



Monday 03/18/2024	Tuesday 03/19/2024	Wednesday 03/20/2024	Thursday 03/21/2024	Friday 03/22/2024
School Day 130	School Day 131	School Day 132	School Day 133	School Day 134
<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>	<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 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>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 15: 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 • Practice: <ul style="list-style-type: none"> ◦ Tap and Spell ◦ Circle Spelling 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 16: Student Performance Assessment</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting • Practice: <ul style="list-style-type: none"> ◦ Wiggle Cards ◦ Circle the Word 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 17: Tricky Words: Review Down, Out, Of</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Review Tricky Words: Up/ Down, In/Out, Of 	<p>Reading Skills 8:30am - 9:30am</p> <p>Pausing Point Activities</p> <p>Morning Break 9:30am - 9:40am</p> <p>Reading Knowledge 9:40am - 10:30am</p> <p>Domain Assessment</p> <p>Computers & Library 10:30am - 11:20am</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Pausing Point Activities</p> <p>Morning Break 9:30am - 9:40am</p> <p>Reading Knowledge 9:40am - 10:18am</p> <p>Culminating Activities</p> <p>Music & PE 10:18am - 11:05am</p>



- Reading Assessment (Part 2)

Reading

- Reread "Lunch"

Homework
Activity Page 15.2

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

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 7: Cinderella

Introducing the Read-Aloud

- Essential Background Information or Terms

Read-Aloud

- Purpose for Listening
- "Cinderella"
- Comprehension Questions
- Word Work: Tattered

Application

- Multiple Meaning Word Activity: Ball

- Reading Assessment (Part 2)

Reading

- Introduce the Story
- Teacher Demonstration: Read "Seth's Finch"
- Read "Seth's Finch"

Homework
Activity Page 16.2

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 "Seth's Finch" 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 "Seth's Finch" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 8: Snow White and the Seven Dwarfs

Introducing the Read-Aloud

- Word Reading Sprints
- Reading Assessment (Part 2)

Reading

- Reread "Seth's Finch"

Homework
Activity Pages 17.2 and 17.3

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 the Tricky Words down, out, and of.
- I can read "Seth's Finch" with purpose and understanding.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

Domain Review

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 16: Compose and decompose numbers and shapes.

Launch

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Review

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

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

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

WIN 12:15pm - 12:45pm

Math 12:45pm - 1:30pm

Module 4 Assessment

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



- Sequencing Events in the Story

I Can Statement(s)

- I can locate France on a map.
- I can describe what fairness means.
- I can describe the events of a story.
- I can demonstrate an understanding of the words tattered and ball.
- I can sequence the events of a 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 14: Model take apart with both addends unknown situations.

Fluency

- Line Up and Compare: Beans
- Match: Make 5

Launch

Learn

- Crayon Story
- Decompose a Total
- Model Stories
- Problem Set

Land

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

Read-Aloud

- Purpose for Listening
- "Snow White and the Seven Dwarfs"
- Comprehension Questions
- Word Work: Stomped

Application

- Sequencing Events in the Story

I Can Statement(s)

- I can recall facts about kings and queens.
- I can locate Germany on a map.
- I can analyze the actions of the main characters in the story "Snow White and the Seven Dwarfs."
- I can demonstrate an understanding of the word stomped.
- I can sequence the events of a story.

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

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

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

WIN 12:30pm - 1:00pm

Learn

- Introduce Stations
- Story Problems
- Number Bond Hunt
- Pattern Block Puzzles

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.
- I can record solutions to story situations in which both addends are unknown with objects, drawings, or number bonds.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

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



- Debrief

I Can Statement(s)

- I can record solutions to story situations in which both addends are unknown with objects, drawings, or number bonds.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Lesson 1.3: Forces Happen Between Two Objects

Connecting Force and Movement

Investigating Forces

Explaining Force Between Two Objects

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 ask questions, make observations, and gather

Math 1:00pm - 2:00pm

Lesson 15: Choose a math tool to solve take apart with both addends unknown situations.

Fluency

- Match: Make 5

Launch

Learn

- Partners to 8
- Zoo Story
- Share, Compare, Connect
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can represent composition or decomposition of numbers with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or number bonds.

Recess 2:00pm - 2:15pm

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

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

Lesson 1.4: We Are Engineers

How We Are Like Engineers

Introducing the Box Model



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

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

Dismissal 3:20pm - 3:30pm