes
- Count Faces, Edges, and Corners

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).
- I can construct flat and solid shapes by using tactile materials (e.g., sticks and clay balls).

Recess 2:00pm - 2:15pm

Syntactic Awareness Activity

I Can Statement(s)

- I can remember elements of a folktale.
- I can locate Japan on a map.
- I can think about the actions of the main character from a folktale.
- I can demonstrate an understanding of the word swooped.
- I can write my opinion about a hero and give a reason for my opinion.

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

Halloween Parade/ Party

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

- I can compare and contrast characters from different stories and folktales.
- I can compare actions of characters from two different folktales.
- I can demonstrate an understanding of the word perilous.
- I can use a graphic organizer to analyze the actions of characters in a folktale.

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 13: Draw flat shapes.

Fluency

- Counting with Movement to 20
- Feel the Number to 10

Launch

Learn

- Analyze Art
- Trace Shapes
- Create Shapes
- Who Draws Shapes?

Land

- Debrief

I Can Statement(s)

- I can analyze and describe two- and three-dimensional shapes, in

Lesson 8: The Story of Jumping Mouse, Part II

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "The Story of Jumping Mouse, Part II"
- Comprehension Questions
- Word Work: Misused

Application

- My Favorite Character Assessment

I Can Statement(s)

- I can remember the characters, setting, and plot of a folktale.
- I can describe the main character of a folktale.
- I can identify and explain the lesson of a folktale.
- I can demonstrate an understanding of the word misused.
- I can tell my opinion about and describe the main character of a story.

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

- Essential Background Information or Terms

Read-Aloud

- Purpose for Listening
- Interactive Read-Aloud
- "Goldilocks and the Three Bears"
- Comprehension Questions
- Word Work: Suddenly

Application

- Character, Setting, and Plot
- Sayings and Phrases: Do Unto Others As You Would Have Them Do Unto You

I Can Statement(s)

- I can identify a story as fiction.
- I can identify bears as characters in a story.
- I can describe the main events in a story.
- I can demonstrate an understanding of the word suddenly.
- I can use a graphic organizer to identify the characters, setting, and plot of a story.

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

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

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

WIN 12:15pm - 12:45pm



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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

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 draw flat shapes with the intention to represent their parts and other attributes.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Lesson 14: Compose flat shapes.

Fluency

- Happy Counting Within 10
- Whiteboard Exchange: Numeral Writing

Launch

Learn

- Shape Pictures
- Shape Puzzles
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can describe shapes and objects in the world by using position words such as above, below, beside, in front of, behind, and next to.
- I can name and identify shapes regardless of their orientation or overall size.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Math 12:45pm - 1:30pm

Lesson 15: Compose solid shapes to create a structure that can fit a toy inside.

Launch

Learn

- Pet Houses
- 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.)

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm