

03/10/2024 - 03/16/2024

Monday 03/11/2024 School Day 127	Tuesday 03/12/2024 School Day 128	Wednesday 03/13/2024 School Day 129	Thursday 03/14/2024 No School	Friday 03/15/2024 No School
Arrival & Morning Seat Work 3:00am - 8:05am Morning Work, Attendance, and Lunch Count	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count	No School Day	No School Day
Morning Meeting 8:05am - 8:30am 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 Reading Skills 8:30am - 9:30am	Morning Meeting 8:05am - 8:30am 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	Morning Meeting 8:05am - 8:30am 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		
Lesson 12: Student Performance Assessment Foundational Skills • Warm-Up: - Oral Segmenting - Sound/ Spelling Review • Teacher Chaining • Word Box • Reading Assessment (Part 2)	9:30am Lesson 13: Review Single- Syllable, Short-Vowel Words Foundational Skills • Warm-Up: • Oral Segmenting • Large Card Chaining Reading	Reading Skills 8:30am - 9:30am Lesson 14: Student Performance Assessment Foundational Skills • Warm-Up: • Oral Segmenting • Sound/Spelling Review • Label the Picture Reading		



Reading • Reread "Seth's Dad"• Teacher Demonstration: Read "Sal's Fish Shop" • Read "Sal's Fish Shop" • Read "Sal's Fish Shop" • Read "Sal's Fish Shop" • Read "Lunch" • I can say up to five sounds in a single-syllable word. • I can read and spell single-syllable, short- vowel words with /ch/> • I can find periods at the end of sentences. • I can ask and answer questions about key details in a story. • I can read "Lunch" • I can read "Lunch" • I can find periods at the end of sentences. • I can ask and answer questions about key details in a story. • I can read "Lunch" with purpose and understanding.Morning Break 9:30am - 9:40amRhyme Review Read-Aloud • Sing a Song of Sixpence" • Word Work: Dainty Application • Word Work: Dainty Application • Oid King Cole StoryMorning Break 9:30am - 9:40amMorning Break 9:30am - 9:40amMusic & PE 9:40am • 11:20amMusic & PE 9:40am - 10:30amMorning Break 9:30am - 9:40amPurpose for Listening • "Sing a Song of Sixpence" • Oud King Cole StoryMusic & PE 10:30am - 11:20amMus			
 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 Instroucing the Read-Aloud · Essential Background Information or Terms · Rhyme Review Read-Aloud · Purpose for Listening · "Sing a Song of Sixpence" Purpose for Listening · "Sing a Song of Sixpence" Purpose for Listening · "Sing a Song of Sixpence" Old King Cole Story Activity Page 13.1 Activity Page 13.1 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/> 'th', /qu/> 'qu', and /ng/> 'ng'. I can find periods at the end of sentences. I can ask and answer questions about key details in a text. I can read "Sal's Fish Shop" with purpose and understanding. Morning Break 9:30am - 9:40am Morning Break 9:30am - 9:40am Mos & PE 10:30am - 11:20am Con King Cole Story 	• Reread "Seth's Dad" Homework	Read "Sal's Fish Shop" • Read "Sal's Fish Shop	 Teacher Demonstration: Read "Lunch"
 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 "Sath"s Dad" with purpose and understanding. 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 ask and answer questions about key details in a story. I can ask and answer questions about key details in a story. I can read "Sal's Fish Shop" with purpose and understanding. I can read "Sal's Fish Shop" with purpose and understanding. Morning Break 9:30am - 9:40am I can read "Sal's Fish Shop" with purpose and understanding. Morning Break 9:30am - 9:40am 	, .	Activity Page 13.1	Homework
 Morning Break 9:30am - 9:40am I can find periods at the end of sentences. I can ask and answer questions about key details in a story. I can read "Lunch" with purpose and understanding. I can read "Lunch" with purpose and understanding. Morning Break 9:30am - 9:40am Music & PE 9:40am - 10:30am Musi	 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', /<u>th</u>/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'. I can read "Seth's Dad" with purpose and 	 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 	 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
SixpenceShop With purpose and understanding.Morning Break 9:30am - 9:40amIntroducing 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 StoryMorning Break 9:30am - 9:40amMorning Break 9:30am - 9:40amMorning Break 9:30am - 9:40amMusic & PE 9:40am - 10:30amMusic & PE 9:40am - 10:30amReading Knowledge 9:40am 10:30amReading Knowledge 10:30am - 11:20amReading Knowledge 10:30am - 11:20amMusic & PE 10:30am - 11:20amMusic & PE 10:30am - 11:20amLunch & Recess 11:20am - 12:05pmMusic Solo StoryLunch & Recess 11:20am - 12:05pmRead-Aloud 12:05pm -	Morning Break 9:30am - 9:40am Reading Knowledge 9:40am - 10:30am	 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 	
Introducing the Read-AloudMorning Break 9:30am - 9:40am9:40am• Essential Background Information or TermsMorning Break 9:30am - 9:40amMusic & PE 9:40am - 10:30am• Read-AloudReading Knowledge 9:40am - 10:30amReading Knowledge 10:30am - 11:20am• Purpose for Listening • "Sing a Song of Sixpence" • Comprehension Questions • Word Work: Dainty Application • Old King Cole StoryMorning Break 9:30am - 9:40amMusic & PE 9:40am - 10:30am - 11:20am• Music & Purpose for Listening • "Sing a Song of Sixpence" • Comprehension Questions • Word Work: Dainty Application • Old King Cole StoryMusic & PE 10:30am - 11:20amReading Knowledge 10:30am - 11:20am• Music & PE 10:30am - 11:20amMusic & PE 10:30am - 11:20amLunch & Recess 11:20am - 12:05pm• Music Superior • Old King Cole Story• Music & Recess 11:20am - 12:05pmRead-Aloud 12:05pm -			Morning Break 9:30am -
Information or Terms9:40amMusic & PE 9:40am - 10:30am• Rhyme Review Read-Aloud• Reading Knowledge 9:40am - 10:30amReading Knowledge 10:30am - 11:20am• Purpose for Listening • "Sing a Song of Sixpence" • Comprehension Questions • Word Work: Dainty Application • Old King Cole StoryReading Knowledge 9:40am - 10:30amReading Knowledge 10:30am - 11:20am• Music & PE 10:30am - 11:20amNusic & PE 10:30am - 11:20amReading Knowledge 10:30am - 11:20am• Music & PE 10:30am - 11:20amNusic & PE 10:30am - 11:20amReading Knowledge 10:30am - 11:20am• Music & PE 10:30am - 11:20amNusic & PE 10:30am - 11:20amRead-Aloud 12:05pm -			9:40am
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Old King Cole Story Lunch & Recess 11:20am - Read-Aloud 12:05pm -	Word Work: Dainty	11:20am	Lunch & Recess 11:20am -
	Homework	12:05pm	



	Activity Page 5.1	Read-Aloud 12:05pm -	
I	Can Statement(s)	12:30pm	
	 I can locate England on a 	WIN 12:30pm - 1:00pm	
	map.	Math 1:00pm - 2:00pm	
	 I can identify rhyming 	Guidance/Scholastic W	
L	words.	Reader	
1	 I can compare and 	Recess 2:00pm - 2:15p	
L	contrast the experiences		
L	of the main characters.	Snack & Bathroom 2:1	
1	I can demonstrate an	2:40pm	
L	understanding of the word	Science/Social Studies	
L	dainty.	2:40pm - 3:20pm	
1	I can revise my narrative	Lesson 1.5: Writing Ab	
L	story.	Forces	
1	Art 10:30am - 11:20am	Engineers Design Solutions	
l	unch & Recess 11:20am -	3010110115	
1	2:05pm	Adding a Launcher to	
Ē	Read-Aloud 12:05pm -	Class Pinball Machin	
	2:30pm		
١	WIN 12:30pm - 1:00pm	Writing About Forces	
	Math 1:00pm - 2:00pm	Revisiting Talking Ab	
	Math 1:00pm - 2:00pm	Forces	
l	esson 12: Draw to represent	Forces I Can Statement(s)	
ľ		Forces I Can Statement(s) • I can plan and cond	
ן ג נ	esson 12: Draw to represent but together with total unknown story problems.	 Forces I Can Statement(s) I can plan and cond investigation to com 	
ן ג נ	esson 12: Draw to represent but together with total	 Forces I Can Statement(s) I can plan and cond investigation to com the effects of different 	
ן ג ו	 Lesson 12: Draw to represent but together with total unknown story problems. Fluency Whiteboard Exchange: Draw 5-Groups 	 Forces I Can Statement(s) I can plan and cond investigation to com 	
L F F	 Lesson 12: Draw to represent but together with total unknown story problems. Fluency Whiteboard Exchange: Draw 5-Groups Launch 	 Forces I Can Statement(s) I can plan and cond investigation to com the effects of different strengths or different directions of pushes pulls on the motion 	
L F F	 Lesson 12: Draw to represent but together with total unknown story problems. Fluency Whiteboard Exchange: Draw 5-Groups Launch Learn 	 Forces I Can Statement(s) I can plan and cond investigation to com the effects of different strengths or different directions of pushes pulls on the motion object. 	
L F F	 Lesson 12: Draw to represent but together with total unknown story problems. Fluency Whiteboard Exchange: Draw 5-Groups Launch Learn Duck Story 	 Forces I Can Statement(s) I can plan and cond investigation to com the effects of different strengths or different directions of pushes pulls on the motion object. I can analyze data to 	
L F F	 Lesson 12: Draw to represent but together with total unknown story problems. Fluency Whiteboard Exchange: Draw 5-Groups Launch Learn 	 Forces I Can Statement(s) I can plan and cond investigation to com the effects of different strengths or different directions of pushes pulls on the motion object. I can analyze data to determine if a design 	
L F L L L	 Lesson 12: Draw to represent out together with total unknown story problems. Fluency Whiteboard Exchange: Draw 5-Groups Launch Learn Duck Story Model with Math Drawings Solving Story Problems Land 	 Forces I Can Statement(s) I can plan and cond investigation to com the effects of different strengths or different directions of pushes pulls on the motion object. I can analyze data to 	
L F L L L	 Lesson 12: Draw to represent out together with total unknown story problems. Fluency Whiteboard Exchange: Draw 5-Groups Launch Learn Duck Story Model with Math Drawings Solving Story Problems 	 Forces I Can Statement(s) I can plan and cond investigation to com the effects of different strengths or different directions of pushes pulls on the motion object. I can analyze data to determine if a design solution works as in 	

05pm -	WIN 12:30pm - 1:00pm	
	Math 1:00pm - 2:00pm	
1:00pm 2:00pm lastic Weekly	Lesson 13: Choose a math tool to solve put together with total unknown story problems.	
- 2:15pm om 2:15pm - Studies	 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 	
n ting About		
ign cher to the	 Connect Model with Math Drawings Land Debrief 	
/lachine Forces king About	 I Can Statement(s) I can solve put together and take apart with result unknown story problems within 10 with a chosen math tool. 	
i(s) id conduct an		
to compare f different different pushes and motion of an	Recess 2:00pm - 2:15pm Snack & Bathroom 2:15pm - 2:40pm	
	Centers 2:40pm - 3:20pm	
e data to a design ks as intended e speed or	Dismissal 3:20pm - 3:30pm	

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

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

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.

missal 3:20pm - 3:30pm



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

Dismissal 3:20pm - 3:30pm