

Monday 03/23/2020	Tuesday 03/24/2020	Wednesday 03/25/2020	Thursday 03/26/2020	Friday 03/27/2020
Morning Assembly 7:50am - 8:00am	Morning Assembly 7:50am - 8:00am			
Academy Time 8:00am - 8:15am	SCHOOL MASS 8:00am - 9:00am			
Sustained Silent Reading:	Sustained Silent Reading:	Sustained Silent Reading:	Sustained Silent Reading:	
Teacher will set timer for				
15 minutes.	15 minutes.	15 minutes.	15 minutes.	
Helpers of the week				
Daily Writing Journal	Daily Writing Journal	Daily Writing Journal	Daily Writing Journal	
Calendar (5 minutes)	Calendar (5 minutes)	Calendar (5 minutes)	Calendar (5 minutes)	
Review of Classroom	Review of Classroom	Review of Classroom	Review of Classroom	
Goal for the Day: Tribes				
Agreement; FAST	Agreement; FAST	Agreement; FAST	Agreement; FAST	



Math 8:15am - 10:00am Problem Solving-	Music 8:30am - 9:00am	Library 8:00am - 9:15am	Music 8:25am - 9:00am	Academy Time 9:00am - 9:15am
Addition Word Problems.				Sustained Silent Reading: Teacher will set timer for
I can solve and explain two-digit addition word problems using the strategy <i>draw a</i> picture.				15 minutes. Helpers of the week Daily Writing Journal Calendar (5 minutes) Review of Classroom
Wethodology				Goal for the Day: Tribes
Me: Guide students through Teach & Talk problem on page 345.				Agreement; FAST
We: Guide students through problems 1 & 2 on page 346.				
Two: Students will complete problem # 3 with their Elbow partners on page 346.				
You: Students complete page 347-348 on their own. When finished students will go on ST Math.				
Is proficient in Common Core Standards A.3 Demonstrates a strong work ethic and commitment to quality A.4 Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame				
1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit				



number and a multiple		
of 10, using concrete		
models or drawings		
and strategies based		
on place value,		
properties of		
operations, and/or the		
relationship between		
addition and		
subtraction; relate the		
strategy to a written		
method and explain the		
reasoning used. Understand that in		
adding two-digit		
numbers, one adds		
tens and tens, ones		
and ones; and		
sometimes it is		
necessary to compose		
a ten.		



Practice Addition and Subtraction Subtraction I can add and subtract within 100, including continued practice with facts within 20. Methodology Me	ents through alk problem 73. ents through & 2 on fill complete 3 with their ners on
Can add and subtract within 100, including continued practice with facts within 20. Can wast with vowel digraph (oo). Methodology Meth	ents through alk problem 73. ents through & 2 on fill complete 3 with their ners on
I can add and subtract within 100, including continued practice with facts within 20. Methodology Methodology Me: Guide students through Teach & Talk problem on page 349. We: Guide students through problems 1 & 2 on page 350. Guide students will complete problem # 3 with their Elbow partners on page 350. You: Students complete page 351-352 on their own. When finished students will go on ST Math. I can read and write words with vowel digraph (oo). Methodology Methodology Me: Guide students through Teach & Talk problem on page 369. We: Guide students through Teach & Talk problem on page 369. We: Guide students through Teach & Talk problem on page 369. We: Guide students through problems 1 & 2 on page 370. We: Guide students through problems 1 & 2 on page 370. We: Guide students through problems 1 & 2 on page 370. We: Guide students through problems 1 & 2 on page 370. Two: Students will complete problem # 3 with their Elbow partners on page 370. You: Students complete page 371-372 on their own. When finished students will go on ST Math. Two: Standards I can order objects by length. Methodology Me: We: Guide students through Teach & Talk problem on page 369. We: Guide students through Teach & Talk problem on page 369. We: Guide students through Teach & Talk problem on page 369. We: Guide students through problems 1 & 2 on page 370. Two: Students will complete problem # 3 with their Elbow partners on page 370. Students complete page 371-372 on their own. When finished students will go on ST Math. Two: Standards 1.MD.A.1 Order three	ents through alk problem 73. ents through & 2 on fill complete 3 with their ners on
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T&T to elbow partner/ segment and blond 1.MD.A.1 Order three 1.MD.A.1	
sagment and bland	
cogmont and blond	Order three
Objects by length, Objects by	length;
	he lengths of
100, including adding a two objects indirectly two objects	s indirectly
	third object.
one-digit number, and adding a two-digit Out Dictation to writing	
number and a multiple (Individual student)	
of 10 using concrete noot, nood, cookbook,	
models or drawings snook, fishnook, soot	
and strategies based aloud. Students will	
on place value,	
properties of with a different colored	
operations, and/or the relationship between	
addition and Underline the vowel	
subtraction; relate the digraph (oo).	
strategy to a written	
method and explain the We:	
reasoning used. Independent to specific the desired and specific the d	
Understand that in Charal road the text	
adding two-digit	
numbers, one adds	
tens and tens, ones and ones; and	
and ones, and	



	sometimes it is necessary to compose a ten.	S.L.E A.2 Is proficient in Common Core Standards A.3 Demonstrates a strong work ethic and commitment to quality		
		Standards 1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 1.RF.2 Demonstrate		
Recess Duty 10:07am - 10:15am	RECESS 10:00am - 10:15am	understanding of spoken words, syllables, and sounds (phonemes). RECESS 10:00am -	RECESS 10:00am - 10:15am	RECESS 10:00am - 10:15am

Week View



Word Study 10:15am - 10:35am	Word Study 10:15am - 10:35am	Recess Duty 10:00am - 10:07am	Word Study 10:15am - 10:35am	Word Study 10:15am - 10:35am
Vowel Digraph (oo)	Vowel Digraph (oo)		Vowel Digraph (oo)	Words with the CVC-
I can read and write	I can read and write		I can read and write	CVC pattern.
words with vowel	words with vowel		words with vowel	I can read and write
digraph (oo).	digraph (oo).		digraph (oo).	words with the CVC-
Methodology	Methodology		Methodology	CVC pattern.
We:	We:		We:	Methodology
Review all Sound/	Review all Sound/		Review all Sound/	We:
Spelling Cards (whole	Spelling Cards (whole		Spelling Cards (whole	Review all Sound/
class) Distinguish between	class) Distinguish between		class) Distinguish between	Spelling Cards (whole class)
vowels and	vowels and		vowels and	Distinguish between
consonants.	consonants.		consonants.	vowels and
				consonants.
Me:	Me:		Me:	
Give some examples	Give some examples		Give some examples	Me:
of words with vowel	of words with vowel		of words with vowel	Give some examples
digraph (oo) Guide students in	digraph (oo) Guide students in		digraph (oo) Guide students in	of words with the CVC-CVC pattern.
segmenting and	segmenting and		segmenting and	Guide students in
blending words with	blending words with		blending words with	segmenting and
vowel digraph (oo)	vowel digraph (oo)		vowel digraph (oo)	blending words with the
				CVC-CVC pattern.
We:	We:		We:	
Segment and blend	Segment and blend		Segment and blend	We:
words with vowel digraph (oo)	words with vowel digraph (oo)		words with vowel digraph (oo)	Segment and blend words with the
uigrapii (00)	digrapii (00)		digraph (00)	CVC-CVC pattern.
	Two:		Two:	pattern, blanket,
Two:	T&T to elbow partner/		T&T to elbow partner/	member, wonder,
T&T to elbow partner/	segment and blend		segment and blend	butter, matter
segment and blend	words words with		words words with	In each syllable,
words words with	vowel digraph (oo)		vowel digraph (oo)	students will identify
vowel digraph (oo)	You:		Assessment	the vowel sound. Discuss how each
You:	Dictation to writing		Demonstrate mastery	syllable has its own
Dictation to writing	(individual student)		of the week's focus	vowel sound (CVC-
(individual student)	good, book, wood,		(individual student) – Place the assessment	CVC).
hood, stood, shook,	hook, brook, crook		in your accordion	
foot, look, good	Read correct spelling		folder.	Two:
Read correct spelling aloud. Students will	aloud. Students will correct their spelling		1. hood	T&T to elbow partner/ segment and blend
correct their spelling	with a different colored		2. stood	words with the CVC-
with a different colored	pen/pencil.		3. shook	CVC pattern.
pen/pencil.	Underline the vowel		4. foot 5. good	
Underline the vowel	digraph (oo).		5. good6. brook	You:
digraph (oo).			7. crook	Dictation to writing
\\/o.	We:		8. hoof	(individual student)
We: Decodable – Look at	Decodable – Too		S.L.E	tunnel, trumpet, hollow, tablet, temper, helmet
This!	Choral read the text.		A.2	Read correct spelling
Choral read the text.	Underline words with		Is proficient in	aloud. Students will
Underline words with	vowel digraph (oo)		Common Core	correct their spelling
vowel digraph (oo).			Standards	with a different colored
				pen/pencil.



S.L.E

A.2

Is proficient in Common Core Standards

A.3

Demonstrates a strong work ethic and commitment to quality

Standards

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

S.L.E



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A.3

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1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

In each syllable, students will identify the vowel sound. Discuss how each syllable has its own vowel sound (CVC-CVC).

S.L.E

A.2

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Standards

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1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).



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Fluency 10:35am - 10:45am	Fluency 10:35am - 10:45am	Math 10:15am - 10:45am	Fluency 10:35am - 10:45am	Fluency 10:35am - 10:45am
I can read with speed, accuracy and expression	I can read with speed, accuracy and expression	Chapter 8 Test	I can read with speed, accuracy and expression	I can read with speed, accuracy and expression
Methodology	Methodology		Methodology	Methodology
High Frequency Word Fluency Routine	High Frequency Word Fluency Routine		High Frequency Word Fluency Routine	High Frequency Word Fluency Routine
Repeated Reading Daily Activity	Repeated Reading Daily Activity		Repeated Reading Daily Activity	Repeated Reading Daily Activity
Sight Words of the Week came also want around show farm	Sight Words of the Week came also want around show farm		Sight Words of the Week came also want around show farm	Sight Words of the Week came also want around show farm
S.L.E A.2 Is proficient in Common Core Standards A.3 Demonstrates a strong work ethic and commitment to quality	S.L.E A.2 Is proficient in Common Core Standards A.3 Demonstrates a strong work ethic and commitment to quality		S.L.E A.2 Is proficient in Common Core Standards A.3 Demonstrates a strong work ethic and commitment to quality	S.L.E A.2 Is proficient in Common Core Standards A.3 Demonstrates a strong work ethic and commitment to quality
Standards 1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.	Standards 1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.		Standards 1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.	Standards 1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.



	Reading Compehension 10:45am - 11:15am	Reading Compehension 10:45am - 11:15am	Reading Compehension 10:45am - 11:15am	Reading Compehension 10:45am - 11:15am
The First Cars	Horses To the		The U.S. in Space	But Children Had Fun
I can draw and write to	Rescue		I can draw and write to	Anyway
respond to text.	I can draw and write to		respond to text.	I can draw and write to
Methodology	respond to text.		Methodology	respond to text.
We: Read Shared Reading pp2-3. You: Circle a word that has the same name as	Methodology We: Read Shared Reading pp4-5 You: Circle a word that		We: Read Shared Reading pp 6-7 You: Circle a word that has the same name as	Methodology We: Read Shared Reading pp 8-9 You: Circle a word that
oa sound as toad. Underline a word that is another way of saying "all the time, everytime" Put an * next to an important detail from the text.	has the same name as oa sound as road On the first page of the story, underline a proper noun. Put an * next to an important detail from the text.		ee sound as free Underline a word that is the opposite of come. Put an * next to an important detail from the text.	has the same name as ay sound as day. On the last line, underline a verb. Put a smiling face next to your favorite line.
We: Have students respond to the text through drawing and writing	We: Have students respond to the text through drawing and writing		We: Have students respond to the text through drawing and writing	We: Have students respond to the text through drawing and writing
	S.L.E A.2 Is proficient in Common Core Standards		A.2 Is proficient in Common Core Standards	A.2 Is proficient in Common Core Standards
	Standards		1.Rl.1 Ask and answer questions about key details in a text.	Standards 1.Rl.1 Ask and answer questions about key details in a text.
ELA CENTERS	ELA CENTERS	Grammar 11:15am -	ELA CENTERS	ELA CENTERS
11:15am - 12:00pm	11:15am - 12:00pm	11:35am	11:15am - 12:00pm	11:15am - 12:00pm Studies Weekly: Week 7 Celebrate America
				Methodology We: Complete Weekly Assessment
Lunch 12:00pm - 12:45pm	Lunch 12:00pm - 12:45pm	Religion 11:35am - 12:00pm	Lunch 12:00pm - 12:45pm	Lunch 12:00pm - 12:45pm
Handwriting/Writing	Handwriting/Writing 12:45pm - 1:00pm	Lunch 12:00pm - 12:45pm	Handwriting/Writing	Handwriting/Writing 12:45pm - 1:00pm
I can demonstrate how to write my letters properly and neatly	Grammar: One or More Than One		Grammar: Practice with One and More Than One	I can demonstrate how to write my letters properly and neatly

3:00pm



Grammar 1:00pm - 1:20pm	Science 1:30pm - 2:10pm	Handwriting/Writing 12:45pm - 1:00pm	P.E 1:00pm - 2:00pm	Grammar 1:00pm - 1:20pm
Practicing with Compound Words		I can demonstrate how to write my letters properly and neatly		More Practice with One and More Than One
Science 1:20pm - 2:00pm	Social Studies 2:10pm - 2:35pm	Science 1:00pm - 1:20pm	Social Studies 2:00pm - 2:25pm	Science 1:20pm - 2:00pm
	Studies Weekly: Week 7 Celebrate America		Studies Weekly: Week 7 Celebrate America	
	Methodology	-	Methodology	
	We: Complete Fact or Opinion Worksheet		We: Complete Weekly Literacy Connection & Pre Test	
Social Studies 2:00pm - 2:25pm	Religion 2:35pm - 2:50pm	DISMISSAL 1:20pm - 1:30pm	Religion 2:25pm - 2:50pm	Library/ Learning Lab 2:00pm - 2:50pm
Studies Weekly: Week 7 Celebrate America				
Methodology	-			
We: Read Week 7: Celebrate America				
Religion 2:25pm - 2:50pm	DISMISSAL 2:50pm - 3:00pm		DISMISSAL 2:50pm - 3:00pm	DISMISSAL 2:50pm - 3:00pm
DISMISSAL 2:50pm -				