



| Monday 03/04/2024 | Tuesday 03/05/2024 | Wednesday 03/06/2024 | Thursday 03/07/2024 | Friday 03/08/2024 |
|---|--|--|---|--|
| School Day 122 | School Day 123 | School Day 124 | School Day 125 | School Day 126 |
| <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 8: Introduce /ng/ > 'ng'</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Sound/Spelling Review • Introduce the Sound /ng/ • Introduce the Spelling /ng/ > 'ng' • Minimal Pairs • Differentiated Instruction <p>I Can Statement(s)</p> | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 9: Tricky Word: Introduce Out</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Introduce Tricky Word: Out | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 10: Review Single-Syllable, Short-Vowel Words</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Oral Segmenting ◦ Sound/Spelling Review • Dictation Identification <p>Reading</p> | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 11: Tricky Word/ Student Assessment: Introduce Of</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: - Oral Segmenting - Sound/ Spelling Review • Reading Assessment (Part 1) • Introduce Tricky Word: Of | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 12: Student Performance Assessment</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: - Oral Segmenting - Sound/ Spelling Review • Teacher Chaining • Word Box • Reading Assessment (Part 2) <p>Reading</p> |



- I can give the sound and letter name for each letter card shown.
- I can hear the difference between the sounds of /n/ and /ng/ in pairs of words.
- I can read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 1: What Are Kings and Queens?

Introducing the Read-Aloud

- Domain Introduction
 - Core Connections
- Read-Aloud**
- Purpose for Listening
 - "What Are Kings and Queens?"
 - Comprehension Questions
 - Word Work: Royal

Application

- Multiple Meaning Word Activity: Rules
- Drawing the Read-Aloud

Homework
Activity Page 1.1

I Can Statement(s)

- I can identify facts and details about kings and queens.

- Practice: How Many Sounds?
- Reading**
- Introduce the Reader and Story
 - Teacher Demonstration: Read "Seth"

Homework
Activity Pages 9.3 and 9.4

I Can Statement(s)

- I can say up to five sounds in a single-syllable word.
- I can give the sound and letter name for each letter card shown.
- I can read the Tricky Word out.
- I can count the number of sounds in single-syllable, short-vowel words that include consonant digraphs.
- I can follow the words from top to bottom and left to right as I listen to my teacher read "Seth" aloud.
- I can find periods at the end of sentences.
- I can ask and answer questions about key details in a story.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 2: The Royal Family

Introducing the Read-Aloud

- Introduce the Story
- Teacher Demonstration: Read "Seth's Mom"
- Read "Seth's Mom"

Homework
Activity Page 10.2

I Can Statement(s)

- I can say up to five sounds in a single-syllable word.
- I can give the sound and letter name for each letter card shown.
- I can read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.
- I can follow the words from top to bottom and left to right while I listen to my teacher read "Seth's Mom" aloud.
- I can find periods at the end of sentences.
- I can ask and answer questions about key details in a story.
- I can read "Seth's Mom" with purpose and understanding.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

- Reading**
- Introduce the Story
 - Teacher Demonstration: Read "Seth's Dad"
 - Read "Seth's Dad"

Homework
Activity Pages 11.3 and 11.4

I Can Statement(s)

- I can say up to five sounds in a single-syllable word.
- I can give the sound and letter name for each letter card shown.
- I can read the Tricky Word of.
- I can follow the words from top to bottom and left to right while I listen to my teacher read "Seth's Dad" aloud.
- I can find periods at the end of sentences.
- I can ask and answer questions about key details in a story.
- I can read "Seth's Dad" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 4: Old King Cole

Introducing the Read-Aloud

- What Have We Already Learned?
 - Rhyme Review
- Read-Aloud**

- Reread "Seth's Dad"

Homework
Activity Pages 12.3 and 12.4

I Can Statement(s)

- I can say up to five sounds in a single-syllable word.
- I can give the sound and letter name for each letter card shown.
- I can read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.
- I can read "Seth's Dad" with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

Lesson 5: Sing a Song of Sixpence

Introducing the Read-Aloud

- Essential Background Information or Terms
 - Rhyme Review
- Read-Aloud**
- Purpose for Listening
 - "Sing a Song of Sixpence"
 - Comprehension Questions
 - Word Work: Dainty

Application

- Old King Cole Story

Homework
Activity Page 5.1



- I can demonstrate an understanding of the words royal and rules.
- I can draw a picture of kings and queens and describe the drawing.

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 8: Find partners to 10.

Fluency

- Make 10 Finger Combinations

Launch Learn

- Super Sort
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can decompose numbers within 10 into pairs in more than one way by using objects or pictures.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

- What Do We Already Know?

Read-Aloud

- Purpose for Listening
- “The Royal Family”
- Comprehension Questions
- Word Work: Advantages

Application

- Vocabulary Instructional Activity: Reign
- Families Chart

I Can Statement(s)

- I can recall facts about kings and queens and discuss characteristics of families.
- I can describe what life was like for a royal family.
- I can demonstrate an understanding of the words advantages and reign.
- I can talk about the similarities and differences between our families and royal families.

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 3: King Midas and the Golden Touch

Introducing the Read-Aloud

- Essential Background Information or Terms

Read-Aloud

- Purpose for Listening
- “King Midas and the Golden Touch”
- Comprehension Questions
- Word Work: Treasures

Application

- Sequencing Events in the Story

I Can Statement(s)

- I can locate Greece on a map.
- I can identify gold as a precious metal.
- I can analyze the actions of King Midas.
- I can demonstrate an understanding of the word treasures.
- I can sequence and retell the events of the story.

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm

Lesson 10: Sort and record the decomposition with a number bond.

- Purpose for Listening
- “Old King Cole”
- Comprehension Questions
- Word Work: Merry Application
- Syntactic Awareness Activity
- Old King Cole Story

I Can Statement(s)

- I can recall facts about kings and queens.
- I can identify rhyming words.
- I can describe the actions of Old King Cole.
- I can demonstrate an understanding of the word merry.
- I can combine ideas to create compound sentences.
- I can draft a narrative story about Old King Cole.

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 11: Model put together with total unknown story problems.

I Can Statement(s)

- I can locate England on a map.
- I can identify rhyming words.
- I can compare and contrast the experiences of the main characters.
- I can demonstrate an understanding of the word dainty.
- I can revise my narrative story.

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

March Craft

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



Lesson 1.1: Pre-Unit Assessment

Leading a Pre-Unit-Assessment Conversation

Introducing Students' Role as Engineers

Movement Hunt

Discussing Movement

I Can Statement(s)

- I can plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- I can analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
- I can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Dismissal 3:20pm - 3:30pm

Lesson 9: Compose shapes in more than one way.

Fluency

- Counting on the Rekenrek by Tens to 50
- Shake Those Disks

Launch

Learn

- Flower Puzzles
- Compose Shape in Two Ways

Land

- Debrief

I Can Statement(s)

- I can compose shapes to form larger shapes.

Recess 2:00pm - 2:15pm

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

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

Lesson 1.2: Talking About Forces

Exploring and Describing Movement

Visualizing Movement

Explaining with Because

Reading: Talking About Forces

I Can Statement(s)

- I can plan and conduct an investigation to compare the effects of different strengths or different

Fluency

- Counting on the Rekenrek by Ones from 40 to 50
- 5-Groups to 10

Launch

Learn

- Sort and Record
- Share, Compare, and Connect
- Gallery Walk

Land

- Debrief

I Can Statement(s)

- I can represent composition or decomposition of numbers with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or number bonds.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Fluency

- Dot Cards
- Whiteboard Exchange: Drew 5-Groups

Launch

Learn

- Marker Story
- Model a Put Together Story
- Number Bond Hunt

Land

- Debrief

Homework

Family Math

I Can Statement(s)

- I can represent composition or decomposition of numbers with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or number bonds.
- I can solve put together and take apart with result unknown story problems within 10 with a chosen math tool.

Recess 2:00pm - 2:15pm

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

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

Lesson 1.3: Forces Happen Between Two Objects



directions of pushes and pulls on the motion of an object.

- I can analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
- I can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Dismissal 3:20pm - 3:30pm

Connecting Force and Movement

Investigating Forces

Explaining Force Between Two Objects

I Can Statement(s)

- I can plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- I can analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
- I can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Dismissal 3:20pm - 3:30pm