



Monday 04/15/2024	Tuesday 04/16/2024	Wednesday 04/17/2024	Thursday 04/18/2024	Friday 04/19/2024
School Day 146	School Day 147	School Day 148	School Day 149	School Day 150
<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 11: Review: Double- Letter Spellings and Tricky Words</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Short Vowel Sounds ◦ Sound/Spelling Review • Teacher Chaining <p>Language</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 12: Spelling Alternatives: Double-Letter Spellings for Consonant Sounds</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Introduce Spelling Alternatives: Double-Letter Spellings for Consonant Sounds 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 13: Review: Double- Letter Spellings for Consonant Sounds</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: - Short Vowel Sounds - Sound/ Spelling Review <p>Language</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 14: Spelling Alternatives: Double-Letter Spellings for Consonant Sounds</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: Sound/Spelling Review • Practice: Connect It • Differentiated Instruction <p>Reading</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 15: Student Performance Assessment: Word Recognition</p> <p>Assessment</p> <ul style="list-style-type: none"> • Word Recognition Assessment <p>Reading</p> <ul style="list-style-type: none"> • Introduce the Story • Teacher Demonstration: Read “Stop that Bus!” <p>Foundational Skills</p>



- Review Tricky Words: Tricky Word Dictation

Reading

- Reread "On the Bus"

Homework
Activity Page 11.2

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'a,' 'i,' 'e,' 'o,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' 'ck,' 'ff,' 'll,' and other consonant spellings.
- I can read words with these double-letter spellings: 'dd,' 'ff,' 'll,' and 'ck.'
- I can spell the Tricky Words the, one, from, and was and simple, short-vowel words.
- I can read "On the Bus" independently with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 1: The Spice Seekers

Introducing the Read-Aloud

- Domain Introduction
- Core Connections

Read-Aloud

- Purpose for Listening
- "The Spice Seekers"
- Comprehension Questions
- Word Work: Spices

- Circle the Sounds

Reading

- Introduce the Story
- Teacher Demonstration: Read "Sam in Class"
- Read "Sam in Class"

Homework
Activity Page 12.2

I Can Statement(s)

- I can read words with the double-letter spellings: 'ss,' 'tt,' 'zz,' 'nn,' 'pp,' and 'rr.'
- I can follow the words from top to bottom and left to right as my teacher reads "Sam in Class" aloud.
- I can understand that apostrophes show possession and can also be used in contractions.
- I can identify periods at the end of sentences.
- I can ask and answer questions about key details in the text.
- I can read "Sam in Class" independently with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 2: Ferdinand and Isabella

Introducing the Read-Aloud

- Guess It and Spell It

Foundational Skills

- True or False

Reading

- Introduce the Story
- Teacher Demonstration

Homework
Activity Pages 13.3 and 13.4

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'a,' 'i,' 'e,' 'o,' 'u,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' 'ck,' 'ff,' 'll,' 'ss,' and other consonant spellings.
- I can spell words with the double-letter spellings: 'll,' 'ss,' and 'ck.'
- I can read simple sentences.
- I can tell if the sentences are true or false.
- I can follow the words from top to bottom and left to right as my teacher reads "The Chills" aloud.
- I can identify periods at the end of sentences.
- I can ask and answer questions about key details in the text.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

Lesson 3: 1492

- Reread "The Chills"

Homework
Activity Page 14.3

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'ch,' 'sh,' 'th,' 'ng,' 'qu,' 'ck,' 'ff,' 'll,' 'ss,' and other consonant spellings.
- I can read simple phrases.
- I can match phrases to the correct pictures.
- I can read "The Chills" independently with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 4: Not the Indies

Introducing the Read-Aloud

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

Read-Aloud

- Purpose for Listening
- "Not the Indies"
- Comprehension Questions
- Word Work: Courage

Application

- Multiple Meaning Word Activity: Chest
- Drawing the Read-Aloud

I Can Statement(s)

- How Many Sounds?

Homework
Activity Page 15.3

I Can Statement(s)

- I can follow the words from top to bottom and left to right as my teacher reads "Stop that Bus!" aloud.
- I can identify exclamation points and periods at the end of sentences.
- I can ask and answer questions about key details in the text.
- I can count the number of sounds in short-vowel words.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

Lesson 5: Further Adventures of Christopher Columbus

Introducing the Read-Aloud

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

Read-Aloud

- Purpose for Listening
- "Further Adventures of Christopher Columbus"
- Comprehension Questions
- Word Work: Ashamed

Application

- My Travel Journal

I Can Statement(s)



Application

- My Travel Journal

Homework
Activity Page 1.2

I Can Statement(s)

- I can identify a world map and talk about how travel today is different from travel hundreds of years ago.
- I can explain why Europeans wanted to travel to Asia.
- I can demonstrate an understanding of the word spices.
- I can find Europe, Asia, and Africa on a world map.

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 8: Understand taking away as a type of subtraction.

Fluency

- Counting on the Rekenrek by Ones Within 50
- Show Me the Math Way: Hide and Show

Launch Learn

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

Read-Aloud

- Purpose for Listening
- "Ferdinand and Isabella"
- Comprehension Questions
- Word Work: Victorious

Application

- Somebody Wanted But So Then Chart
- Drawing the Read-Aloud

I Can Statement(s)

- I can remember learned information about the "spice seekers."
- I can describe Christopher Columbus's planned route to the Indies.
- I can name King Ferdinand and Queen Isabella of Spain as supporters of Columbus.
- I can demonstrate an understanding of the word victorious.
- I can describe Columbus and what he did.

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

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

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

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "1492"
- Comprehension Questions
- Word Work: Shore

Application

- My Travel Journal

I Can Statement(s)

- I can find Europe, Asia, and Africa on a globe.
- I can recall facts about Columbus's planned route to the Indies.
- I can identify key facts about Columbus's first voyage to America.
- I can demonstrate an understanding of the word shore.
- I can name the three ships from Columbus's voyage in 1492.

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 10: Represent and solve take from with result unknown story problems.

- I can describe Columbus's voyage, including what did not go as planned.
- I can describe what happened when Columbus reached land.
- I can demonstrate an understanding of the word courage.
- I can describe one event from Columbus's landing.

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 11: Represent decomposition situations by using number bonds and subtraction sentences.

Fluency

- Happy Counting by Ones Within 30
- Dot Cards: Number Bonds

Launch Learn

- Crayon Story
- Sorting Bears
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can recall key details about Columbus.
- I can describe what happened after Columbus made other trips to the West.
- I can explain why we have a day called Columbus Day.
- I can demonstrate an understanding of the word ashamed.
- I can draw and describe one of Columbus's journeys.

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

Scholastic Weekly Reader

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



- Farmer Brown
- Take Away Apples
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can represent subtraction 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
Community Helpers

Dismissal 3:20pm - 3:30pm

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 9: Represent take from with result unknown story problems by using drawings and numbers.

Fluency

- Counting on the Rekenrek by Ones Within 60
- Show Me the Math Way: How Many Are Left?

Launch

Learn

- Represent a Subtraction Situation
- Read and Write Number Sentences
- Represent Stories
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can represent subtraction 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

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

Dismissal 3:20pm - 3:30pm

Fluency

- Sprint: Take Away 1

Launch

Learn

- Edwin's Cookies
- Represent and Solve
- Share, Compare, Connect
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- I can solve add to, take from, put together and take apart with result unknown story problems within 10 by using addition and subtraction.
- I can add and subtract within 10 by using objects, drawings, or other math tools.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

- I can represent subtraction 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

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

Dismissal 3:20pm - 3:30pm

