



Monday 09/04/2023 No School	Tuesday 09/05/2023 School Day 18	Wednesday 09/06/2023 School Day 19	Thursday 09/07/2023 School Day 20	Friday 09/08/2023 School Day 21
<b>No School Day</b>	<b>Arrival &amp; Morning Seat Work</b> 8:00am - 8:05am Attendance and Lunch Count	<b>Arrival &amp; Morning Seat Work</b> 8:00am - 8:05am Attendance and Lunch Count	<b>Arrival &amp; Morning Seat Work</b> 8:00am - 8:05am Attendance and Lunch Count	<b>Arrival &amp; Morning Seat Work</b> 8:00am - 8:05am Attendance and Lunch Count
	<b>Morning Meeting 8:05am - 8:30am</b> <ul style="list-style-type: none"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Positive Tuesday- Share 1 positive about your night or this morning</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks like</b>– the schedule for the day</li> <li>• <b>Directions on going back to desk</b></li> </ul>	<b>Morning Meeting 8:05am - 8:30am</b> <ul style="list-style-type: none"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Weird/ Wonderful Wednesday- Share 1 thing that you think is weird or wonderful.</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks like</b>– the schedule for the day</li> <li>• <b>Directions on going back to desk</b></li> </ul>	<b>Morning Meeting 8:05am - 8:30am</b> <ul style="list-style-type: none"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Thankful Thursday- Share what you are thankful for this week</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks like</b>– the schedule for the day</li> <li>• <b>Directions on going back to desk</b></li> </ul>	<b>Morning Meeting 8:05am - 8:30am</b> <ul style="list-style-type: none"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Flashback Friday- Share favorite part about this week</li> <li>• <b>Calendar</b></li> <li>• <b>Weather</b></li> <li>• <b>What the day looks like</b>– the schedule for the day</li> <li>• <b>Directions on going back to desk</b></li> </ul>
	<b>Reading Skills 8:30am - 9:30am</b> Lesson 3: Prerequisite Skills Blending and Prewriting <b>Prerequisite Foundational Skills</b> <ul style="list-style-type: none"> <li>• Warm-up: Syllable and Sound Blending</li> <li>• Practice Blending:             <ul style="list-style-type: none"> <li>◦ Blending Gestures</li> <li>◦ Picture Card Blending</li> </ul> </li> </ul> <b>Prerequisite Writing Skills</b>	<b>Reading Skills 8:30am - 9:30am</b> Lesson 4: Prerequisite Skills Blending and Prewriting <b>Prerequisite Foundational Skills</b> <ul style="list-style-type: none"> <li>• Warm-Up: Sound Blending</li> <li>• Picture Blending: Picture Card Blending</li> </ul>	<b>Reading Skills 8:30am - 9:30am</b> Lesson 5: Prerequisite Skills Blending and Prewriting <b>Prerequisite Foundational Skills</b> <ul style="list-style-type: none"> <li>• Warm-Up: Sound Blending</li> <li>• Picture Card Blending</li> <li>• Listening for Beginning Sounds: If Your Name Starts With...</li> </ul> <b>Prerequisite Writing Skills</b>	<b>Reading Skills 8:30am - 9:30am</b> Lesson 6: Prerequisite Skills Blending and Prewriting <b>Prerequisite Foundational Skills</b> <ul style="list-style-type: none"> <li>• Warm-Up: Sound Blending</li> <li>• Practice Blending: Picture Card Blending</li> <li>• Listening for Beginning Sounds: Guess Who?</li> </ul> <b>Prerequisite Writing Skills</b> <ul style="list-style-type: none"> <li>• Draw + and x on a Vertical Surface</li> </ul>



- Draw ZigZags on a Vertical Surface
- ZigZag Practice
- Differentiate Shapes

Homework  
Activity Page 3.3

I Can Statement(s)

- I can make words by blending their sounds using hand gestures and using pictures.
- I can tell if things are the same or different by noticing their shapes.
- I can hold a writing utensil and draw zigzags.
- I can use position words, such as top, bottom, left, right, and middle, while practicing my handwriting.

Morning Break 9:30am - 9:40am  
Bathroom Break

Reading Knowledge 9:40am - 10:30am  
Lesson 8A: Little Bo Peep

**Introducing the Read-Aloud**

- What Have We Already Learned?

**Read-Aloud**

- Purpose for Listening
- "Little Bo Peep"
- Comprehension Questions

**Application**

- Rhyming Words

I Can Statement(s)

- Listening for Beginning Sounds: Mixed-Up Monster

**Prerequisite Writing Skills**

- Draw Wavy Lines on a Vertical Surface
- Wavy Line Practice
- Left-to-Right Directionality: Beginning/ End Recognition

Homework  
Activity Page 4.3

I Can Statement(s)

- I can make words by blending their sounds using hand gestures and using pictures.
- I can listen to short words and hear the beginning sound.
- I can show I understand directions by noticing the beginning and end of a row.
- I can hold a writing utensil and draw wavy lines.
- I can use position words, such as top, bottom, left, right, and middle, while practicing my handwriting.

Morning Break 9:30am - 9:40am  
Bathroom Break

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

Reading Knowledge 10:30am - 11:20am

- Draw Spirals on a Vertical Surface
- Spiral Practice
- Name Tracing

Homework  
Activity Page 5.2

I Can Statement(s)

- I can make words by blending their sounds using hand gestures and using pictures.
- I can find the sounds in the beginning of my classmates' names.
- I can hold a writing utensil and draw spirals.
- I can notice and trace my name.
- I can use position words, such as top, bottom, left, right, and middle, while practicing my handwriting.

Morning Break 9:30am - 9:40am  
Bathroom Break

Reading Knowledge 9:40am - 10:30am  
Lesson 9A: Baa, Baa, Black Sheep

**Introducing the Read-Aloud**

- What Have We Already Learned?

**Read-Aloud**

- Purpose for Listening
- "Baa, Baa, Black Sheep"
- Comprehension Questions

**Application**

- + and x Practice
- Name Tracing

Homework  
Activity Page 6.2

I Can Statement(s)

- I can make words by blending their sounds using hand gestures and using pictures.
- I can find the sounds in the beginning of my classmates' names.
- I can hold a writing utensil and draw + and x.
- I can notice and trace my name.
- I can use position words, such as top, bottom, left, right, and middle, while practicing my handwriting.

Morning Break 9:30am - 9:40am  
Bathroom Break

Reading Knowledge 9:40am - 10:18am  
Lesson 9B: Humpty Dumpty

**Introducing the Read-Aloud**

- What Have We Already Learned?

**Read-Aloud**

- Purpose for Listening
- "Humpty Dumpty"
- Comprehension Questions

**Application**

- Rhyming Words

I Can Statement(s)



<ul style="list-style-type: none"> <li>I can identify animals as characters in nursery rhymes.</li> <li>I can understand the ways two characters in a nursery rhyme are the same and different.</li> <li>I can identify and create rhyming words.</li> </ul>	<p>Lesson 8B: Little Boy Blue</p> <p><b>Introducing the Read-Aloud</b></p> <ul style="list-style-type: none"> <li>What Have We Already Learned?</li> </ul> <p><b>Read-Aloud</b></p> <ul style="list-style-type: none"> <li>Purpose for Listening</li> <li>"Little Boy Blue"</li> <li>Comprehension Questions</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>Rhyming Words</li> </ul>	<ul style="list-style-type: none"> <li>On Stage</li> </ul> <p>I Can Statement(s)</p> <ul style="list-style-type: none"> <li>I can retell a familiar nursery rhyme.</li> <li>I can identify the main events in a nursery rhyme.</li> <li>I can identify details in a nursery rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main events in a nursery rhyme.</li> <li>I can make predictions about the events in a nursery rhyme.</li> <li>I can identify and create rhyming words.</li> </ul>
<p>Music &amp; PE 10:30am - 11:20am</p>	<p>I Can Statement(s)</p> <ul style="list-style-type: none"> <li>I can retell a familiar nursery rhyme, including key details.</li> <li>I can describe the actions of characters in a nursery rhyme.</li> <li>I can understand the ways main characters in two nursery rhymes are the same and different.</li> <li>I can identify and create rhyming words.</li> </ul>	<p>Computers &amp; Library 10:30am - 11:20am</p>	<p>Music &amp; PE 10:18am - 11:05am</p>
<p>Lunch &amp; Recess 11:20am - 12:05pm</p>	<p>Lunch &amp; Recess 11:20am - 12:05pm</p>	<p>Lunch &amp; Recess 11:20am - 12:05pm</p>	<p>Lunch &amp; Recess 11:05am - 11:50am</p>
<p>Read-Aloud 12:05pm - 12:30pm</p>	<p>Read-Aloud 12:05pm - 12:30pm</p>	<p>Read-Aloud 12:05pm - 12:30pm</p>	<p>Read-Aloud 11:50am - 12:15pm</p>
<p>WIN 12:30pm - 1:00pm</p>	<p>WIN 12:30pm - 1:00pm</p>	<p>WIN 12:30pm - 1:00pm</p>	<p>WIN 12:15pm - 12:45pm</p>
<p>Math 1:00pm - 2:00pm</p> <p>Review</p>	<p>Math 1:00pm - 2:00pm</p>	<p>Math 1:00pm - 2:00pm</p> <p>Lesson 19: Organize, count, and represent a collection of objects.</p>	<p>Math 12:45pm - 1:30pm</p> <p>Lesson 20: Count objects in 5-group and array configurations and match to a numeral.</p>
<p><b>Reviewing what we have learned</b></p> <ul style="list-style-type: none"> <li>Apple Shape Sorting</li> <li>Apple 5 Frame</li> <li>Apple Tree Ten Frame</li> </ul>	<p>Lesson 18: Model story problems and identify the numeral referents.</p>	<p><b>Launch Learn</b></p> <ul style="list-style-type: none"> <li>Prepare</li> <li>Organize, Count, and Record</li> <li>Share, Compare, and Connect</li> </ul> <p><b>Land</b></p> <ul style="list-style-type: none"> <li>Debrief</li> </ul> <p>Homework</p> <p>Family Math</p>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Counting on the Number Glove Within 7</li> <li>Counting the Math Way Within 7</li> <li>5-Groups to 5</li> </ul> <p><b>Launch Learn</b></p> <ul style="list-style-type: none"> <li>5 Fingers</li> <li>Relate Counting the Math Way to 5-Groups</li> <li>Build and Count Arrays</li> <li>Problem Set</li> </ul> <p><b>Land</b></p> <ul style="list-style-type: none"> <li>Debrief</li> </ul>
<p>Recess 2:00pm - 2:15pm</p>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Counting the Math Way to 7</li> <li>5-Groups to 5</li> </ul>	<p>I Can Statement(s)</p> <ul style="list-style-type: none"> <li>I can count to 10.</li> <li>I can say one number name with each object when counting up to 10 objects.\</li> </ul>	<p>I Can Statement(s)</p>
<p>Snack &amp; Bathroom 2:15pm - 2:40pm</p>			
<p>Centers 2:40pm - 3:20pm</p>			
<p>Dismissal 3:20pm - 3:30pm</p>			



- Counting with Movement to 10

**Launch**

**Learn**

- Story Problem Referents
- Model Story Problems

**Land**

- Debrief

**I Can Statement(s)**

- I can model story problems.

- I can use the last number of a count to tell how many regardless of arrangement or order counted.

- I can count to answer how many questions about as many as 10 things arranged in a line, a rectangular array, a circle, or a scattered configuration.

- I can use the last number of a count to tell how many regardless of arrangement or order counted.

- I can count to answer how many questions about as many as 10 things arranged in a line, a rectangular array, a circle, or a scattered configuration.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm