



| Monday<br>03/25/2024   | Tuesday<br>03/26/2024  | Wednesday<br>03/27/2024  | Thursday<br>03/28/2024  | Friday<br>03/29/2024        |
|--|--|--|---|-----------------------------|
| School Day 135   | School Day 136   | School Day 137   | School Day 138  | No School                   |
| <p>Arrival &amp; Morning Seat Work<br/>8:00am - 8:05am</p> <p>Morning Work, Attendance,<br/>and Lunch Count</p>  | <p>Arrival &amp; Morning Seat Work<br/>8:00am - 8:05am</p> <p>Morning Work, Attendance,<br/>and Lunch Count</p>  | <p>Arrival &amp; Morning Seat Work<br/>8:00am - 8:05am</p> <p>Morning Work, Attendance,<br/>and Lunch Count</p>  | <p>Arrival &amp; Morning Seat Work<br/>8:00am - 8:05am</p> <p>Morning Work, Attendance,<br/>and Lunch Count</p>   | <p><b>No School Day</b></p> |
| <p>Morning Meeting 8:05am -<br/>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><br/>Memory<br/>Monday- Share<br/>1 thing about<br/>your weekend</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks<br/>like</b>– the schedule for the<br/>day</li> <li>• <b>Directions on going<br/>back to desk</b></li> </ul> | <p>Morning Meeting 8:05am -<br/>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><br/>Positive<br/>Tuesday- Share<br/>1 positive about<br/>your night or<br/>this morning</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks<br/>like</b>– the schedule for the<br/>day</li> <li>• <b>Directions on going<br/>back to desk</b></li> </ul> | <p>Morning Meeting 8:05am -<br/>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><br/>Weird/<br/>Wonderful<br/>Wednesday-<br/>Share 1 thing<br/>that you think is<br/>weird or<br/>wonderful.</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks<br/>like</b>– the schedule for the<br/>day</li> <li>• <b>Directions on going<br/>back to desk</b></li> </ul> | <p>Morning Meeting 8:05am -<br/>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><br/>Thankful<br/>Thursday-<br/>Share what you<br/>are thankful for<br/>this week</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks<br/>like</b>– the schedule for the<br/>day</li> <li>• <b>Directions on going<br/>back to desk</b></li> </ul> |                             |
| <p>Reading Skills 8:30am -<br/>9:30am</p> <p>Lesson 1: Tricky Word:<br/>Introduce Funny</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Short Vowel Sounds</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Review Tricky Words:<br/>Tricky Word Wall</li> <li>• Introduce Tricky Word:<br/>Funny</li> </ul>                                     | <p>Reading Skills 8:30am -<br/>9:30am</p> <p>Lesson 2: Tricky Word:<br/>Introduce All</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Short Vowel Sounds</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Review Tricky Words:<br/>Tricky Word Wall</li> <li>• Introduce Tricky Word: All</li> </ul>   | <p>Reading Skills 8:30am -<br/>9:30am</p> <p>Lesson 3: Review: Tricky<br/>Words</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Short Vowel Sounds</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Review Tricky Words:<br/>Tricky Word Practice</li> </ul>   | <p>Reading Skills 8:30am -<br/>9:30am</p> <p>Lesson 4: Review: Tricky<br/>Words and Rhyming Words</p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: <ul style="list-style-type: none"> <li>◦ Short Vowel Sounds</li> <li>◦ Sound/Spelling Review</li> </ul> </li> <li>• Review Tricky Words:<br/>Making Phrases with<br/>Tricky Words</li> </ul>  |                             |



**Reading**

- Introduce the Reader
- Introduce the Story
- Teacher Demonstration: Read "Sam and the Fish"

Homework  
Activity Page 1.4

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'a,' 'i,' 'o,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' and other consonant spellings.
- I can read the Tricky Word funny.
- I can follow the words from top to bottom and left to right while I listen to my teacher read "Sam and the Fish" aloud.
- I can identify periods at the end of sentences.
- I can ask and answer questions about characters, setting, and main events in the text.
- I can use the illustrations to answer questions about the text.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 1: What's the Weather Like?

**Introducing the Read-Aloud**

- Domain Introduction
- Core Connections

**Reading**

- Reread "Sam and the Fish"

Homework  
Activity Page 2.2

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'a,' 'i,' 'o,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' and other consonant spellings.
- I can read the Tricky Word all.
- I can follow the words from top to bottom and left to right as I listen to my teacher read "Sam and the Fish" aloud.
- I can identify periods at the end of sentences.
- I can read aloud with purpose and understanding.
- I can read "Sam and the Fish" independently with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 2: Winter

**Introducing the Read-Aloud**

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

**Read-Aloud**

**Reading**

- Introduce the Story
- Teacher Demonstration: Read "Fun at the Pond"
- Read "Fun at the Pond"

Homework  
Activity Page 3.3

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'a,' 'i,' 'o,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' and other consonant spellings.
- I can read and spell the Tricky Words funny, all, the, and of.
- I can follow the words from top to bottom and left to right as I listen to my teacher read "Fun at the Pond" aloud.
- I can understand that apostrophes show possession.
- I can identify periods at the end of sentences.
- I can ask and answer questions about key details in the text.
- I can use the illustrations to answer questions about the text.
- In my group, I can read aloud together "Fun at the Pond" with purpose and understanding.
- In my group, I can read "Fun at the Pond" independently with

- Review Rhyming Words: Do They Rhyme?

**Reading**

- Reread "Fun at the Pond"

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'a,' 'i,' 'o,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' and other consonant spellings.
- I can make and read phrases with the Tricky Words a, the, and of.
- I can recognize and say rhyming words.
- I can read "Fun at the Pond" independently with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 4: Summer

**Introducing the Read-Aloud**

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

**Read-Aloud**

- Purpose for Listening
- "Summer"
- Comprehension Questions
- Word Work: Distinct

**Application**

- Weather Diary

I Can Statement(s)



**Read-Aloud**

- Purpose for Listening
- “What’s the Weather Like?”
- Comprehension Questions
- Word Work: Characteristics

**Application**

- Multiple Meaning Word Activity: Seasons
- Weather Diary

**Homework**

Activity Page 1.2

**I Can Statement(s)**

- I can discuss the purpose of a calendar and how to use it.
- I can identify the four seasons and describe different types of weather.
- I can demonstrate an understanding of the word characteristics.
- I can create a drawing to describe characteristics of the weather.
- I can make predictions about the weather.

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

- Purpose for Listening • “Winter”
- Comprehension Questions
- Word Work: Frigid

**Application**

- Weather Diary

**I Can Statement(s)**

- I can name the seasons and their corresponding months.
- I can identify and describe characteristics of winter.
- I can demonstrate an understanding of the word frigid.
- I can create a drawing to describe characteristics of the weather.
- I can make predictions about the weather.

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

purpose and understanding.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

Lesson 3: Spring

**Introducing the Read-Aloud**

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

**Read-Aloud**

- Purpose for Listening
- “Spring”
- Comprehension Questions
- Word Work: Gradually

**Application**

- Sayings and Phrases: April Showers Bring May Flowers
- Weather Diary

**I Can Statement(s)**

- I can recall characteristics of winter.
- I can identify the calendar months that correspond to spring.
- I can identify and describe characteristics of spring.
- I can demonstrate an understanding of the word gradually.

- I can compare and contrast the characteristics of winter and spring.
- I can identify the calendar months that correspond to summer.
- I can identify and describe the characteristics of summer.
- I can demonstrate an understanding of the word distinct.
- I can create a drawing to describe current weather.
- I can identify weather patterns.

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

Recess 2:00pm - 2:15pm

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

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

Community Helpers

Dismissal 3:20pm - 3:30pm



Lesson 1: Represent add to with result unknown story problems by using drawings and numbers.

**Fluency**

- Sprint: Count and Write How Many

**Launch**

**Learn**

- Read and Write Number Sentences
- Represent Stories
- Problem Set

**Land**

- Debrief

**Homework**

Family Math

**I Can Statement(s)**

- I can represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Lesson 1.5: Writing About Forces

**Engineers Design Solutions**

**Adding a Launcher to the Class Pinball Machine**

Science/Social Studies

2:40pm - 3:20pm

Community Helpers

Dismissal 3:20pm - 3:30pm

- I can create a drawing to describe characteristics of the weather.
- I can make predictions about the weather.

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 2: Relate number sentences and number bonds through story problems.

**Fluency**

- Ready, Set, Count
- Shake Those Disks

**Launch**

**Learn**

- Relate Representations
- Represent Pictures
- Problem Set

**Land**

- Debrief

**I Can Statement(s)**

- I can represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Recess 2:00pm - 2:15pm

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



**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 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.

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Dismissal 3:20pm - 3:30pm