



Monday 12/04/2023	Tuesday 12/05/2023	Wednesday 12/06/2023	Thursday 12/07/2023	Friday 12/08/2023
School Day 75	School Day 76	School Day 77	School Day 78	School Day 79
<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 6: Introduce /w/ &gt; 'w'</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Short Vowel Sounds</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Introduce the Sound /w/</li> <li>• Introduce the Spelling /w/ &gt; 'w'</li> <li>• Chain and Copy</li> </ul> <p>Homework</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 7: Introduce /j/ &gt; 'j'</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Short Vowel Sounds</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Introduce the Sound /j/</li> <li>• Introduce the Spelling /j/ &gt; 'j'</li> <li>• Differentiated Instruction</li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 8: Introduce /y/ &gt; 'y' and Tricky Word Yellow</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Short Vowel Sounds</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Introduce the Sound /y/</li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 9: Introduce /x/ &gt; 'x'</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Short Vowel Sounds</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Introduce the Sound /x/</li> <li>• Introduce the Spelling /x/ &gt; 'x'</li> <li>• Chaining: <ul style="list-style-type: none"> <li>◦ Teacher Chaining</li> </ul> </li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 10: Introduce /k/ &gt; 'k'</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Short Vowel Sounds</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Review the Sound /k/</li> <li>• Introduce the Spelling Alternative /k/ &gt; 'k'</li> <li>• Student Chaining</li> <li>• Word Sort</li> </ul> <p>I Can Statement(s)</p>



Activity Page 6.2

I Can Statement(s)

- I can give the matching sound for the lowercase letters 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'.
- I can hear words that start with the /w/ sound.
- I can write 'w' to show the sound /w/.
- I can read and write simple CVC words with the spelling 'w' to match a picture.
- I can spell and write simple CVC words (focusing on /w/ > 'w'.)

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 10: Plants and People

**Introducing the Read-Aloud**

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

**Read-Aloud**

- Purpose for Listening
- "Plants and People"
- Comprehension Questions
- Word Work: Bouquet

**Application**

- Plant Parts We Use

I Can Statement(s)

Homework

Activity Page 7.2

I Can Statement(s)

- I can give the matching sound for the lowercase letters 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h'.
- I can hear words that start with the /j/ sound.
- I can say a word that starts with /j/ to finish a sentence.
- I can write 'j' to show the sound /j/.
- I can read and write simple cvc words with the spelling 'j' to match a picture.
- As I listen to Pet Fun, I can follow the words from top to bottom and left to right.
- I can read some of the phrases in Pet Fun aloud.
- I can read, copy, and draw phrases with simple CVC words.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 11: George Washington Carver

**Introducing the Read-Aloud**

- What Have We Already Learned?

**Read-Aloud**

- Introduce the Spelling /y/ > 'y'
- Introduce Tricky Word: Yellow

Homework

Activity Pages 8.3 and 8.4

I Can Statement(s)

- I can give the matching sound for the lowercase letters 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j'.
- I can solve a riddle by saying a word that starts with the /y/ sound.
- I can write 'y' to show the sound /y/.
- I can read and write simple CVC words with the spelling 'y' to match a picture.
- I can read the word yellow.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

**Domain Review**

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

- Large Card Chaining

Homework

Activity Pages 9.2 and 9.3

I Can Statement(s)

- I can give the matching sound for the lowercase letters 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j', 'y'.
- I can hear words with the /x/ sound.
- I can say sentences with words ending with the /x/ sound.
- I can write 'x' to show the sound /x/.
- I can read and write simple CVC phrases with the spelling 'x' to match a picture.
- I can change sounds/ spellings in simple CVC words to make, read and spell new words (focusing on /x/ > 'x'.)

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

**Domain Assessment**

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in Plants. Part I (Vocabulary Assessment) is divided into

- I can give the matching sound for the lowercase letters 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j', 'x', 'y'.
- I can hear words with the /k/ sound.
- I can write 'k' to show the sound /k/.
- I can read and write simple CVC phrases with the spelling 'k' to match a picture.
- I can change sound/ spellings in simple CVC words to make, read, and spell new words.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

**Culminating Activities**

Please use these two final days to address class results of the Domain Assessment. Based on the results of the Domain Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

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



- I can remember key information about plants.
- I can describe ways the plants are helpful to people.
- I can demonstrate an understanding of the word bouquet.
- I can match plant parts to the everyday items people can make for themselves.

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  
MAPS Testing

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

- Purpose for Listening
  - “George Washington Carver”
  - Comprehension Questions
  - Word Work: Crops
- Application**
- Sayings and Phrases: Great Oaks from Little Acorns Grow
  - Domain-Related Trade Book or Student Choice

I Can Statement(s)

- I can discuss the story of Johnny Appleseed.
- I can explain the achievements of George Washington Carver.
- I can demonstrate an understanding of the word crops.
- I can demonstrate an understanding of the saying great oaks from little acorns grow.

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  
MAPS Testing

Recess 2:00pm - 2:15pm

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

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm  
Lesson 10: Use a balance scale to compare an object to different units.

**Fluency**

- Green Light, Red Light
- Happy Counting by Ones Within 20

**Launch Learn**

- Same Unit, Different Color
- Different Units
- Balance and Record
- Reason About Units

**Land**

- Debrief

I Can Statement(s)

- I can compare the weights of two objects directly and describe the difference with terms such as heavier or lighter.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II, III, and IV of the assessment address the core content targeted in Plants.

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 11: Observe conservation of weight on the balance scale.

**Fluency**

- Build Equal Balls of Clay

**Launch Learn**

- Bakery
- Problem Set

**Land**

- Debrief

I Can Statement(s)

- I can compare the weights of two objects directly and describe the difference with terms such as heavier or lighter.

Recess 2:00pm - 2:15pm

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

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

WIN 12:15pm - 12:45pm

Math 12:45pm - 1:30pm  
Christmas Craft

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



Science 2:40pm - 3:20pm

Lesson 1.6: Explaining Why There Are No Caterpillars

**Searching for What Caterpillars Need**

**Discovering What Caterpillars Need**

**Searching for Milkweed Plants**

**Explaining Why There Are No Caterpillars**

I Can Statement(s)

- I can use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- I can ask questions, make observations, and gather information that are helpful in thinking about problems.
- I can use observations to describe patterns of what plants and animals (including humans) need to survive.

Dismissal 3:20pm - 3:30pm

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

Science 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm