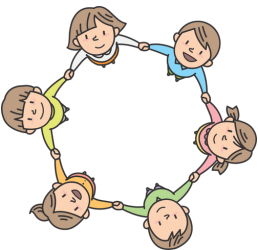
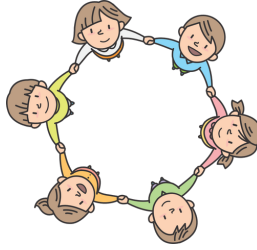
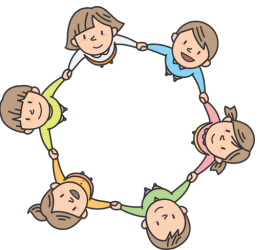
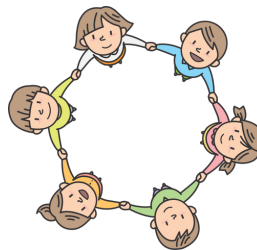


	Monday 10/12/20	Tuesday 10/13/20	Wednesday 10/14/20	Thursday 10/15/20
MORNING ROUTINE 8:05-8:30	☒ Check SeeSaw  ☒ Morning Attendance check-in ☒ Class   Meet	☒ Check Seesaw  ☒ Morning Attendance Form ☒ Class   Meet	☒ Check Seesaw  ☒ Morning Attendance Form ☒ Class   Meet	☒ Check Seesaw  ☒ Morning Attendance Form ☒ Class   Meet
SUPER KIDS 8:10-	Warm up lesson 3: Word Work:  ☒ I can show my understanding of nouns and verbs by labeling words with the correct parts of speech. 1. Decoding words 2. Work book pg. 21	Warm up Lesson4 Word Work:  I can ☒ I can show my understanding of the spelling words by using them correctly in a sentence. 1.: Spelling	Warm up Lesson 5 Word Work:  I can ☒ I can check my understanding of a story by answering questions about the stories in my Readers. 1. Daily Routine; Decoding	Warm up Lesson6 Word Work:  I can ☒ I can decode the vowel pairs oa, ai, ea, ee, ie and ui by finding the correct team in my Word Work Book. 1. Decode words

9:00

Fluency:



I can read fluently by practicing reading with natural phrasing.



Or
iReady

3. The Superkids Too Strict? 28-29
4. Discuss vocab.
5. Answer comprehension questions.



Book groups.

8:35
book
groups

test

2. Work book
pg122

Fluency:



I can read fluently by reading with natural phrasing.

✓ read fluently by reading dialogue..

1. Read and discuss memory words and new words
2. Read 30-31
3. Discuss comp. ?'s.



Book groups.

2. Complete pg 23

Fluency:



I can

✓ read fluently by practicing reading with appropriate stress .

1. Read and discuss memory words and new words
2. Guide read pg 32-33
3. Answer comp. ?'s.



Book groups.

Break Out at the Buga Lab 8:35 Group A

Break Out at the Bug Lab 8:50 Group B

Mercy Watson Fights Crime 9:15 Group A

Mercy Watson Fights Crime 9:30 Group B

Ivy and Bean

9:45 Group A

Ivy and Bean

10:15 Group B

ending in le.

2. Complete pg.24 and 25

Fluency:



I can

✓ read fluently by reading rhythmically.

4. Read and discuss memory words and new words
5. Guide read pg 34-35
6. Answer comp. ?'s.



Book groups.

Break Out at the Buga Lab 8:35 Group A

Break Out at the Bug Lab 8:50 Group B

Mercy Watson Fights Crime 9:15 Group A

Mercy Watson Fights Crime 9:30 Group B

Ivy and Bean

9:45 Group A

Ivy and Bean

10:15 Group B

Writing 9 <u>12:00</u> or <u>12:15</u>	 I can ✓ I can start writing my personal narrative by Writing the beginning of the story using the plan 1. Review plan 2. Model one on seesaw. 3. Have them write the beginning of their story.	 I can ✓ I can write the middle of my personal narrative by adding temporal words! 1. Discuss transition/temporal words 2. Model how to use them. 3. Have Students write the middle of their story.	 I can ✓ I can provide a sense of closure by writing how I feel, what I thought and what I learned. 1. Discuss how we know a story is over other than the words "the end" 2. Model writing the end. 3. Have children try writing the end.	 I can ✓ I can improve my writing by revising and editing by using my checklist and rubric. 1. Teach how to revise by modeling. 2. Show my mistakes 3. Have students edit a page.
Math 12:45 or 1:00	 4.3 ✓ I can solve a story problem by visualizing, creating a representation of the situation, and writing an equation to match the story problem. -Quick image clocks -practice adding and subtraction problems on white boards. -pgs. 75 and 76 Exit ticket on the top or pg 77	 4.4/4.5 ✓ I can solve word problems by visualizing, creating a representation of the situation, and writing an equation to match the story problem. - Review counting by 10's and 1's and learn the number line strategy - Number story quiz	 Unit 1 test ✓ I can show what I know by taking my Unit 1 math test - Review showing their work. - Review writing equations. - Math test.	 1.1 ✓ I can draw 2 dimensional and 3 dimensional shapes by recognizing their attributes. -review clocks - Look at shapes Talk about attributes.

H O M E W O R K	✓no hw	✓On seesaw new spelling words	✓On seesawFluency	✓On seesaw spelling