



Monday 03/11/2024	Tuesday 03/12/2024	Wednesday 03/13/2024	Thursday 03/14/2024	Friday 03/15/2024
School Day 127	School Day 128	School Day 129	No School	No School
<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>	No School Day	No School Day
<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 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>Reading Skills 8:30am - 9:30am</p> <p>Lesson 12: Student Performance Assessment</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: - Oral Segmenting - Sound/ Spelling Review • Teacher Chaining • Word Box • Reading Assessment (Part 2) 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 13: Review Single- Syllable, Short-Vowel Words</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting • Large Card Chaining <p>Reading</p> <ul style="list-style-type: none"> • Introduce the Story 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 14: Student Performance Assessment</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Label the Picture <p>Reading</p>		



Reading

- Reread "Seth's Dad"

Homework
Activity Pages 12.3 and 12.4

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', /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.
- I can read "Seth's Dad" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 5: Sing a Song of Sixpence

Introducing the Read-Aloud

- Essential Background Information or Terms
 - Rhyme Review
- Read-Aloud**
- Purpose for Listening
 - "Sing a Song of Sixpence"
 - Comprehension Questions
 - Word Work: Dainty

Application

- Old King Cole Story

Homework

- Teacher Demonstration: Read "Sal's Fish Shop"
- Read "Sal's Fish Shop"

Homework
Activity Page 13.1

I Can Statement(s)

- I can say up to five sounds in a single-syllable word.
- I can read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.
- I can follow the words from top to bottom and left to right while I listen to my teacher read "Sal's Fish Shop" aloud.
- I can find periods at the end of sentences.
- I can ask and answer questions about key details in a story.
- I can read "Sal's Fish Shop" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Pausing Point Activities

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

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

- Introduce the Story
- Teacher Demonstration: Read "Lunch"
- Read "Lunch"

Homework
Activity Page 14.2

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 follow the words from top to bottom and left to right while I listen to my teacher read "Lunch" aloud.
- I can find periods at the end of sentences.
- I can ask and answer questions about key details in a text.
- I can read "Lunch" with purpose and understanding.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

Pausing Point Activities

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

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



Activity Page 5.1

I Can Statement(s)

- I can locate England on a map.
- I can identify rhyming words.
- I can compare and contrast the experiences of the main characters.
- I can demonstrate an understanding of the word dainty.
- I can revise my narrative story.

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: Draw to represent put together with total unknown story problems.

Fluency

- Whiteboard Exchange: Draw 5-Groups

Launch

Learn

- Duck Story
- Model with Math Drawings
- Solving Story Problems

Land

- Debrief

I Can Statement(s)

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

Lesson 1.5: Writing About Forces

Engineers Design Solutions

Adding a Launcher to the Class Pinball Machine

Writing About Forces

Revisiting Talking About Forces

I Can Statement(s)

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 13: Choose a math tool to solve put together with total unknown story problems.

Fluency

- Line Up and Compare: Beans
- Dot Cards
- Counting on the Rekenrek by Ones Within 50

Launch

Learn

- Model a Story Problem
- Share, Compare, and Connect
- Model with Math Drawings

Land

- Debrief

I Can Statement(s)

- I can solve put together and take apart with result unknown story problems within 10 with a chosen math tool.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm



- I can solve put together and take apart with result unknown story problems within 10 with a chosen math tool.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Lesson 1.4: We Are Engineers

How We Are Like Engineers

Introducing the Box Model

Designing the Launcher in the Box Model

Drawing Diagrams of Our Box Models

I Can Statement(s)

- I can plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and 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 develop a simple sketch, drawing, or physical model to illustrate how the shape of an

direction of an object with a push or a pull.

- I can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- I can analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Dismissal 3:20pm - 3:30pm



object helps it function as
needed to solve a given
problem.

Dismissal 3:20pm - 3:30pm