



Monday 02/12/2024 No School	Tuesday 02/13/2024 School Day 109	Wednesday 02/14/2024 School Day 110	Thursday 02/15/2024 School Day 111	Friday 02/16/2024 School Day 112	
No School Day	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 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 15: Spelling	Reading Skills 8:30am - 9:30am Lesson 16: Spelling	Reading Skills 8:30am - 9:30am Lesson 17: Unit Assessment	Reading Skills 8:30am - 9:30am Pausing Point Activities	
	Foundational Skills <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Review Letter Names Language <ul style="list-style-type: none"> • Large Card Chaining Foundational Skills <ul style="list-style-type: none"> • Word Box 	Foundational Skills <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Blending ◦ Sound/ Spelling Review Language <ul style="list-style-type: none"> • Dictation with Words 	Unit Assessment <ul style="list-style-type: none"> • Part A: Letter Names • Part B: Rhyming Words Reading <ul style="list-style-type: none"> • Reread "Fast Fred" Unit Assessment <ul style="list-style-type: none"> • Reading Consonant Clusters: Part C Part 1 	Morning Break 9:30am - 9:40am	Reading Knowledge 9:40am - 10:18am Lesson 4: Little Bear Goes Hunting
				Introducing the Read-Aloud <ul style="list-style-type: none"> • What Have We Already Learned? 	



Homework
Activity Page 15.2

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).

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 1: Introduction to Native Americans

Introducing the Read-Aloud

- Domain Introduction
- Core Connections

Read-Aloud

- Purpose for Listening
- "Introduction to Native Americans"
- Comprehension Questions
- Word Work: Roamed

Application

- Native Americans Chart

Homework
Activity Page 1.2

I Can Statement(s)

- I can identify important background information about Native Americans.

Reading

- Introduce the Story
- Teacher Demonstration: Read "Fast Fred"
- Read "Fast Fred"

Homework
Activity Page 16.2

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 read and 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 "Fast Fred" aloud.
- I can find periods and exclamation points at the end of sentences.
- I can answer questions about characters, setting, and main events.
- I can read "Fast Fred" with purpose and understanding.

Morning Break 9:30am - 9:40am

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

- Practice: Label the Pictures
- Reading

I Can Statement(s)

- I can read "Fast Fred" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 3: Where's Winona?

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "Where's Winona?"
- Comprehension Questions
- Word Work: Mischief

Application

- Native Americans Chart
- The Lakota Sioux Culture

I Can Statement(s)

- I can recall important information about the Lakota Sioux.
- I can describe the daily life of the main character from a story.
- I can demonstrate an understanding of the word mischief.
- I can use a drawing activity to describe the

- Essential Background Information or Terms

Read-Aloud

- Purpose for Listening
- "Little Bear Goes Hunting"
- Comprehension Questions
- Word Work: Succulent

Application

- Multiple Meaning Word Activity: Plain
- Syntactic Awareness Activity

I Can Statement(s)

- I can recall important information about the Lakota Sioux.
- I can describe the daily life of a main character in a story.
- I can demonstrate an understanding of the word succulent.
- I can ask and answer questions about pictures I am shown.

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
Scholastic Weekly Reader

Recess 1:30pm - 1:45pm



- I can compare and contrast the experiences of Native Americans.
- I can demonstrate an understanding of the word roamed.
- I can use a graphic organizer to describe my basic needs.

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/ Valentine's Day Craft

Recess 2:00pm - 2:15pm

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

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

Dismissal 3:20pm - 3:30pm

Reading Knowledge 10:30am - 11:20am

Lesson 2: The Lakota Sioux and the Buffalo

Introducing the Read-Aloud

- Essential Background Information or Terms

Read-Aloud

- Purpose for Listening
- "The Lakota Sioux and the Buffalo"
- Comprehension Questions
- Word Work: Agile

Application

- Native Americans Chart
- Made from a Buffalo

I Can Statement(s)

- I can identify characteristics of the Great Plains and buffalo.
- I can describe the importance of the buffalo to the Lakota Sioux.
- I can demonstrate an understanding of the word agile.
- I can describe the environment of the Lakota Sioux and record my answers on a graphic organizer.

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

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

WIN 12:30pm - 1:00pm

- clothing and shelter of the Lakota Sioux.
- I can record my answers on a graphic organizer.

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 1: Compose flat shapes and count the parts.

Fluency

- Counting on the Rekenrek by Tens to 40
- Choral Response: Shapes and Attributes

Launch

Learn

- Shapes Creators
- Puzzles
- Gallery Walk

Land

- Debrief

Homework

Family Math

I Can Statement(s)

- I can compose shapes to form larger shapes.

Recess 2:00pm - 2:15pm

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

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



Math 1:00pm - 2:00pm
Valentine's Day Activities

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

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

Dismissal 3:20pm - 3:30pm