



Monday 04/01/2024 No School	Tuesday 04/02/2024 School Day 137	Wednesday 04/03/2024 School Day 138	Thursday 04/04/2024 School Day 139	Friday 04/05/2024 School Day 140
No School Day	<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 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 3: Review: Tricky Words</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Short Vowel Sounds ◦ Sound/Spelling Review • Review Tricky Words: Tricky Word Practice <p>Reading</p>	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 4: Review: Tricky Words and Rhyming Words</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Short Vowel Sounds ◦ Sound/Spelling Review 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 5: Tricky Word: Introduce From</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Introduce Tricky Word: From • Review Tricky Words: Complete the Sentences <p>Reading</p> <ul style="list-style-type: none"> • Introduce the Story 	<p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 6: Review: Spelling</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> • Warm-Up: <ul style="list-style-type: none"> ◦ Short Vowel Sounds ◦ Sound/Spelling Review • Teacher Chaining <p>Reading</p> <ul style="list-style-type: none"> • Introduce the Story • Teacher Demonstration: Read “Tasks” • Read “Tasks”



- Introduce the Story
- Teacher Demonstration: Read "Fun at the Pond"
- Read "Fun at the Pond"

Homework
Activity Page 3.3

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'a,' 'i,' 'o,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' and other consonant spellings.
- I can read and spell the Tricky Words funny, all, the, and of.
- I can follow the words from top to bottom and left to right as I listen to my teacher read "Fun at the Pond" aloud.
- I can understand that apostrophes show possession.
- I can identify periods at the end of sentences.
- I can ask and answer questions about key details in the text.
- I can use the illustrations to answer questions about the text.
- In my group, I can read aloud together "Fun at the Pond" with purpose and understanding.
- In my group, I can read "Fun at the Pond" independently with purpose and understanding.

- Review Tricky Words: Making Phrases with Tricky Words
- Review Rhyming Words: Do They Rhyme?

Reading

- Reread "Fun at the Pond"

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'a,' 'i,' 'o,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' and other consonant spellings.
- I can make and read phrases with the Tricky Words a, the, and of.
- I can recognize and say rhyming words.
- I can read "Fun at the Pond" independently with purpose and understanding.

Morning Break 9:30am - 9:40am

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

Reading Knowledge 10:30am - 11:20am

Lesson 4: Summer

Introducing the Read-Aloud

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

Read-Aloud

- Purpose for Listening
- "Summer"
- Comprehension Questions

- Teacher Demonstration: Read "Sam's Pets"
- Read "Sam's Pets"

Homework
Activity Page 5.4

I Can Statement(s)

- I can read the Tricky Word from.
- I can follow the words from top to bottom and left to right as I listen to my teacher read "Sam's Pets" aloud.
- I can understand that apostrophes indicate possession.
- I can identify periods at the end of sentences.
- I can ask and answer questions about key details in the text.
- I can use the illustrations to answer questions about the text.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 5: Autumn

Introducing the Read-Aloud

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

Read-Aloud

- Purpose for Listening
- "Autumn"

Homework
Activity Page 6.3

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: 'a,' 'i,' 'o,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' and other consonant spellings.
- I can read single-syllable, short-vowel words.
- I can follow words from top to bottom and left to right as I listen to my teacher read "Tasks" aloud.
- I can understand that apostrophes indicate possession.
- I can identify periods at the end of sentences.
- I can ask and answer questions about key details in the text.
- I can read "Tasks" independently with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:18am

Lesson 6: "The Grasshopper and the Ants"

Introducing the Read-Aloud

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

Read-Aloud



Morning Break 9:30am - 9:40am	<ul style="list-style-type: none"> Word Work: Distinct 	<ul style="list-style-type: none"> Comprehension Questions Word Work: Progresses 	<ul style="list-style-type: none"> Purpose for Listening "The Grasshopper and the Ants" Comprehension Questions Word Work: Last
Reading Knowledge 9:40am - 10:30am	<p>Application</p> <ul style="list-style-type: none"> Weather Diary 	<p>Application</p> <ul style="list-style-type: none"> Multiple Meaning Word Activity: Fall My Four Seasons Drawing Activity 	<p>Application</p> <ul style="list-style-type: none"> Syntactic Awareness Activity Cycle of the Seasons
Lesson 3: Spring	<p>I Can Statement(s)</p> <ul style="list-style-type: none"> I can compare and contrast the characteristics of winter and spring. I can identify the calendar months that correspond to summer. I can identify and describe the characteristics of summer. I can demonstrate an understanding of the word distinct. I can create a drawing to describe current weather. I can identify weather patterns. 	<p>Homework</p> <p>Activity Page 5.1</p>	<p>I Can Statement(s)</p> <ul style="list-style-type: none"> I can identify and describe characteristics of a fable. I can talk about how seasons connect to the main events in the story. I can identify the moral in a fable. I can demonstrate an understanding of the word last. I can sequence images to show the cycle of seasons.
<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 "Spring" Comprehension Questions Word Work: Gradually <p>Application</p> <ul style="list-style-type: none"> Sayings and Phrases: April Showers Bring May Flowers Weather Diary 		<p>I Can Statement(s)</p> <ul style="list-style-type: none"> I can compare and contrast the characteristics of winter, spring, and summer. I can identify the calendar months that correspond to autumn. I can identify and describe characteristics of autumn. I can demonstrate an understanding of the word progresses. I can make a drawing to describe the four seasons. 	
<p>I Can Statement(s)</p> <ul style="list-style-type: none"> I can recall characteristics of winter. I can identify the calendar months that correspond to spring. I can identify and describe characteristics of spring. I can demonstrate an understanding of the word gradually. I can create a drawing to describe characteristics of the weather. I can make predictions about the weather. 	Lunch & Recess 11:20am - 12:05pm	Computers & Library 10:30am - 11:20am	Music & PE 10:18am - 11:05am
	Read-Aloud 12:05pm - 12:30pm	Lunch & Recess 11:20am - 12:05pm	Lunch & Recess 11:05am - 11:50am
	WIN 12:30pm - 1:00pm	Read-Aloud 12:05pm - 12:30pm	Read-Aloud 11:50am - 12:15pm
	Math 1:00pm - 2:00pm	WIN 12:30pm - 1:00pm	WIN 12:15pm - 12:45pm
	Lesson 4: Represent decomposition situations by using number bonds and addition sentences.	Math 1:00pm - 2:00pm	Math 12:45pm - 1:30pm
	<p>Fluency</p> <ul style="list-style-type: none"> Ready, Set, Add Make It Equal with Beans <p>Launch Learn</p>	Math 1:00pm - 2:00pm	April Craft
			Recess 1:30pm - 1:45pm
			Centers 1:45pm - 2:15pm



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: Relate number sentences and number bonds through story problems.

- Fluency**
- Ready, Set, Count
 - Shake Those Disks

- Launch**
- Learn**
- Relate Representations
 - Represent Pictures
 - Problem Set

- Land**
- Debrief

- I Can Statement(s)
- I can represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Recess 2:00pm - 2:15pm

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

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

- Number Sentences
 - Sorting Bears
 - Problem Set
- Land**
- Debrief

- I Can Statement(s)
- I can represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
 - I can decompose numbers within 10 into pairs in more than one way and record with equations such as $5 = 2+3$ and $5 = 4+1$.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

Lesson 5: Represent take apart with both addends unknown situations with a number sentence.

- Fluency**
- Sprint: Make It Equal
- Launch**
- Learn**
- Both Addends Unknown Stories
 - Analyze Decompositions
 - Represent Stories
 - Problem Set

- Land**
- Debrief

- I Can Statement(s)
- I can represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Recess 2:00pm - 2:15pm

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

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

Lesson 1.5: Writing About Forces

Engineers Design Solutions

Adding a Launcher to the Class Pinball Machine

Writing About Forces

Dismissal 2:15pm - 2:36pm



Lesson 1.5: Writing About Forces

Engineers Design Solutions

Adding a Launcher to the Class Pinball Machine

Writing About Forces

Revisiting Talking About Forces

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 develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- I can analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Revisiting Talking About Forces

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 develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- I can analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Dismissal 3:20pm - 3:30pm



Dismissal 3:20pm - 3:30pm