



| <p>Monday 01/15/2024 School Day 92</p> | <p>Tuesday 01/16/2024 School Day 93</p> | <p>Wednesday 01/17/2024 School Day 94</p> | <p>Thursday 01/18/2024 School Day 95</p> | <p>Friday 01/19/2024 School Day 96</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>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 4: Tricky Spelling Review 's' > /z/</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Review Tricky Spelling 's' > /s/ and /z/ • Word Sort <p>Reading</p> | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 5: Review Letter Names</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Alphabet Review • Review Letter Names <p>Reading</p> <ul style="list-style-type: none"> • Introduce the Story | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 6: Tricky Word: Introduce Are</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Review Letter Names • Introduce Tricky Word: Are | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 7: Consonant Clusters</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Alphabet Review <p>Language</p> <ul style="list-style-type: none"> • Student Chaining <p>Reading</p> <ul style="list-style-type: none"> • Wiggle Cards | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 8: Spelling</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/ Spelling Review <p>Language</p> <ul style="list-style-type: none"> • Dictation with Words <p>Reading</p> <ul style="list-style-type: none"> • Introduce the Story |



- Reread "Kit's Hats"

Homework
Activity Page 4.2

I Can Statement(s)

- I can show what I know about letter sounds and blend sounds to make single-syllable words.
- I can read and write words that have 's' > /s/ as in cats or /z/ as in his.
- I can read "Kit's Hats" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 3: And a Cluck, Cluck There

Introducing the Read-Aloud

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

Read-Aloud

- Purpose for Listening
- "And a Cluck, Cluck There"
- Comprehension Questions
- Word Work: Collects

Application

- Sayings and Phrases
- Multiple Meaning Word Activity

I Can Statement(s)

- Teacher Demonstration: Read "Kit's Cats"
- Read "Kit's Cats"

Homework
Activity Page 5.1

I Can Statement(s)

- I can show what I know about letter sounds and blend sounds to make single-syllable words.
- I can find and name the lowercase letters of the alphabet.
- I can follow words from top to bottom and left to right while my teacher reads "Kit's Cats" aloud.
- I can find periods and apostrophes.
- I can answer questions about characters, setting, and main events.
- I can read "Kit's Cats" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 4: Here an Oink, There an Oink

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "Here an Oink, There an Oink"

Language

- Chaining Dictation

Homework
Activity Page 6.3

I Can Statement(s)

- I can blend sounds to make single-syllable words.
- I can find and name the lowercase letters of the alphabet.
- I can read the Tricky Word are.
- I can spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC).

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

Lesson 5: Everywhere a Baa, Baa

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "Everywhere a Baa, Baa"
- Comprehension Questions \
- Word Work: Responsibilities

Application

- Reread "Kit's Cats"

Homework
Activity Pages 7.1 and 7.2

I Can Statement(s)

- I can blend sounds to make single-syllable words.
- I can find and name the lowercase letters of the alphabet.
- I can read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).
- I can follow words from top to bottom and left to right as I read "Kit's Cats" aloud.
- I can read "Kit's Cats" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 6: All Kinds of Crops

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "All Kinds of Crops"
- Comprehension Questions
- Word Work: Produce

Application

- Image Review

Homework

- Teacher Demonstration: Read "Kit's Mom"
- Read "Kit's Mom"

Homework
Activity Pages 8.2 and 8.3

I Can Statement(s)

- I can show what I know about letter sounds and blend sounds to make single-syllable words.
- I can find and name the lowercase letters of the alphabet.
- I can spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).
- I can follow the words from top to bottom and left to right while my teacher reads "Kit's Mom" aloud.
- I can find periods at the end of sentences.
- I can answer questions about characters, setting, and main events.
- I can read "Kit's Mom" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

Lesson 7: The Little Red Hen

Introducing the Read-Aloud

- What Have We Already Learned?

- Reread "Kit's Hats"

Homework
Activity Page 4.2

I Can Statement(s)

- I can show what I know about letter sounds and blend sounds to make single-syllable words.
- I can read and write words that have 's' > /s/ as in cats or /z/ as in his.
- I can read "Kit's Hats" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 3: And a Cluck, Cluck There

Introducing the Read-Aloud

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

Read-Aloud

- Purpose for Listening
- "And a Cluck, Cluck There"
- Comprehension Questions
- Word Work: Collects

Application

- Sayings and Phrases
- Multiple Meaning Word Activity

I Can Statement(s)



- I can use details to describe chickens.
- I can identify the main idea and key details of an informational text about chickens.
- I can demonstrate an understanding of the words collects and feed.
- I can demonstrate an understanding of the phrase "the early bird gets the worm."

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 14: Use number to compare sets with like units.

- Fluency**
- Build and Compare: Length
 - Build Cube Sticks: Number Stairs

- Launch Learn**
- Less Than or More Than 5
 - Ordering Number Stairs
 - Number Path Comparison

- Land**
- Debrief

I Can Statement(s)

- Comprehension Questions
 - Word Work: Valuable
- Application**
- Drawing Activity

- I Can Statement(s)
- I can use details to describe pigs.
 - I can identify the main idea and key details of an informational text about pigs.
 - I can demonstrate an understanding of the word valuable.
 - I can draw key details about pigs.

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

Science 2:40pm - 3:20pm

Lesson 2.2: Comparing Plant Growth

Sequencing Plant Growth

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

- I Can Statement(s)
- I can use details to describe sheep.
 - I can identify the main idea and key details of an informational text about sheep.
 - I can demonstrate an understanding of the words responsibilities and pen.

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 15: Classify flat shapes into groups and compare the number of shapes in each group.

- Fluency**
- Counting on the Rekenrek by Ones Within 20
 - Choral Response: Name the Shape

- Launch Learn**
- Compare Hexagons

Activity Page 6.1

- I Can Statement(s)
- I can review and discuss ideas about where food comes from.
 - I can explain the importance of crops.
 - I can demonstrate an understanding of the word produce.
 - I can draw different kinds of crops.

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 16: Count and compare sets with unlike units.

- Fluency**
- Choral Response: Name the Shape
 - Counting on the Rekenrek by Ones from 20 to 30
 - Build and Compare: Cube Sticks

- Launch Learn**
- Compare Sets
 - Share, Compare, and Connect

- Read-Aloud**
- Purpose for Listening
 - "The Little Red Hen"
 - Comprehension Questions
 - Word Work: Ripe
- Application**
- Sequencing Story Events

- I Can Statement(s)
- I can discuss details about chickens and hens.
 - I can describe the actions of a main character from a folktale.
 - I can demonstrate an understanding of the word ripe.
 - I can put the events in a folktale in order.

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

Winter Craft

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



- I can compare the number of objects in two groups by using the terms more than, fewer than, or the same number as, e.g., by using matching or counting strategies.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Discussing Plant Growth

Comparing Milkweed Plants

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

- Sort and Compare
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can count the number of objects in each category of a sort and order the groups by count.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Land

- Debrief

I Can Statement(s)

- I can compare the number of objects in two groups by using the terms more than, fewer than, or the same number as, e.g., by using matching or counting strategies.

Recess 2:00pm - 2:15pm

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

Science 2:40pm - 3:20pm

Lesson 2.3: Investigating Plant Needs

Share Ideas About Plant Needs

Observe the Do Plants Need Water Investigation

Record Garlic Observations

Extend the Do All Plants Need Water Investigation

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