



Monday 08/21/2023 School Day 8	Tuesday 08/22/2023 School Day 9	Wednesday 08/23/2023 School Day 10	Thursday 08/24/2023 School Day 11	Friday 08/25/2023 School Day 12
<p>Arrival &amp; Morning Seat Work 8:00am - 8:05am</p> <p>Attendance and Lunch Count</p>	<p>Arrival &amp; Morning Seat Work 8:00am - 8:05am</p> <p>Attendance and Lunch Count</p>	<p>Arrival &amp; Morning Seat Work 8:00am - 8:05am</p> <p>Attendance and Lunch Count</p>	<p>Arrival &amp; Morning Seat Work 8:00am - 8:05am</p> <p>Attendance and Lunch Count</p>	<p>Arrival &amp; Morning Seat Work 8:00am - 8:05am</p> <p>Attendance and Lunch Count</p>
<p>Morning Meeting 8:05am - 8:30am</p> <p>Lesson</p> <ul style="list-style-type: none"> <li>• <b>Pledge</b></li> <li>• <b>Helpful Hand</b></li> <li>• <b>Morning Discussion</b> Memory Monday- Share 1 thing about your weekend</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>	<p>Morning Meeting 8:05am - 8:30am</p> <p>Lesson</p> <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>	<p>Morning Meeting 8:05am - 8:30am</p> <p>Lesson</p> <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>	<p>Morning Meeting 8:05am - 8:30am</p> <p>Lesson</p> <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>	<p>Morning Meeting 8:05am - 8:30am</p> <p>Lesson</p> <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>
<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 6: Prerequisite Skills Student Performance Assessment</p> <p>Lesson</p> <p><b>Prerequisite Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: Count with Fingers</li> <li>• Listening to Environmental Noises:             <ul style="list-style-type: none"> <li>◦ How Many Noises?</li> </ul> </li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 7: Prerequisite Skills: Reading and Writing</p> <p>Lesson</p> <p><b>Prerequisite Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-up: Count with Fingers</li> <li>• Listening to Environmental Noises: Step Forward for Noises</li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 8: Prerequisite Skills Reading and Writing</p> <p>Lesson</p> <p><b>Prerequisite Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-up:             <ul style="list-style-type: none"> <li>◦ Count with Fingers</li> <li>◦ What is This?</li> </ul> </li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 9: Prerequisite Skills Reading and Writing</p> <p>Lesson</p> <p><b>Prerequisite Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-Up: Count with Fingers</li> <li>• Listening to Words:             <ul style="list-style-type: none"> <li>◦ Step Forward for Words</li> <li>◦ Circle the Cubes</li> </ul> </li> </ul>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 10: Unit Assessment Student Performance Assessment</p> <p>Lesson</p> <p><b>Prerequisite Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Warm-up:             <ul style="list-style-type: none"> <li>◦ Count with Fingers</li> <li>◦ What Is This?</li> </ul> </li> <li>• Listening to Words:             <ul style="list-style-type: none"> <li>◦ Hear Words in Phrases and Sentences</li> </ul> </li> </ul>



- Listening to Words: Hear Words in Phrases and Sentences

**Prerequisite Writing Skills**

- Writing Strokes Pretest
- Draw Circles to the Left

Homework  
Activity Page 6.4

I Can Statement(s)

- I can break up a sentence into words by counting my fingers and moving cubes for each word I hear.
- I can count sounds around me using different classroom objects.
- I can show I understand directions by putting cubes on a mat from left to right.
- I can hold a crayon and make circles on paper.

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

Reading Knowledge 9:40am - 10:30am  
Lesson 3B: Little Jack Horner

Lesson

**Introducing the Read-Aloud**

- What Have We Already Learned?

**Read-Aloud**

- Purpose for Listening
- "Little Jack Horner"
- Comprehension Questions
- Rhyming Words

**Application**

- Listening to Words: Teacher-Student Echo

**Prerequisite Writing Skills**

- Draw Diagonal Lines on a Vertical Surface
- Diagonal Line Practice
- Track From Left to Right and Top to Bottom

Homework  
Activity Page 7.3

I Can Statement(s)

- I can break up a sentence into words by counting my fingers and clapping my hands for each word I hear.
- I can count the number of sounds I hear around me by stepping forward each time a sound is made.
- I can show I understand directions by following pictures from left to right.
- I can use position words while practicing writing in the air and on paper.
- I can hold a crayon and make diagonal marks on paper.

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

Reading Knowledge 9:40am - 10:30am  
Lesson 4A: Jack and Jill

Lesson

**Introducing the Read-Aloud**

- Listening to Environmental Noises: Step Forward for Noises
- Listening to Words: Teacher-Student Echo

**Prerequisite Writing Skills**

- Draw Squares on a Vertical Surface
- Review Vertical and Horizontal Lines

I Can Statement(s)

- I can break up a sentence into words by counting fingers and clapping my hands for each word I hear.
- I can count the number of sounds I hear around me by stepping forward each time a sound is made.
- I can use position words while practicing writing in the air and on paper.
- I can hold a crayon and make diagonal marks on paper.

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

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

Reading Knowledge 10:30am - 11:20am  
Lesson 4B: Little Miss Muffet

Lesson

**Introducing the Read-Aloud**

- Fine Motor Skills: Make Circles and Triangles with Modeling Clay

**Prerequisite Writing Skills**

- Draw Triangles on a Vertical Surface
- Review Circles and Diagonal Lines

Homework  
Activity Page 9.3

I Can Statement(s)

- I can break up a sentence into words by counting fingers and clapping my hands for each word I hear.
- I can count the number of sounds I hear around me by stepping forward each time a sound is made.
- I can show I understand directions by stepping forward from left to right and by using clay.
- I can use position words while practicing writing strokes in the air and on paper.
- I can hold a crayon and make marks on paper.

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

Reading Knowledge 9:40am - 10:30am

- Step Forward for Words

**Prerequisite Writing Skills**

- Student Performance Assessment
  - Part 1 (Writing Strokes)
  - Part 2 (Position Words)
- Student Performance Assessment: Part 3

Homework  
Activity Page 10.3

I Can Statement(s)

- I can break up a sentence into words by counting my fingers and by moving cubes for each word I hear.
- I can show I understand direction by stepping forward from left to right.
- I can hold a crayon and make marks on paper.

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

Reading Knowledge 9:40am - 10:30am  
Lesson 5B: One, Two, Buckle My Shoe

Lesson

**Introducing the Read-Aloud**

- What Have We Already Learned?

**Read-Aloud**

- Purpose for Listening
- "One, Two, Buckle My Shoe"



- On Stage

I Can Statement(s)

- I can identify details in a nursery rhyme.
- I can identify the main character in a nursery rhyme.
- I can identify the main events in a nursery rhyme.
- I can identify and create rhyming words.

Art 10:30am - 11:20am

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

Heggerty 12:05pm - 12:30pm

Week 1

Lesson

- Rhyme Repetition
- Initial Phoneme Isolation
- Blending Words
- Phoneme Isolation: Final Sound
- Segmenting into Words
- Adding Words
- Deleting Words
- Substituting Words
- Alphabet Knowledge
- Language Awareness

Centers 12:30pm - 1:00pm

Center time, Reading Review Practice, and Sorting Practice

Lesson

- Center time
- Practicing forming lines and circles

- Essential Background Information or Terms

**Read-Aloud**

- Purpose for Learning
- "Jack and Jill"
- Comprehension Questions
- Word Word: Fetch

I Can Statement(s)

- I can make predictions about events in a nursery rhyme.
- I can identify the main events in a nursery rhyme.
- I can demonstrate an understanding of the word fetch.

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

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

Heggerty 12:05pm - 12:30pm

Week 1

Lesson

- Rhyme Repetition
- Initial Phoneme Isolation
- Blending Words
- Phoneme Isolation: Final Sound
- Segmenting into Words
- Adding Words
- Deleting Words
- Substituting Words
- Alphabet Knowledge
- Language Awareness

Centers 12:30pm - 1:00pm

Guidance

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

**Read-Aloud**

- Purpose for Listening
- "Little Miss Muffet"
- Comprehension Questions
- Word Work: Frightened

I Can Statement(s)

- I can make predictions about events in a nursery rhyme.
- I can identify the main events in a nursery rhyme.
- I can demonstrate an understanding of the word frightened.

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

Heggerty 12:05pm - 12:30pm

Week 1

Lesson

- Rhyme Repetition
- Initial Phoneme Isolation
- Blending Words
- Phoneme Isolation: Final Sound
- Segmenting into Words
- Adding Words
- Deleting Words
- Substituting Words
- Alphabet Knowledge
- Language Awareness

Centers 12:30pm - 1:00pm

Center time, Tracing Name practice, and Sorting Practice

Lesson 5A: This Little Pig Went to Market

Lesson

**Introducing the Read-Aloud**

- What Have We Already Learned?

**Read-Aloud**

- Purpose for Listening
- "This Little Pig Went to Market"
- Comprehension Questions
- Word Work: Market

I Can Statement(s)

- I can identify animals as characters in nursery rhymes.
- I can identify the main events in a nursery rhyme.
- I can demonstrate an understanding of the word market.

Computers & Library 10:30am - 11:20am

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

Heggerty 12:05pm - 12:30pm

Week 1

Lesson

- Rhyme Repetition
- Initial Phoneme Isolation
- Blending Words
- Phoneme Isolation: Final Sound
- Segmenting into Words
- Adding Words
- Deleting Words
- Substituting Words

- Comprehension Questions
- Rhyming Words

**Application**

- Drawing Activity

I Can Statement(s)

- I can identify and create rhyming words.
- I can identify the main events in a nursery rhyme.
- I can draw the events in a nursery rhyme.

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

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

Heggerty 12:05pm - 12:30pm

Week 1

Lesson

- Rhyme Repetition
- Initial Phoneme Isolation
- Blending Words
- Phoneme Isolation: Final Sound
- Segmenting into Words
- Adding Words
- Deleting Words
- Substituting Words
- Alphabet Knowledge
- Language Awareness

Math 12:30pm - 1:30pm

Lesson 10: Count out a group of objects to match a numeral.

Lesson

**Fluency**

- Show Me Beans to 3



• Practicing sorting objects into 3 categories

**Math 1:00pm - 2:00pm**

Lesson 6: Organize, count, and represent a collection of objects.

Lesson

**Fluency**

- Finger Flash: The Math Way to 3
- Whisper-Shout Counting

**Launch**

**Learn**

- Organize, Count, and Record
- Share, Compare, and Connect

**Land**

- Debrief

Homework

Family Math

I Can Statement(s)

- I can count to 10.
- I can say one number name with each object when counting up to 10 objects.
- 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.

**Math 1:00pm - 2:00pm**

Lesson 7: Practice counting accurately.

Lesson

**Fluency**

- Counting on the Number Glove Within 5
- Counting with Movement to 10

**Launch**

**Learn**

- Bear Game
- Match Game

**Land**

- Debrief

I Can Statement(s)

- I can represent a group of objects with a written numeral 0-10.
- I can say one number name with each object when counting up to 10 objects.
- 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**

Lesson

- Center time
- Tracing Name practice
- Practicing Sort objects into more than 3 groups

**Math 1:00pm - 2:00pm**

Lesson 8: Count sets in linear, array, and scattered configurations.

Lesson

**Fluency**

- Finger Flash: The Math Way to 5
- Number Path Parking Lot

**Launch**

**Learn**

- Touch and Count
- Mark and Count
- Problem Set

**Land**

- Debrief

I Can Statement(s)

- 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**

**Science & Social Studies 2:40pm - 3:20pm**

Lesson 3: How do we get along with others?

Lesson

- Alphabet Knowledge
- Language Awareness

**Centers 12:30pm - 1:00pm**

Center time, Reading Review Practice, and Name Tracing Practice

Lesson

- Center time
- Practice forming more lines and other shapes to help with letter formation.
- Practicing writing names nicely.

**Math 1:00pm - 2:00pm**

Lesson 9: Conserve number regardless of the arrangement of objects.

Lesson

**Fluency**

- Match: Set and Numerals
- Counting with Movement to 10

**Launch**

**Learn**

- Should We Count Again?
- Problem Set

**Land**

- Debrief

I Can Statement(s)

- I can say how many without recounting when objects are rearranged.

**Recess 2:00pm - 2:15pm**

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

- Choral Response: Peek-a-Boo Counting Within 3

**Launch**

**Learn**

- Count Out a Set
- Problem Set

**Land**

- Debrief

Homework

Family Math

I Can Statement(s)

- I can count out a given number of 1-10 objects from a larger group.

**Recess 1:30pm - 1:45pm**

**Science & Social Studies 1:45pm - 2:15pm**

Lesson 5: Who are our leaders?

Lesson

Page 15-16

- Who are our leaders?
- How can they help?
- Name a leader.
- Tell how the leader helps us.

**Dismissal 2:15pm - 2:36pm**



Recess 2:00pm - 2:15pm

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

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

Lesson 1: My Family, My School

Lesson  
Page 1-6

- How do people best cooperate.
- Story Spark
- Begin with a song.
- Vocabulary Preview
- What makes a good citizen.

Dismissal 3:20pm - 3:30pm

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

Lesson 2: What are rights? What are responsibilities?

Lesson  
Page 7-8

- What are rights? What are responsibilities?
- Draw a picture of how you help at home and school.

Dismissal 3:20pm - 3:30pm

Page 9-12

- How do we get along with others?
- Look, Tell, Draw
- Reading Skills: Main Idea and Details

Dismissal 3:20pm - 3:30pm

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

Lesson 4: What rules do follow?

Lesson  
Page 13-14

- What rules do follow?
- Find people following the rules.

Dismissal 3:20pm - 3:30pm