



Monday 11/06/2023	Tuesday 11/07/2023	Wednesday 11/08/2023	Thursday 11/09/2023	Friday 11/10/2023
School Day 58	School Day 59	School Day 60	School Day 61	School Day 62
<p>Arrival &amp; Morning Seat Work 8:00am - 8:05am</p> <p>Morning Work, Attendance, and Lunch Count</p>	<p>Arrival &amp; Morning Seat Work 8:00am - 8:05am</p> <p>Morning Work, Attendance, and Lunch Count</p>	<p>Arrival &amp; Morning Seat Work 8:00am - 8:05am</p> <p>Morning Work, Attendance, and Lunch Count</p>	<p>Arrival &amp; Morning Seat Work 8:00am - 8:05am</p> <p>Morning Work, Attendance, and Lunch Count</p>	<p>Arrival &amp; 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"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Memory Monday- Share 1 thing about your weekend</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks like</b>– the schedule for the day</li> <li>• <b>Directions on going back to desk</b></li> </ul>	<p>Morning Meeting 8:05am - 8:30am</p> <ul style="list-style-type: none"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Positive Tuesday- Share 1 positive about your night or this morning</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks like</b>– the schedule for the day</li> <li>• <b>Directions on going back to desk</b></li> </ul>	<p>Morning Meeting 8:05am - 8:30am</p> <ul style="list-style-type: none"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Weird/ Wonderful Wednesday- Share 1 thing that you think is weird or wonderful.</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks like</b>– the schedule for the day</li> <li>• <b>Directions on going back to desk</b></li> </ul>	<p>Morning Meeting 8:05am - 8:30am</p> <ul style="list-style-type: none"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Thankful Thursday- Share what you are thankful for this week</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks like</b>– the schedule for the day</li> <li>• <b>Directions on going back to desk</b></li> </ul>	<p>Morning Meeting 8:05am - 8:30am</p> <ul style="list-style-type: none"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Flashback Friday- Share favorite part about this week</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks like</b>– the schedule for the day</li> <li>• <b>Directions on going back to desk</b></li> </ul>
<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 8: Introduce /p/ &gt; 'p'</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Segmenting</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Introduce the Sound /p/</li> <li>• Introduce the Spelling /p/ &gt; 'p'</li> <li>• Pocket Chart Chaining for Reading</li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 9: Introduce /e/ &gt; 'e'</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Segmenting</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Introduce the Sound /e/</li> <li>• Introduce the Spelling /e/ &gt; 'e'</li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 10: Review</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Segmenting</li> </ul> </li> <li>• Large Card Chaining</li> <li>• Sound Dictation</li> <li>• Introduce Phrases</li> </ul> <p>Homework</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 11: Student Performance Assessment</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Segmenting</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Student Performance Assessment: Reading Assessment (Part 1)</li> <li>• Large Card Chaining</li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 12: Student Performance Assessment</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Segmenting</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Teacher Demonstration: Read Pet Fun</li> <li>• Rainbow Letters</li> </ul>



Homework  
Activity Page 8.2

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', 'f', 'v', 's', 'z', 'h', 'i', 'a', 'o'.
- I can answer simple riddles by saying a word that begins with the /p/ sound.
- I can write 'p' to show the sound /p/.
- I can match a picture by reading and writing simple CVC words with the spelling 'p'.
- I can change sound/ spellings in simple CVC words to make and read new words (focusing on /p/ > 'p').

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 10: Tug-of-War

**Introducing the Read-Aloud**

- Essential Background Information or Terms

**Read-Aloud**

- Purpose for Listening
- "Tug-of-War"

- 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', 'p', 't', 'd', 'f', 'v', 'c', 'g', 's', 'z', 'h', 'i', 'a', 'o'.
- I can tell the difference between words with middle /e/ and /i/ sounds or /e/ and /a/ sounds by showing which word includes the /e/ sound.
- I can write 'e' to show the sound /e/.
- I can match a picture by reading and writing simple CVC words with the spelling 'e'.
- I can change sound/ spellings in simple CVC words to make and read new words (focusing on /e/ > 'e').

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Domain Review

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

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

Activity Page 10.1

I Can Statement(s)

- I can say the parts of words with two or three sounds.
- I can change sound/ spellings in simple CVC words to make and read new words.
- I can accurately write the following lowercase letters: 'm', 'n', 'p', 't', 'd', 'f', 'v', 'c', 'g', 's', 'z', 'h', 'i', 'a', 'o', 'e'.
- I can read phrases with simple CVC words.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

Domain Assessment

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm  
Review

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

- Sound Dictation
- Circle the Picture

Homework  
Activity Pages 11.3 and 11.4

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', 'p', 't', 'd', 'f', 'v', 'c', 'g', 's', 'z', 'h', 'i', 'a', 'o'.
- I can change sound/ spellings in simple CVC words to make and read new words.
- I can correctly write the following lowercase letters: 'm', 'n', 'p', 't', 'd', 'f', 'v', 'c', 'g', 's', 'z', 'h', 'i', 'a', 'o', 'e'.
- I can read phrases with simple CVC words and will match them to a picture.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Culminating Activities

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

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

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

- Student Performance Assessment: Reading Assessment (Part 2)
- Stomp and Spell
- Vowel Pairs

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', 'p', 't', 'd', 'f', 'v', 'c', 'g', 's', 'z', 'h', 'i', 'a', 'o'.
- I can track print words as I listen to Pet Fun and read some phrases aloud.
- I can read and spell simple CVC words.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

Lesson 1: Introduction to Plants

**Introducing the Read-Aloud**

- Domain Introduction/ Core Connections

**Read-Aloud**

- Purpose for Listening
- "Introduction to Plants"
- Comprehension Questions
- Word Work: Soil

**Application**

- Plants and Their Environments
- Multiple Meaning Word Activity



- Comprehension Questions
  - Word Work: Foolishness
- Application**
- Character Comparison
  - Vocabulary Instructional Activity: Finally

- I Can Statement(s)
- I can identify a trickster tale as a type of fiction.
  - I can explain the actions of the main character in a trickster tale.
  - I can demonstrate an understanding of the word foolishness.
  - I can use a graphic organizer to compare and contrast characters in a trickster tale.

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 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)

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 16: Organize, count, and represent a collection of objects.

- Launch**
- Learn**
- Organize, Count, and Record
  - Share, Compare, and Connect
- Land**
- Debrief

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Dismissal 3:20pm - 3:30pm

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Module 2 Assessment

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

- Homework
- Activity Page 1.1
- I Can Statement(s)
- I can tell the difference between living and nonliving things.
  - I can identify basic needs of plants.
  - I can demonstrate an understanding of the words soil and plant.

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

Turkey Craft

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



- 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 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm