



<p>Monday 01/08/2024 School Day 89</p>	<p>Tuesday 01/09/2024 School Day 90</p>	<p>Wednesday 01/10/2024 School Day 91</p>	<p>Thursday 01/11/2024 School Day 92</p>	<p>Friday 01/12/2024 School Day 93</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>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 1: Tricky Word Introduce l</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Blending</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Introduce Letter Names</li> <li>• Introduce Tricky Word: l</li> </ul> <p><b>Reading</b></p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 2: Consonant Clusters</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Blending</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Review Letter Names</li> <li>• Pocket Chart Chaining for Spelling</li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 3: Tricky Spelling Introduce 's' &gt; /z/</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Blending</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Review Letter Names</li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 4: Tricky Spelling Review 's' &gt; /z/</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Blending</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Review Tricky Spelling 's' &gt; /s/ and /z/</li> <li>• Word Sort</li> </ul> <p><b>Reading</b></p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 5: Review Letter Names</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Oral Blending</li> <li>◦ Alphabet Review</li> </ul> </li> <li>• Review Letter Names</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Introduce the Story</li> <li>• Teacher Demonstration: Read "Kit's Cats"</li> </ul>



- Introduce the Reader and Story
- Teacher Demonstration: Read "Kit"

Homework  
Activity Pages 1.2 and 1.3

I Can Statement(s)

- I can show what I know about letter-sounds and blend sounds to make words.
- I can find and name the lowercase letters of the alphabet.
- I can read the Tricky Word I.
- I can follow the words from top to bottom and left to right while my teacher reads "Kit" aloud.
- I can find periods at the end of sentences.
- I can answer questions about characters, setting, and main events.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 1: Old MacDonald Has a Farm

**Introducing the Read-Aloud**

- Domain Introduction
- Core Connections

**Read-Aloud**

- Purpose for Listening
- "Old MacDonald Has a Farm"

**Reading**

- Introduce the Story
- Teacher Demonstration: Read "Kit and Stan"

**Foundational Skills**

- Reading Consonant Clusters

Homework  
Activity Page 2.2

I Can Statement(s)

- I can show what I know about letter sounds and blend sounds to make words.
- I can find and name the lowercase letters of the alphabet.
- I can read and spell one-syllable, short-vowel words with consonants and consonant clusters.
- I can follow the words from top to bottom and left to right while my teacher reads "Kit and Stan" aloud.
- I can answer questions about characters, setting, and main events.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 2: With a Moo, Moo Here

**Introducing the Read-Aloud**

- What Have We Already Learned?

- Introduce Tricky Spelling 's' > /z/
- Complete the Sentences
- Pocket Chart Chaining for Reading

**Reading**

- Introduce the Story
- Teacher Demonstration: Read "Kit's Hats"

Homework  
Activity Page 3.2

I Can Statement(s)

- I can show what I know about letter sounds and blend sounds to make single-syllable words.
- I can read and spell one-syllable, short-vowel words with consonants and consonant clusters.
- I can read and write words that have 's' > /s/ as in cats or /z/ as in his.
- I can follow the words from top to bottom and left to right while my teacher reads "Kit's Hats" aloud.
- I can find apostrophes and periods at the end of sentences.
- I can answer questions about characters, setting, and main events.

Morning Break 9:30am - 9:40am

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

- Reread "Kit's Hats"

Homework  
Activity Page 4.2

I Can Statement(s)

- I can show what I know about letter sounds and blend sounds to make single-syllable words.
- I can read and write words that have 's' > /s/ as in cats or /z/ as in his.
- I can read "Kit's Hats" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 4: Here an Oink, There an Oink

**Introducing the Read-Aloud**

- What Have We Already Learned?

**Read-Aloud**

- Purpose for Listening
- "Here an Oink, There an Oink"
- Comprehension Questions
- Word Work: Valuable

**Application**

- Drawing Activity

I Can Statement(s)

- I can use details to describe pigs.
- I can identify the main idea and key details of an

- Read "Kit's Cats"

Homework  
Activity Page 5.1

I Can Statement(s)

- I can show what I know about letter sounds and blend sounds to make single-syllable words.
- I can find and name the lowercase letters of the alphabet.
- I can follow words from top to bottom and left to right while my teacher reads "Kit's Cats" aloud.
- I can find periods and apostrophes.
- I can answer questions about characters, setting, and main events.
- I can read "Kit's Cats" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

Lesson 5: Everywhere a Baa, Baa

**Introducing the Read-Aloud**

- What Have We Already Learned?

**Read-Aloud**

- Purpose for Listening
- "Everywhere a Baa, Baa"
- Comprehension Questions



- Comprehension Questions
- Word Work: Tools

**Application**

- On Stage

Homework  
Activity Page 1.1

I Can Statement(s)

- I can use details to describe a farm.
- I can explain why a farm is important.
- I can demonstrate an understanding of the word tools.
- I can join the class in singing "Old MacDonald Had a Farm."

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 12: Relate more and fewer to length.

**Fluency**

- Choral Response: Which Step is Missing?
- Beep Counting

**Launch**

**Learn**

- Make Name Trains
- Compare Name Trains
- Problem Set

**Land**

**Read-Aloud**

- Purpose for Listening
- "With a Moo, Moo Here"
- Comprehension Questions
- Word Work: Grazing

**Application**

- Image Review

I Can Statement(s)

- I can use details to describe cows.
- I can identify the main idea and key details of an informational text about cows.
- I can demonstrate an understanding of the word grazing.
- I can make a drawing to show details about cows.

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

Lesson 13: Compare sets by using more than, fewer than, and the same number as.

**Fluency**

- Which Step Is Missing?
- Building Up to the Sprint Routine: Start and Stop at the Signal
- Beep Counting

Reading Knowledge 10:30am - 11:20am

Lesson 3: And a Cluck, Cluck There

**Introducing the Read-Aloud**

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

**Read-Aloud**

- Purpose for Listening
- "And a Cluck, Cluck There"
- Comprehension Questions
- Word Work: Collects

**Application**

- Sayings and Phrases
- Multiple Meaning Word Activity

I Can Statement(s)

- I can use details to describe chickens.
- I can identify the main idea and key details of an informational text about chickens.
- I can demonstrate an understanding of the words collects and feed.
- I can demonstrate an understanding of the phrase "the early bird gets the worm."

I Can Statement(s)

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 15: Classify flat shapes into groups and compare the number of shapes in each group.

**Fluency**

- Counting on the Rekenrek by Ones Within 20
- Choral Response: Name the Shape

**Launch**

**Learn**

- Compare Hexagons
- Sort and Compare
- Problem Set

**Land**

I Can Statement(s)

- I can count the number of objects in each category of

informational text about pigs.

- I can demonstrate an understanding of the word valuable.
- I can draw key details about pigs.

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 15: Classify flat shapes into groups and compare the number of shapes in each group.

**Fluency**

- Counting on the Rekenrek by Ones Within 20
- Choral Response: Name the Shape

**Launch**

**Learn**

- Compare Hexagons
- Sort and Compare
- Problem Set

**Land**

I Can Statement(s)

- I can count the number of objects in each category of

- Word Work: Responsibilities

**Application**

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

I Can Statement(s)

- I can use details to describe sheep.
- I can identify the main idea and key details of an informational text about sheep.
- I can demonstrate an understanding of the words responsibilities and pen.

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

Scholastic Weekly Reader

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



- Debrief

Homework  
Family Math

I Can Statement(s)

- I can compare the number of objects in two groups by using the terms more than, fewer than, or the same number as, e.g., by using matching or counting strategies.
- I can describe measurable attributes of an object.
- I can compare the lengths of two objects directly by aligning endpoints and describe the difference with terms such as longer, taller, and shorter.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

**Launch**

**Learn**

- Compare Sets
- Share Strategies
- Choose a Strategy
- Problem Set

**Land**

- Debrief

I Can Statement(s)

- I can compare the number of objects in two groups by using the terms more than, fewer than, or the same number as, e.g., by using matching or counting strategies.

Recess 2:00pm - 2:15pm

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

Science 2:40pm - 3:20pm

Lesson 2.1: Growing Seeds

**Introduction to Planting Seeds**

**Reading About Plant Growth**

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

Math 1:00pm - 2:00pm

Lesson 14: Use number to compare sets with like units.

**Fluency**

- Build and Compare: Length
- Build Cube Sticks: Number Stairs

**Launch**

**Learn**

- Less Than or More Than 5
- Ordering Number Stairs
- Number Path Comparison

**Land**

- Debrief

I Can Statement(s)

- I can compare the number of objects in two groups by using the terms more than, fewer than, or the same number as, e.g., by using matching or counting strategies.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

a sort and order the groups by count.

Recess 2:00pm - 2:15pm

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

Science 2:40pm - 3:20pm

Lesson 2.2: Comparing Plant Growth

**Sequencing Plant Growth**

**Discussing Plant Growth**

**Comparing Milkweed Plants**

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



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