



| Monday 04/29/2024 | Tuesday 04/30/2024 | Wednesday 05/01/2024 | Thursday 05/02/2024 | Friday 05/03/2024 |
|--|--|--|---|--|
| School Day 156 | School Day 157 | School Day 158 | School Day 159 | School Day 160 |
| <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>Substitute Day</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 18: Student Performance Assessment: Reading and Code Knowledge</p> | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 19: Review/ Assessment: Student Assessment</p> | <p>Reading Skills 8:30am - 9:30am</p> <p>Review</p> | <p>Reading Skills 8:30am - 9:30am</p> <p>Lesson 20: Review/ Assessment: Unit Assessment</p> | <p>Reading Skills 8:30am - 9:30am</p> <p>Uppercase Letters</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</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 • Word Box <p>Reading</p> | <p>Morning Break 9:30am - 9:40am</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 • Dictation Identification Assessment | <p>Morning Break 9:30am - 9:40am</p> |
| | | <p>Music & PE 9:40am - 10:30am</p> | | <p>Reading Knowledge 9:40am - 10:18am</p> <p>Domain Assessment</p> |
| | | | | <p>Music & PE 10:18am - 11:05am</p> |



- Reread “Sam and the Duck”

Foundational Skills/ Assessment

- Label the Picture
- Story Reading Assessment

Homework
Activity Page 18.4

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: ‘a,’ ‘i,’ ‘e,’ ‘o,’ ‘u,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ ‘ck,’ ‘ff,’ ‘ll,’ ‘ss,’ and other consonant spellings.
- I can read “Sam and the Duck” independently with purpose and understanding.
- I can read simple words.
- I can match words to the correct pictures.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 8: The Wampanoag

Introducing the Read-Aloud

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- “The Wampanoag”
- Comprehension Questions
- Word Work: Fascinated

Application

- Timeline
- Drawing the Read-Aloud

- Introduce the Story
- Teacher Demonstration: Read “Max in the Mud”
- Read “Max in the Mud”

Homework
Activity Page 19.3

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: ‘a,’ ‘i,’ ‘e,’ ‘o,’ ‘u,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ ‘ck,’ ‘ff,’ ‘ll,’ ‘ss,’ and other consonant spellings.
- I can read simple words.
- I can match words to the correct pictures.
- I can follow the words from top to bottom and left to right as my teacher reads “Max in the Mud” 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 read “Max in the Mud” independently with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Lesson 9: Thanksgiving

Introducing the Read-Aloud

Reading Knowledge 10:30am - 11:20am
Craft

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

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

WIN 12:30pm - 1:00pm

Math 1:00pm - 2:00pm
Scholastic Weekly Reader/
Math Review

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

- Connect the Rhyming Words

Reading

- Read: “The Band”

I Can Statement(s)

- I can say the sounds and letter names when I see the letters: ‘a,’ ‘i,’ ‘e,’ ‘o,’ ‘u,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ ‘ck,’ ‘ff,’ ‘ll,’ ‘ss,’ and other consonant spellings.
- I can recognize words with the double-letter spellings: ‘ll,’ ‘ff,’ ‘ck,’ ‘dd,’ ‘zz,’ and ‘ss.’
- I can read and match rhyming words.
- I can read “The Band” independently with purpose and understanding.

Morning Break 9:30am - 9:40am

Reading Knowledge 9:40am - 10:30am

Domain Review

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

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

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

WIN 12:15pm - 12:45pm

Math 12:45pm - 1:30pm
Craft

Recess 1:30pm - 1:45pm

Centers 1:45pm - 2:15pm

Dismissal 2:15pm - 2:36pm



I Can Statement(s)

- I can recall facts about the Pilgrims and Native Americans.
- I can describe the relationship between the Pilgrims and people from the Wampanoag tribe.
- I can demonstrate an understanding of the word fascinated.
- I can draw and describe important events of the Pilgrims.

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 10: Represent and solve take from with result unknown story problems.

Fluency

- Sprint: Take Away 1

Launch

Learn

- Edwin's Cookies
- Represent and Solve
- Share, Compare, Connect
- Problem Set

Land

- Debrief

I Can Statement(s)

- What Have We Already Learned?

Read-Aloud

- Purpose for Listening
- "Thanksgiving"
- Comprehension Questions
- Word Work: Celebration

Application

- My Travel Journal

I Can Statement(s)

- I can recall facts about the Pilgrims.
- I can describe the first Thanksgiving.
- I can explain why we still celebrate Thanksgiving in America today.
- I can demonstrate an understanding of the word celebration.
- I can pretend to be a Pilgrim and draw and write a thank-you letter to Squanto.

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 11: Represent decomposition situations by

Lesson 12: Relate parts to total in subtraction situations.

Fluency

- Counting on the Rekenrek by Ones Within 70
- Dot Cards: Imagine 1 Less
- Show Me the Math Way: Subtract

Launch

Learn

- How Many?
- Egg Carton Story
- Represent and Solve
- Bowling Game

Land

- Debrief

I Can Statement(s)

- I can represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- I can solve add to, take from, put together and take apart with result unknown story problems within 10 by using addition and subtraction.
- I can add and subtract within 10 by using objects, drawings, or other math tools.

Recess 2:00pm - 2:15pm

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



- I can represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- I can solve add to, take from, put together and take apart with result unknown story problems within 10 by using addition and subtraction.
- I can add and subtract within 10 by using objects, drawings, or other math tools.

Recess 2:00pm - 2:15pm

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

Centers 2:40pm - 3:20pm

Dismissal 3:20pm - 3:30pm

using number bonds and subtraction sentences.

Fluency

- Happy Counting by Ones Within 30
- Dot Cards: Number Bonds

Launch

Learn

- Crayon Story
- Sorting Bears
- Problem Set

Land

- Debrief

I Can Statement(s)

- I can represent subtraction 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

Dismissal 3:20pm - 3:30pm

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

Dismissal 3:20pm - 3:30pm