



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	Morning Assembly 7:50am - 8:00am	Morning Assembly 7:50am - 8:00am	Morning Assembly 7:50am - 8:00am
Academy Time 8:00am - 8:15am	Academy Time 8:00am - 8:15am	Academy Time 8:00am - 8:15am	Academy Time 8:00am - 8:15am	SCHOOL MASS 8:00am - 9:00am
Sustained Silent Reading: Teacher will set timer for 15 minutes. Helpers of the week Daily Writing Journal Calendar (5 minutes) Review of Classroom Goal for the Day: Tribes Agreement; FAST	Sustained Silent Reading: Teacher will set timer for 15 minutes. Helpers of the week Daily Writing Journal Calendar (5 minutes) Review of Classroom Goal for the Day: Tribes Agreement; FAST	Sustained Silent Reading: Teacher will set timer for 15 minutes. Helpers of the week Daily Writing Journal Calendar (5 minutes) Review of Classroom Goal for the Day: Tribes Agreement; FAST	Sustained Silent Reading: Teacher will set timer for 15 minutes. Helpers of the week Daily Writing Journal Calendar (5 minutes) Review of Classroom Goal for the Day: Tribes Agreement; FAST	



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



<p>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.</p>				
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RECESS 10:00am - 10:15am	Math 9:00am - 9:55am Practice Addition and Subtraction	Word Study 9:15am - 9:55am Vowel Digraph (oo)	Math 9:00am - 9:55am Hands On- Order length	Math 9:00am - 9:55am Indirect Measurement
	<p>I can add and subtract within 100, including continued practice with facts within 20.</p> <p>Methodology Me: Guide students through Teach & Talk problem on page 349.</p> <p>We: Guide students through problems 1 & 2 on page 350.</p> <p>Two: Students will complete problem # 3 with their Elbow partners on page 350.</p> <p>You: Students complete page 351-352 on their own. When finished students will go on ST Math.</p>	<p>I can read and write words with vowel digraph (oo).</p> <p>Methodology We: Review all Sound/ Spelling Cards (whole class) Distinguish between vowels and consonants.</p> <p>Me: Give some examples of words with vowel digraph (oo) Guide students in segmenting and blending words with vowel digraph (oo)</p> <p>We: Segment and blend words with vowel digraph (oo)</p> <p>Two: T&T to elbow partner/ segment and blend words words with vowel digraph (oo)</p> <p>You: Dictation to writing (individual student) hoof, hood, cookbook, shook, fishhook, soot Read correct spelling aloud. Students will correct their spelling with a different colored pen/pencil. Underline the vowel digraph (oo).</p> <p>We: Decodable – Good Homes Choral read the text. Underline words with vowel digraph (oo)</p>	<p>I can order objects by length.</p> <p>Methodology Me: Guide students through Teach & Talk problem on page 369.</p> <p>We: Guide students through problems 1 & 2 on page 370.</p> <p>Two: Students will complete problem # 3 with their Elbow partners on page 370.</p> <p>You: Students complete page 371-372 on their own. When finished students will go on ST Math.</p> <p>Standards 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>I can use the Transitive Principle to measure indirectly</p> <p>Methodology Me: Guide students through Teach & Talk problem on page 373.</p> <p>We: Guide students through problems 1 & 2 on page 374.</p> <p>Two: Students will complete problem # 3 with their Elbow partners on page 374.</p> <p>You: Students complete page 375-376 on their own. When finished students will go on ST Math.</p> <p>Standards 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>
	<p>Standards 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</p>			



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



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-CVC pattern.
I can read and write words with vowel digraph (oo).	I can read and write words with vowel digraph (oo).		I can read and write words with vowel digraph (oo).	I can read and write words with the CVC-CVC pattern.
Methodology	Methodology		Methodology	Methodology
We: Review all Sound/ Spelling Cards (whole class) Distinguish between vowels and consonants.	We: Review all Sound/ Spelling Cards (whole class) Distinguish between vowels and consonants.		We: Review all Sound/ Spelling Cards (whole class) Distinguish between vowels and consonants.	We: Review all Sound/ Spelling Cards (whole class) Distinguish between vowels and consonants.
Me: Give some examples of words with vowel digraph (oo) Guide students in segmenting and blending words with vowel digraph (oo)	Me: Give some examples of words with vowel digraph (oo) Guide students in segmenting and blending words with vowel digraph (oo)		Me: Give some examples of words with vowel digraph (oo) Guide students in segmenting and blending words with vowel digraph (oo)	Me: Give some examples of words with the CVC-CVC pattern. Guide students in segmenting and blending words with the CVC-CVC pattern.
We: Segment and blend words with vowel digraph (oo)	We: Segment and blend words with vowel digraph (oo)		We: Segment and blend words with vowel digraph (oo)	We: Segment and blend words with the CVC-CVC pattern.
Two: T&T to elbow partner/ segment and blend words words with vowel digraph (oo)	Two: T&T to elbow partner/ segment and blend words words with vowel digraph (oo)		Two: T&T to elbow partner/ segment and blend words words with vowel digraph (oo)	Two: pattern, blanket, member, wonder, butter, matter In each syllable, students will identify the vowel sound.
You: Dictation to writing (individual student) hood, stood, shook, foot, look, good Read correct spelling aloud. Students will correct their spelling with a different colored pen/pencil. Underline the vowel digraph (oo).	You: Dictation to writing (individual student) good, book, wood, hook, brook, crook Read correct spelling aloud. Students will correct their spelling with a different colored pen/pencil. Underline the vowel digraph (oo).		Assessment Demonstrate mastery of the week's focus (individual student) – Place the assessment in your accordion folder. 1. hood 2. stood 3. shook 4. foot 5. good 6. brook 7. crook 8. hoof	Discuss how each syllable has its own vowel sound (CVC-CVC).
We: ⌘ Decodable – Look at This! Choral read the text. Underline words with vowel digraph (oo).	We: ⌘ Decodable – Too Good Cooks Choral read the text. Underline words with vowel digraph (oo)		S.L.E A.2 Is proficient in Common Core Standards	Two: T&T to elbow partner/ segment and blend words with the CVC-CVC pattern.
				You: Dictation to writing (individual student) tunnel, trumpet, hollow, tablet, temper, helmet Read correct spelling aloud. Students will correct their spelling with a different colored pen/pencil.



<p>S.L.E</p> <p>A.2 Is proficient in Common Core Standards</p> <p>A.3 Demonstrates a strong work ethic and commitment to quality</p>	<p>S.L.E</p> <p>A.2 Is proficient in Common Core Standards</p> <p>A.3 Demonstrates a strong work ethic and commitment to quality</p>		<p>A.3 Demonstrates a strong work ethic and commitment to quality</p>	<p>In each syllable, students will identify the vowel sound. Discuss how each syllable has its own vowel sound (CVC-CVC).</p>
<p>Standards</p> <p>1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Standards</p> <p>1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>		<p>Standards</p> <p>1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>S.L.E</p> <p>A.2 Is proficient in Common Core Standards</p> <p>A.3 Demonstrates a strong work ethic and commitment to quality</p> <p>Standards</p> <p>1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>



<p>Fluency 10:35am - 10:45am</p>	<p>Fluency 10:35am - 10:45am</p>	<p>Math 10:15am - 10:45am</p>	<p>Fluency 10:35am - 10:45am</p>	<p>Fluency 10:35am - 10:45am</p>																																
<p>I can read with speed, accuracy and expression</p>	<p>I can read with speed, accuracy and expression</p>	<p>Chapter 8 Test</p>	<p>I can read with speed, accuracy and expression</p>	<p>I can read with speed, accuracy and expression</p>																																
<p>Methodology <u>High Frequency Word Fluency Routine</u></p>	<p>Methodology <u>High Frequency Word Fluency Routine</u></p>		<p>Methodology <u>High Frequency Word Fluency Routine</u></p>	<p>Methodology <u>High Frequency Word Fluency Routine</u></p>																																
<p>Repeated Reading Daily Activity</p>	<p>Repeated Reading Daily Activity</p>		<p>Repeated Reading Daily Activity</p>	<p>Repeated Reading Daily Activity</p>																																
<table border="1"> <tr> <td colspan="2">Sight Words of the Week</td> </tr> <tr> <td>came</td> <td>also</td> </tr> <tr> <td>want</td> <td>around</td> </tr> <tr> <td>show</td> <td>farm</td> </tr> </table>	Sight Words of the Week		came	also	want	around	show	farm	<table border="1"> <tr> <td colspan="2">Sight Words of the Week</td> </tr> <tr> <td>came</td> <td>also</td> </tr> <tr> <td>want</td> <td>around</td> </tr> <tr> <td>show</td> <td>farm</td> </tr> </table>	Sight Words of the Week		came	also	want	around	show	farm		<table border="1"> <tr> <td colspan="2">Sight Words of the Week</td> </tr> <tr> <td>came</td> <td>also</td> </tr> <tr> <td>want</td> <td>around</td> </tr> <tr> <td>show</td> <td>farm</td> </tr> </table>	Sight Words of the Week		came	also	want	around	show	farm	<table border="1"> <tr> <td colspan="2">Sight Words of the Week</td> </tr> <tr> <td>came</td> <td>also</td> </tr> <tr> <td>want</td> <td>around</td> </tr> <tr> <td>show</td> <td>farm</td> </tr> </table>	Sight Words of the Week		came	also	want	around	show	farm
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<p>Standards 1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.</p>	<p>Standards 1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.</p>		<p>Standards 1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.</p>	<p>Standards 1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.</p>																																



Reading Compehension 10:45am - 11:15am	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 Rescue		The U.S. in Space	But Children Had Fun Anyway
I can draw and write to respond to text.	I can draw and write to respond to text.		I can draw and write to respond to text.	I can draw and write to respond to text.
Methodology We: Read Shared Reading pp2-3. You: Circle a word that has the same name as 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. We: Have students respond to the text through drawing and writing	Methodology We: Read Shared Reading pp4-5 You: Circle a word that 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. We: Have students respond to the text through drawing and writing		Methodology We: Read Shared Reading pp 6-7 You: Circle a word that has the same name as ee sound as free Underline a word that is the opposite of come. Put an * next to an important detail from the text. We: Have students respond to the text through drawing and writing	Methodology We: Read Shared Reading pp 8-9 You: Circle a word that 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
S.L.E A.2 Is proficient in Common Core Standards	S.L.E A.2 Is proficient in Common Core Standards		S.L.E A.2 Is proficient in Common Core Standards	S.L.E A.2 Is proficient in Common Core Standards
Standards 1.RI.1 Ask and answer questions about key details in a text.	Standards 1.RI.1 Ask and answer questions about key details in a text.		Standards 1.RI.1 Ask and answer questions about key details in a text.	Standards 1.RI.1 Ask and answer questions about key details in a text.
ELA CENTERS 11:15am - 12:00pm	ELA CENTERS 11:15am - 12:00pm	Grammar 11:15am - 11:35am	ELA CENTERS 11:15am - 12:00pm	ELA CENTERS 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 12:45pm - 1:00pm	Handwriting/Writing 12:45pm - 1:00pm	Lunch 12:00pm - 12:45pm	Handwriting/Writing 12:45pm - 1:00pm	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



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