



Monday 10/09/2023	Tuesday 10/10/2023	Wednesday 10/11/2023	Thursday 10/12/2023	Friday 10/13/2023
School Day 39	School Day 40	School Day 41	School Day 42	School Day 43
<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> <p>Field Trip to Fire Department</p> <p>Reading Skills 8:30am - 9:30am</p> <p>Field Trip to Fire Department</p> <p>Morning Break 9:30am - 9:40am</p> <p>Bathroom Break</p> <p>Music & PE 9:40am - 10:30am</p> <p>Reading Knowledge 10:30am - 11:20am</p> <p>Lesson 8: Helen Keller</p> <p>Introducing the Read-Aloud</p> <ul style="list-style-type: none"> • What Have We Already Learned? • Essential Background Information or Terms <p>Read-Aloud</p> <ul style="list-style-type: none"> • Purpose for Listening • "Helen Keller" • Comprehension Questions • Word Work: Sensations <p>Application</p> <ul style="list-style-type: none"> • Timeline of Helen Keller's Life 	<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 7: Introduce /k/ > 'c'</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Introduce the Sound /k/ • Introduce the Spelling /k/ > 'c' • Pocket Chart Chaining for Reading 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 8: Introduce /g/ > 'g'</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Introduce the Sound /g/ • Introduce the Spelling /g/ > 'g' 		<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 9: Introduce /i/ > 'i'</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Introduce the Sound /i/ • Introduce the Spelling /i/ > 'i' • Pocket Chart Chaining for Reading 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 10: Short Vowel Discrimination</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/Spelling Review • Pocket Chart Chaining for Reading • Pocket Chart Chaining for Spelling • Vowel Discrimination



Homework
Activity Page 7.2 and 7.3

I Can Statement(s)

- I can blend words of two or three sounds.
- I can give the matching sound when I see the lowercase letters: 'm', 't', 'd', 'a', 'o'.
- I can answer simple riddles by saying a word with the /k/ sound at the beginning.
- I can write 'c' to represent the sound /k/.
- I can match a picture by reading and writing simple CVC words that include the spelling 'c'.
- I can change sounds and spellings in simple CVC words to make and read new words (focus on /k/ > 'c').

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

Reading Knowledge 9:40am - 10:30am
Pausing Point

- Rainbow Joe and Me
- Class Book Five Senses

Art 10:30am - 11:20am

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

- Pocket Chart Chaining for Reading

I Can Statement(s)

- I can blend words of two or three sounds.
- I can give the matching sound when I see the lowercase letters: 'm', 't', 'd', 'c', 'a', 'o'.
- I can answer simple riddles by saying a word with the /g/ sound at the beginning
- I can distinguish between spoken minimal pair words with initial /k/ and /g/ sounds by indicating which word includes the /g/ sound.
- I can write 'g' to represent /g/.
- I can match a picture by reading and writing simple CVC words that include the spelling 'g'.
- I can change sounds and spelling in simple CVC words to make and read new words (focus on /g/ > 'g').

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

Reading Knowledge 9:40am - 10:30am

Lesson 7: Ray Charles

Introducing the Read-Aloud

- Drawing Scenes from Helen Keller's Life

I Can Statement(s)

- I can explain the meaning of the word biography.
- I can learn the meaning of the word deaf.
- I can describe the experiences and challenges of someone who is blind and deaf.
- I can demonstrate an understanding of the word sensations.
- I can put facts and events in order to retell the story of Helen Keller's life.

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 3: Classify shapes as circles, hexagons, or neither.

Fluency

- Counting on the Rekenrek Within 10
- Show Me the Math Way
- Show Me Attributes

Launch Learn

- Hexagon and Circle Attributes
- Shape Sort
- Problem Set

Land

Homework
Activity Page 9.2

I Can Statement(s)

- I can blend words of two or three sounds.
- I can give the matching sound when I see the lowercase letters: 'm', 't', 'd', 'c', 'g', 'a', 'o'.
- I can hear the /i/ sound in the pairs of words with the /i/ and /a/ sounds in the beginning or middle.
- I can write 'i' to represent the /i/ sound.
- I can match a picture by reading and writing simple CVC words that include the spelling 'i'.
- I can change sounds and spellings in simple CVC words to make and read new words (focus on /i/ > 'i').

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

Reading Knowledge 9:40am - 10:30am
Domain Review

- Five Senses Review
- Teacher Choice Read-Aloud

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

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

- Rainbow Letters

Homework
Activity Page 9.2 and 10.4

I Can Statement(s)

- I can blend words of two or three sounds.
- I can give the matching sound when I see the lowercase letters: 'm', 't', 'd', 'c', 'g', 'a', 'o', 'i'.
- I can change sound/ spellings in simple CVC words to make and read new words.
- I can hear the /i/ sound in the pairs of words with the /i/ and /a/ sounds in the beginning or middle.
- I can read and spell simple CVC words.

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

Reading Knowledge 9:40am - 10:18am
Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in The Five Senses.

Music & PE 10:18am - 11:05am

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



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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 1: Find and describe attributes of flat shapes.

Fluency

- Counting the Math Way Within 10
- Counting on the Rekenrek Within 5

Launch

Learn

- Shape Sort
- Open or Closed

Land

- Debrief

Homework

Family Math

I Can Statement(s)

- I can analyze and describe two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe them (e.g., number of sides and corners or having sides of equal length.)

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

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

Read-Aloud

- Purpose for Listening
- "Ray Charles"
- Comprehension Questions
- Word Work: Remarkable

Application

- Timeline of Ray Charles's Life
- Drawing Scenes from Ray Charles's Life

Homework

Activity Page 7.1

I Can Statement(s)

- I can name the five senses and identify the parts of the body they belong to.
- I can learn the meaning of the word biographies.
- I can describe the experiences and challenges of someone who is blind.
- I can demonstrate an understanding of the word remarkable.
- I can put facts and events in order to retell the story of Ray Charles's life.

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

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

- Debrief

Homework

- I can describe objects in the environment by using names of shapes.
- I can name and identify shapes regardless of their orientation or overall size.
- I can analyze and describe two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe them (e.g., number of sides and corners or having sides of equal length.)
- I can compare two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe their similarities and differences (e.g., number of sides and corners, other attributes).

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 4: Classify shapes as rectangles or nonrectangles, with square rectangles as a special case.

Fluency

- Make 3 with Triangles and Beans
- Choral Response: Shapes and Attributes

Launch

Learn

- Rectangle Attributes
- Square Attributes
- Shape Sort
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can describe objects in the environment by using names of shapes.
- I can name and identify shapes regardless of their orientation or overall size.
- I can analyze and describe two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe them (e.g., number of sides and corners or having sides of equal length.)

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

WIN 12:15pm - 12:45pm

Math 12:45pm - 1:30pm

Lesson 5: Communicate the position of flat shapes by using position words.

Fluency

- Make 4 with Rectangles and Beans
- Choral Response: Shapes and Attributes

Launch

Learn

- Position Words
- Shape Game

Land

- Debrief

I Can Statement(s)

- I can describe shapes and objects in the world by using position words such as above, below, beside, in front of, behind, and next to.

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 2: Classify shapes as triangles or nontriangles.

Fluency

- Counting on the Rekenrek Within 10
- Show Me the Math Way
- Show Me Attributes

Launch

Learn

- Triangle Attributes
- Sit or Stand Sort
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can describe objects in the environment by using names of shapes.
- I can name and identify shapes regardless of their orientation or overall size.
- I can analyze and describe two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe them (e.g., number of sides and corners or having sides of equal length.)

Recess 2:00pm - 2:15pm

- I can compare two- and three-dimensional shapes, in different sizes and orientations, by using informal language to describe their similarities and differences (e.g., number of sides and corners, other attributes).

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm



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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm