



Monday 11/13/2023	Tuesday 11/14/2023	Wednesday 11/15/2023	Thursday 11/16/2023	Friday 11/17/2023
School Day 63	School Day 64	School Day 65	School Day 66	School Day 67
Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count	Arrival & Morning Seat Work 8:00am - 8:05am Morning Work, Attendance, and Lunch Count
Morning Meeting 8:05am - 8:30am <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 	Morning Meeting 8:05am - 8:30am <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 	Morning Meeting 8:05am - 8:30am <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 	Morning Meeting 8:05am - 8:30am <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 	Morning Meeting 8:05am - 8:30am <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
Reading Skills 8:30am - 9:30am Lesson 12: Student Performance Assessment Foundational Skills <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Teacher Demonstration: Read Pet Fun • Rainbow Letters 	Reading Skills 8:30am - 9:30am Lesson 13: Student Performance Assessment Foundational Skills <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Teacher Demonstration: Read Pet Fun • Sound Dictation 	Reading Skills 8:30am - 9:30am Lesson 14: Tricky Word: Introduce The Foundational Skills <ul style="list-style-type: none"> • Introduce Tricky Word: The • Sound Dictation • Practice: <ul style="list-style-type: none"> ◦ Circle the Word 	Reading Skills 8:30am - 9:30am Lesson 15: Tricky Word: Introduce A Foundational Skills <ul style="list-style-type: none"> • Introduce Tricky Word: A • Phrases and Wiggle Cards • Spelling Hopscotch • Word Box • Student Performance Assessment: Reading Assessment (Part 2) 	Reading Skills 8:30am - 9:30am Pausing Point Activities Morning Break 9:30am - 9:40am Reading Knowledge 9:40am - 10:18am Pausing Point Activities Music & PE 10:18am - 11:05am



- Student Performance Assessment: Reading Assessment (Part 2)
- Stomp and Spell
- Vowel Pairs

I Can Statement(s)

- I can say the parts of words with two or three sounds.
- I can give the matching sound for lowercase letters: 'm', 'n', 'p', 't', 'd', 'f', 'v', 'c', 'g', 's', 'z', 'h', 'i', 'a', 'o'.
- I can track print words as I listen to Pet Fun and read some phrases aloud.
- I can read and spell simple CVC words.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 2: Plant Parts

Introducing the Read-Aloud

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

Read-Aloud

- Purpose for Listening
- "Plant Parts"
- Comprehension Questions
- Word Work: Survival

Application

- Plant Parts

I Can Statement(s)

- Practice:
 - Circle the Spelling
 - Label the Picture
 - Rainbow Letters
- Student Performance Assessment: Reading Assessment (Part 2)

Homework
Activity Page 13.4

I Can Statement(s)

- I can say the parts of words with two or three sounds.
- I can give the matching sound for lowercase letters: 'm', 'n', 'p', 't', 'd', 'f', 'v', 'c', 'g', 's', 'z', 'h', 'i', 'a', 'o'.
- I can track print words as I listen to Pet Fun and read some phrases aloud.
- I can correctly write the lowercase letters: 'm', 'n', 'p', 't', 'd', 'f', 'v', 'c', 'g', 's', 'z', 'h', 'i', 'a', 'o', 'e'.
- I can read, spell, and write simple CVC words, and match them to a picture.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 3: The Life Cycle of a Plant

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Connect It
- Student Performance Assessment: Reading Assessment (Part 2)

Homework
Activity Page 14.4

I Can Statement(s)

- I can read the word the.
- I can read, act out, and choose the correct CVC word to match a picture.
- I can read phrases with simple CVC words and match them to a picture.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

Lesson 4: The Gigantic Turnip

Introducing the Read-Aloud

- Essential Background Information or Terms

Read-Aloud

- Purpose for Listening
- "The Gigantic Turnip"
- Comprehension Questions
- Word Work: Gigantic

Application

- A Turnip's Life Cycle

I Can Statement(s)

- I can describe and talk about gardens.

Homework
Activity Pages 15.3 and 15.4

I Can Statement(s)

- I can read the word a.
- I can read and spell simple CVC words and will match them to a picture.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Pausing Point Activities

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 4: Compare the lengths of cube sticks to flat shapes.

Fluency

- Build Cube Stick
- Choral Response: Which Step is Missing?

Launch

Learn

- Compare Side Lengths
- Conservation of Lengths
- Problem Set

Land

- Debrief

I Can Statement(s)

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

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

WIN 12:15pm - 12:45pm

Math 12:45pm - 1:30pm

Scholastic News Reader

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



- I can remember characteristics of living things.
- I can explain the purposes of the different parts of a plant.
- I can demonstrate an understanding of the word survival.
- I can identify different parts of a plant and what each part does.

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 1: Align endpoints to compare lengths by using taller than and shorter than.

- Fluency**
- Sunrise, Sunset Counting to 10
 - Counting the Math Way Within 10
 - Make Groups of 6
- Launch**
- Learn**
- Taller or Shorter
 - Scavenger Hunt
 - Problem Set
- Land**
- Debrief

Homework

- Purpose for Listening
 - "The Life Cycle of a Plant"
 - Comprehension Questions
 - Word Work: Mature
- Application**
- Vocabulary Instructional Activity
 - Drawing Activity

- I Can Statement(s)**
- I can explain the different parts of a plant and why each is important.
 - I can explain the life cycle of a plant.
 - I can demonstrate an understanding of the word mature.
 - I can explain the life cycle of a plant using pictures.

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

Lesson 2: Compare lengths of simple straight objects by using longer than, shorter than, and about the same length as.

- Fluency**
- Sunrise, Sunset Counting to 12
 - Make Groups of 7

- I can describe the life cycle of a make-believe turnip.
- I can demonstrate an understanding of the word gigantic.
- I can put in order the life cycle of a turnip.

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 3: Compare lengths of complex objects by using longer than, shorter than, and about the same length as.

- Fluency**
- Sunrise, Sunset Counting to 15
 - Make Groups of 8
 - Show Me Longer and Shorter

- Launch**
- Learn**
- Station Introduction
 - Sort by Length
 - Make it Long Enough
 - Compare the Yarn

- Land**
- Debrief

- I Can Statement(s)**
- I can compare the lengths of two objects directly by aligning endpoints and describe the difference

- I can compare the lengths of two objects directly by aligning endpoints and describe the difference with terms such as longer, taller, and shorter.

Recess 2:00pm - 2:15pm

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

Science 2:40pm - 3:20pm

Lesson 1.4: Exploring Animal Needs

- Discovering Differences in the Garden
- Discussing Animal Needs
- Observing Animals and Their Food
- Reflecting on Animal Needs

- I Can Statement(s)**
- I can use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
 - I can ask questions, make observations, and gather information that are helpful in thinking about problems.
 - I can use observations to describe patterns of what plants and animals (including humans) need to survive.

Dismissal 3:20pm - 3:30pm



Family Math

I Can Statement(s)

- I can describe measurable attributes of an object.
- I can compare the lengths of two objects directly by aligning endpoints and describe the difference with terms such as longer, taller, and shorter.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

- Show Me Taller and Shorter

Launch Learn

- Longer, Shorter, or Same As
- Scavenger Hunt
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can describe measurable attributes of an object.
- I can compare the lengths of two objects directly by aligning endpoints and describe the difference with terms such as longer, taller, and shorter.

Recess 2:00pm - 2:15pm

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

Science 2:40pm - 3:20pm

Lesson 1.3: Observing a Place

- Preparing for the Walk
- Going on a Walk
- Debriefing the Walk
- Reflecting on Being a Scientist

I Can Statement(s)

- I can use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

with terms such as longer, taller, and shorter.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm



- I can ask questions, make observations, and gather information that are helpful in thinking about problems.

Dismissal 3:20pm - 3:30pm