



Monday 02/26/2024 School Day 118	Tuesday 02/27/2024 School Day 119	Wednesday 02/28/2024 No School	Thursday 02/29/2024 School Day 120	Friday 03/01/2024 School Day 121
<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>No School Day</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 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 		<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 4: Introduce /th/ > 'th'</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 /th/ • Introduce the Spelling /th/ > 'th' • Student Chaining <p>I Can Statement(s)</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 5: Introduce /th/ > 'th'</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 /th/ • Introduce the Spelling /th/ > 'th' • Differentiated Instruction 		<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 6: Review /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th'</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Spelling Hopscotch • Chain and Copy • Differentiated Instruction 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 7: Introduce /qu/ > 'qu'</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Letter Names ◦ Sound/Spelling Review • Introduce the Sound /qu/ • Introduce the Spelling /qu/ > 'qu' • Student Chaining <p>Homework Activity Page 7.2</p>



- I can say up to five sounds in a single-syllable word.
- I can give the sound and letter name for each letter card shown.
- I can read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', and /th/ > 'th'.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 8: Native Americans Today

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "Native Americans Today"
- Comprehension Questions
- Word Work: Traditions

Application

- Native American Traditions: Totem Stories

I Can Statement(s)

- I can compare and contrast characteristics of Native American tribes.
- I can explain how Native Americans live today.
- I can demonstrate an understanding of the word traditions.

Homework

Activity Page 5.2

I Can Statement(s)

- I can say up to five sounds in a single-syllable word.
- I can give the sound and letter name for each letter card shown.
- I can read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th'.

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Guidance/Scholastic Weekly Reader

Recess 2:00pm - 2:15pm

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

Science/Social Studies 2:40pm - 3:20pm

I Can Statement(s)

- I can say up to five sounds in a single-syllable word.
- I can give the sound and letter name for each letter card shown.
- I can read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th'.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Domain Assessment

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 7: Find partners to 5.

Fluency

- Make 5 Finger Combinations
- Shake Those Disks

Launch

Learn

- Decompose 5 and Record
- Partners to 5
- Problem Set

Land

I Can Statement(s)

- I can give the sound and letter name for each letter card shown.
- I can read and spell single-syllable short vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', /th/ > 'th', and /qu/ > 'qu'.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

Culminating Activities

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

Big Kid Little Kid Activities

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



- I can write a story using words and drawings.

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 6: Decompose a number in more than one way and record.

Fluency

- Sprint: Number Order to 5

Launch

Learn

- Game Demonstration
- Shake Those Disks

Land

- Debrief

I Can Statement(s)

- I can represent composition or decomposition of numbers with objects, fingers, mental images, drawings, sound, acting out situations, verbal explanations, or number bonds.
- I can decompose numbers within 10 into pairs in more than one way by using objects or pictures.

Recess 2:00pm - 2:15pm

Me & My Family

Dismissal 3:20pm - 3:30pm

- Debrief

I Can Statement(s)

- I can represent composition or decomposition of numbers with objects, fingers, mental images, drawings, sound, acting out situations, verbal explanations, or number bonds.
- I can decompose numbers within 10 into pairs in more than one way by using objects or pictures.

Recess 2:00pm - 2:15pm

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

Science/Social Studies
2:40pm - 3:20pm

Lesson 1.1: Pre-Unit Assessment

Leading a Pre-Unit-Assessment Conversation

Introducing Students' Role as Engineers

Movement Hunt

Discussing Movement

I Can Statement(s)

- I can plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and



- Snack & Bathroom 2:15pm - 2:40pm
- Centers 2:40pm - 3:20pm
- Me & My Family
- Dismissal 3:20pm - 3:30pm

pulls on the motion of an object.

- I can analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
- I can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Dismissal 3:20pm - 3:30pm