



Monday 08/21/2023	Tuesday 08/22/2023	Wednesday 08/23/2023	Thursday 08/24/2023
School Day 5	School Day 6	School Day 7	School Day 8
Prep 7:30am - 8:00am Staff Meeting after school 4:00 pm	Prep 7:30am - 8:00am Week 2	Prep 7:30am - 8:00am 2nd week of school	Prep 7:30am - 8:00am Week 2
2nd week: students will be working on classroom rules, procedures, & expectations.	2nd week: students will be working on classroom rules, procedures, & expectations.	2nd week: students will be working on classroom rules, procedures, & expectations.	2nd week: students will be working on classroom rules, procedures, & expectations.
Language Arts Journal 8:00am - 8:30am	Language Arts Journal 8:00am - 8:30am	Language Arts Journal 8:00am - 8:30am	Language Arts Journal 8:00am - 8:30am
Week 2: Monday	Week 2: Tuesday	Week 2: Wednesday	Week 2: Thursday
READING 9:00am - 11:00am	READING 9:00am - 11:00am	READING 9:00am - 11:00am	READING 9:00am - 10:30am
U1L1: A Fine, Fine School	Lesson 1 in Journeys: Day 2	Unit 1. Lesson 1 "A Fine, Fine School"	Objective
Start walk to read	Direct Instruction Use the reading basal for the Phonics Template & Vocabulary Template: Vocabulary Template: page T14 fine very nice principal the leader of a school	<ul style="list-style-type: none"> Vocabulary, T18-T19 Picture cards and word cards: Sound/Spelling Cards: Student Book pp. 10-33 Reader's Notebook pp.1,2 Teacher READ aloud, "Such a Deal!", "T14-T15" Students will compare and contrast facts in a text.	What: Students will listen to a story, ask and answer questions, read words with short vowels, and fill out a graphic organizer. Why: Students are learning this so they will be able to comprehend a text read aloud and develop speaking skills using sentences.



<ul style="list-style-type: none"> • Student Book pp. 10-33 ; Picture Walk • Worksheet- Definitions • Teacher READ aloud, "Such a Deal!, "T14-T15 • Graphic Organizer <p>Students will compare and contrast facts in a text. Students will gain pictures that is not found in the text. Students will learn about different families through poetry.</p> <p>What: What are some things that families like to do together?</p> <p>Why: Children will see how one family shows how they live and love each other.</p> <p>How: Students will gain from pictures information that is not found in the text.</p> <div data-bbox="96 1291 543 1385"> <p>Direct Instruction</p> </div>	<p>proud pleased with yourself or someone else</p> <p>strolled walked slowly</p> <p>announced made known</p> <p>certainly surely</p> <p>soared flew upward</p> <p>worried uneasy or anxious</p> <p>Phonics Template: page T16 Short Vowels a, e, i, o, u</p> <ol style="list-style-type: none"> 1. lump toss chest fifth act 2. track truck trick send sand clock click 3. magnet cabin happen problem topping 4. center empty redness sudden summer 5. finish blessing panic city rapid number 6. twentieth hundreds twinkle contract leather 	<p>Students will gain pictures that is not found in the text. Students will learn about different families through poetry.</p> <p>What: What are some things that families like to do together?</p> <p>Why: Children will see how one family shows how they live and love each other.</p> <p>How: Students will gain from pictures information that is not found in the text.</p> <p>Objective What: Students will listen to a story, ask and answer questions, read words with short vowels, and fill out a graphic organizer.</p> <p>Why: Students are learning this so they will be able to</p>	<p>How: Students will display what they have learned by reading aloud words and completing a graphic organizer based off of what they have read.</p> <div data-bbox="1545 446 1992 1404"> <p>Direct Instruction</p> <p>Use the reading basal for the Vocabulary Template & Phonics Template:</p> <p>Vocabulary Template: Page T14</p> <p>fine very nice</p> <p>principal the leader of a school</p> <p>proud pleased with yourself or someone else</p> <p>strolled walked slowly</p> <p>announced made known</p> </div>
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<p>Anchor Text - My Family Paired Selection Family Poetry</p> <p>Turn and Talk with partners to think of what the three things (have dinner, visit friends, play games) could have in common.</p> <p>Teacher read aloud - More Than a Best Friend.</p> <p>Words with vowels a, e, i, o, u.</p>	<p>steady</p> <p>7. I am happy to go fishing when it is sunny.</p> <p>8. Did you get a helping of pumpkin pie?</p> <p>Prefixes/Suffixes Dolch/Fry Words</p> <p>Literacy Groups from 10:00 - 10:30</p> <ol style="list-style-type: none"> 1. Phonics page 2. Target Skill 3. Leveled Readers: pass out to students, students will take turns reading. Tier 1: Ms. F Goes Back to School /Tier 2: Ms. Pinkerville, You're Our Star! /Tier 3: My Teacher, My Dad <p>All tier groups will complete a graphic organizer on Story Structure.</p>	<p>comprehend a text read aloud and develop speaking skills using sentences.</p> <p>How: Students will display what they have learned by reading aloud words and completing a graphic organizer based off what they have read.</p> <div data-bbox="1060 662 1509 1388" style="border: 1px solid black; padding: 5px;"> <p>Direct Instruction Use the reading basal for the Vocabulary Template & Phonics Template:</p> <p>Vocabulary Template: page T14</p> <p>fine very nice</p> <p>principal the leader of a school</p> <p>proud pleased with yourself or someone else</p> <p>strolled walked slowly</p> </div>	<p>certainly surely</p> <p>soared flew upward</p> <p>worried uneasy or anxious</p> <p>Phonics Template: page T46 Short Vowels a, e, i, o, u</p> <ol style="list-style-type: none"> 1. admit insect chipmunk napkin contest 2. plastic intend until unless picnic 3. problem forget Monday carpet helmet 4. umpire mistake order garden Sunday 5. The cowboys lead the horses into the corral. 6. I like to collect a variety of objects. <p>Prefixes/Suffixes Dolch/Fry Words</p> <p>Literacy Groups from 10:00 - 10:30</p> <ul style="list-style-type: none"> • Phonics page
<p>Guided Practice</p> <p>Vocabulary and Oral Language: Teacher read aloud; :Such a Deal"</p> <p>Target Vocabulary -</p> <p>Phonemic Awareness - Identify Phonemes</p>	<p>Guided Practice</p>		



<div></div> <div>Independent Practice Reader's Notebook pages</div> <div>Homework Dictionary Work /Glossary</div>	<div>Vocabulary and Oral Language: Teacher read aloud; Such a Deal."</div> <div>Target Vocabulary -</div> <div>Phonemic Awareness - Identify Phonemes</div>	<div>announced made known</div> <div>certainly surely</div> <div>soared flew upward</div> <div>worried uneasy or anxious</div> <div>Words with vowels <i>a, e, i, o, u</i>.</div>	<ul style="list-style-type: none"> • Target Skill • Leveled Readers: pass out to students, students will partner read <ul style="list-style-type: none"> ○ Tier 1: Ms. F Goes Back to School ○ Tier 2: Ms. Pinkerville, You're Our Star! ○ Tier 3: My Teacher, My Dad
<div>Students will compare and contrast facts in a text.</div> <div>Agenda Student Book pp. 10-33</div> <div>Students will complete pages 1, 6, 11 throughout this week.</div>	<div>Independent Practice Reader's Notebook pages</div> <div>Homework</div> <div>Students will compare and contrast facts in a text.</div>	<div>Phonics Template: page T46 Short Vowels a, e, i, o, u</div> <div>1. admit insect chipmunk napkin contest</div> <div>2. plastic intend until unless picnic</div> <div>3. problem forget Monday carpet helmet</div> <div>4. umpire mistake order garden Sunday</div> <div>5. The cowboys lead the</div>	<div>All tier groups will complete a graphic organizer on Story Structure.</div>
<div>Objectives</div> <div>RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</div> <div>RI.1 Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.</div> <div>RI.2 Determine the main idea of a text and recount the key</div>	<div>Agenda <i>"A Fine, Fine School"</i></div> <ul style="list-style-type: none"> • Vocabulary, T18-T19 • Picture cards and word cards: ant, bat, bed, bell, box, brush, bug, bus, cab, chick, chin, cut, desk, dig, dog • Sound/Spelling Cards: apple, elephant, igloo, ostrich, umbrella 	<div>Turn and Talk with partners to think of what the three things (have dinner, visit friends, play games) could have in common.</div> <div>Teacher read aloud - More Than a Best Friend.</div> <div>Words with vowels <i>a, e, i, o, u</i>.</div>	



<p>details to explain how they support the main idea.</p> <p>LUNCH 11:00am - 11:30am</p> <p>COMPUTERS (Ms. McKay) 11:45am - 12:15pm</p> <p>Ms. Toni McKay</p> <p>Recess 11:45am - 12:00pm</p> <p>Ms. Kom</p> <p>MATH 12:15pm - 1:15pm</p> <p>Unit 1: L2 Relate Addition and Multiplication</p> <p>Learning Objective:</p> <p>What: Students will interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>Why: Students are learning this so they will be able to count equal groups to find the total number of objects when the numbers of equal groups and the number of objects in each group is given.</p>	<ul style="list-style-type: none"> • Student Book pp. 10-33 • Reader's Notebook pp.1,2 • Teacher READ aloud, "Such a Deal!", "T14-T15" <p>Students will compare and contrast facts in a text.</p> <p>Students will gain pictures that is not found in the text.</p> <p>Students will learn about different families through poetry.</p> <p>What: What are some things that families like to do together?</p> <p>Why: Children will see how one family shows how they live and love each other.</p> <p>How: Students will gain from pictures information that is not found in the text.</p> <p>Students will complete pages 1, 6, 11 throughout this week.</p> <p>LUNCH 11:00am - 11:30am</p>	<p>horses into the corral.</p> <p>6. I like to collect a variety of objects.</p> <p>Prefixes/Suffixes</p> <p>Dolch/Fry Words</p> <p><i>Literacy Groups from 10:00 - 10:30</i></p> <ul style="list-style-type: none"> • Phonics Page • Target Skill • Leveled Readers: pass out to students, students will take turns reading <ul style="list-style-type: none"> ○ Tier 1: Ms. F Goes Back to School ○ Tier 2: Ms. Pinkerville, You're Our Star! ○ Tier 3: My Teacher, My Dad <p>All Tier groups will complete a graphic organizer on Story Structure.</p> <p>Guided Practice</p>	<p>Guided Practice</p> <p>Vocabulary and Oral Language: Teacher read aloud; :Such a Deal"</p> <p>Target Vocabulary -</p> <p>Phonemic Awareness - Identify Phonemes</p> <p>Independent Practice</p> <p>Reader's Notebook pages</p> <p>Homework</p> <p>Students will compare and contrast facts in a text.</p> <p>Agenda</p> <p>Unit 1. Lesson 1 "A Fine, Fine School"</p> <ul style="list-style-type: none"> • Vocabulary, T18-T19
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<p>How: Students will use concrete and visual models to represent and solve problems when you know the number of equal groups and the number of objects in each group.</p> <p>Review Vocabulary</p> <p>Review: equal groups</p> <p>Lesson Materials: two color counters, connecting cubes, number lines.</p> <p>Warm Up: *Activate PRIOR knowledge "Equal Groups"</p> <p>Calendar: Months/Days of the week/Skip counting</p> <p>Problem of the Day:</p> <p>Sharpen Skills: Mental Math (Addition Facts/Subtraction/Multiplication)</p>	<p>LIBRARY (Ms. Wittmeyer) 11:45am - 12:15pm Ms. Wittmeyer</p> <p>Recess 11:45am - 12:00pm Ms. Kom</p> <p>MATH 12:15pm - 1:15pm Unit 1: L3 Represent Multiplication with Arrays</p> <p>Into Math:</p> <p>Lesson 3- 1 Day: Represent Multiplication with Arrays</p> <ul style="list-style-type: none"> Facts 3-5 minutes (Depending on students) Jump Start Mental Math Problem Solving <p>Learning Objective: Use the commutative property of multiplication to find products and to write related multiplication equations.</p> <p>Vocabulary: Commutative Property of Multiplication</p>	<p>Vocabulary and Oral Language: Teacher read aloud; "Such a Deal."</p> <p>Independent Practice Reader's Notebook pages</p> <p>Homework</p> <p>Students will compare and contrast facts in a text.</p> <p>Agenda Use the reading basal for the Vocabulary Template & Phonics Template:</p> <p>Vocabulary Template: page T14</p> <p>Phonics Template: page T46</p> <p>Dolch Words</p> <p>Prefixes/Suffixes</p>	<ul style="list-style-type: none"> Picture cards and word cards: ant, bat, bed, bell, box, brush, bug, bus, cab, chick, chin, cut, desk, dig, dog Sound/Spelling Cards: apple, elephant, igloo, ostrich, umbrella Student Book pp. 10-33 Reader's Notebook pp.1,2 Teacher READ aloud, "Such a Deal!", "T14-T15" <p>Students will compare and contrast facts in a text.</p> <p>Students will gain pictures that is not found in the text.</p> <p>Students will learn about different families through poetry.</p> <p>What: What are some things that families like to do together?</p> <p>Why: Children will see how one family shows how they live and love each other.</p>
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<p>Spark Your Learning: Groups will work on different strategies (page 5) Independently - On your Own: Students will complete page 8, independently.</p> <p>(Terms: Counting patterns/sequence)</p> <p>Whole Group: 7</p> <ul style="list-style-type: none"> Page 5-7 <p>Independent work: Written Practice</p> <ul style="list-style-type: none"> Page 8. <p>WRAP UP</p> <p>Students will summarize their learning by completing an "I can....." statement form. (I can represent and explain how to count equal groups to find the total number of objects when the number of equal groups and the number of objects in each group is given).</p>	<p>Independent WORK: Written Practice</p> <ul style="list-style-type: none"> #1-15 (15-20 minutes) <p>TIER GROUPS 1:15pm - 1:45pm FCRR</p> <p>Blending/</p> <p>Segmentation: Phoneme Counting Sort [PA.014]</p> <p>Dolch/Fry Words: Sight Words / Snakes and Ladders</p> <p>Phonemic Awareness: Phoneme Matching [PA.008]</p> <p>Fluency: Reader's Theatre script.</p> <p>MUSIC (Mr. Hines) 1:45pm - 2:15pm Mr. Hines</p> <p>Spelling/Language 2:15pm - 3:15pm Simple Sentences</p>	<p>Projectables</p> <p>Students will complete pages 1, 6, 11 throughout this week.</p> <p>LUNCH 11:00am - 11:30am CULTURE (Miss Lexius) 11:45am - 12:15pm Miss Lexius Recess 11:45am - 12:00pm Ms. Kom MATH 12:15pm - 1:15pm Unit 1: L4 Understand the Communitive Property of Multiplication</p> <p>NEW CONCEPT</p> <ul style="list-style-type: none"> Represent Multiplication with Number Lines <p>Learning Objective: Count equal groups on a number line to find how many.</p> <p>Power Up:</p> <ul style="list-style-type: none"> Facts Jump start Mental math Problem Solving 	<p>How: Students will gain from pictures information that is not found in the text.</p> <p>Students will complete pages 1, 6, 11 throughout this week.</p> <p>Math Centers 10:30am - 11:00am LUNCH 11:00am - 11:30am COMPUTERS (Ms. McKay) 11:45am - 12:15pm Ms. McKay Recess 11:45am - 12:00pm Ms. Kom MATH 12:15pm - 1:15pm Unit 1: L5 Represent Multiplication with Number Lines</p> <p>NEW CONCEPT: Represent Multiplication with Bar Models</p> <p>Learning Objective: Use a bar model to represent an unknown in a multiplication problem.</p> <p>Power Up:</p> <ul style="list-style-type: none"> Facts
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TIER GROUPS 1:15pm - 1:45pm FCRR	Direct Instruction Page T42 in reading basal.	Whole Group: <u>Complete Lesson</u> <u>Practice a-c</u>	<ul style="list-style-type: none"> • Jump start • Mental Math • Problem Solving
Groups: Table Groups in room (Display PowerPoint on the promethean)	Projectable 1.5		
Blending/	Guided Practice Projectable 1.5	Independent Work: <u>Written</u> <u>Practice: #1-15</u>	Whole Group: Lesson Practice #a-c
Segmentation:	Independent Practice Students will complete page 3 in packet.	TIER GROUPS 1:15pm - 1:45pm FCRR	Independent Work: Written Practice #1-15
Dolch/Fry Words: Flashcards	Spelling: Short Vowels Objective	<ul style="list-style-type: none"> • Blending/ 	TIER GROUPS 1:15pm - 1:45pm FCRR
Phonemic Awareness:	Basic Words: crop plan thing smell shut sticky spent lunch pumpkin clock gift class skip swing	Segmentation:	Blending/
Fluency: PHY-ED (Mr. Fortune) 1:45pm - 2:15pm Mr. Fortune	Review Words: next hug	Dolch/Fry Words:	Segmentation:
Spelling/Language 2:15pm - 3:15pm L/A - Grammar	Challenge Words: hospital fantastic	Phonemic Awareness:	Dolch/Fry Words:
L/A Direct Instruction: Page T34 in reading basal.	Workbook pages 2, 3, 9, 12 - Throughout this week.	Fluency: PHY-ED (Mr. Fortune) 1:45pm - 2:15pm Mr. Fortune	Phonemic Awareness: Fluency:



<p>Workbook pages 2, 3, 9, 12 - Throughout this week.</p> <p>Guided Practice Projectable 1.2</p> <p>Independent Practice Students will complete page 2 in packet.</p> <p>Spelling Short Vowels</p> <p>Objective Basic Words: crop plan thing smell shut sticky spent lunch pumpkin clock gift class skip swing</p> <p>Review words: next hug</p> <p>Challenge Words: hospital fantastic</p> <p>Independent Practice Students will write each spelling word three times.</p>	<p>Students will write each Basic Word under the correct short vowel heading.</p> <p>Science/Health 3:15pm - 3:45pm Lesson 1: Motion</p> <p>Guided Practice Students will read through pages 10-13 and complete the quest connections.</p> <p>Clean Up/Dismissal 3:45pm - 4:00pm</p> <p>Clean up areas. Stack chairs Wipe of desks. Check mailbox(s)</p> <p>Bathroom/Snack</p> <p>Bathroom/Eat Snack Math Centers</p>	<p>Spelling/Language 2:15pm - 3:15pm Simple Sentences</p> <p>Direct Instruction Page T52 in reading basal</p> <p>GrammarSnap Video from ThinkCentral</p> <p>Independent Practice Students will complete page 9 in packet. - Write a basic word to finish the second sentence in each pair of a sentence.</p> <p>Spelling: Short Vowels Objective Basic Words: crop plan thing smell shut sticky spent lunch pumpkin clock gift class skip swing</p> <p>Review Words: next hug</p> <p>Challenge words: hospital fantastic</p>	<p>MUSIC (Mr. Hines) 1:45pm - 2:15pm Mr. Hines</p> <p>Spelling/Language 2:15pm - 3:15pm Capitalization and Punctuation</p> <p>Directi Instruction Page T160 in reading basal</p> <p>Independent Practice Students will complete page 12 in packet/ Students will find the misspelled words in an invitation and write the word correctly.</p> <p>Spelling: Short Vowels Objective Basic Words: crop plan thing smell shut sticky spent lunch pumpkin clock gift class</p> <p>Review Words: next hug</p> <p>Science/Health 3:15pm - 3:45pm Chapter 1: Lesson 3: Communities Near and Far</p>
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<p>Social Studies 3:15pm - 3:45pm</p> <p>Chapter 1: Communities Around Us Students will complete vocabulary words using the glossary:</p> <p><i>desert forest gulf hill island lake mountain ocean peninsula plain river valley good service bank</i></p> <p>Clean Up/Dismissal 3:45pm - 4:00pm</p> <p>Clean up areas. Stack chairs Wipe of desks. Check mailbox(s)</p> <p>Bathroom/Snack</p> <p>Use the bathroom/Wash Hands/ Eat snack</p> <p>Math Centers</p>		<p>Workbook pages 2, 3, 9, 12 - Throughout this week.</p> <p>Social Studies 3:15pm - 3:45pm Chapter 1 - Lesson 2: Communities are Different</p> <p>Direct Instruction Read through with students pages 23-25</p> <p>Independent Practice Students will complete page 2 in workbook</p> <p>Clean Up/Dismissal 3:45pm - 4:00pm</p> <p>Clean up areas. Stack chairs Wipe of desks. Check mailbox(s)</p> <p>Bathroom/Snack</p>	<p>Direct Instruction Read through with students pages 28-29</p> <p>Independent Practice Students will complete page 3 in workbook.</p> <p>Vocabulary Words</p> <p>Clean Up/Dismissal 3:45pm - 4:00pm</p> <p>Clean up areas. Stack chairs Wipe of desks. Check mailbox(s)</p> <p>Bathroom/Snack Bathroom/Eat snack</p>
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		<div>Bathroom/Eat Snack</div> <div>Math Centers</div>	
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