



Monday 03/30/2020	Tuesday 03/31/2020	Wednesday 04/01/2020	Thursday 04/02/2020	Friday 04/03/2020
	Morning Assembly 7:50am - 8:00am	Morning Assembly 7:50am - 8:00am	Morning Assembly 7:50am - 8:00am	Morning Assembly 7:50am - 8:00am
	Academy Time 8:00am - 8:15am	Academy Time 8:00am - 8:15am	Academy Time 8:00am - 8:15am	<b>SCHOOL MASS 8:00am - 9:00am</b>



Music 8:30am - 9:00am	Word Study 9:15am - 9:55am	Music 8:25am - 9:00am	Academy Time 9:00am - 9:15am
	<p><b>Vowel digraph (oo, ou, ew, ue, u, and u_e).</b></p> <p>I can read, write, and sort words with vowel digraph (oo, ou, ew, ue, u, and u_e).</p> <p><b>Methodology</b></p> <p>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, ou, ew, ue, u, and u_e). Guide students in segmenting and blending words with vowel digraph (oo, ou, ew, ue, u, and u_e).</p> <p>We: Segment and blend words with vowel digraph(oo, ou, ew, ue, u, and u_e). o bloom, cute, room, blue, truth, dew o Underline the vowel digraph (oo, ou, ew, ue, u, and u_e).</p> <p>Two: T&amp;T to elbow partner/ segment and blend words words with vowel digraph (oo, ou, ew, ue, u, and u_e).</p> <p>You: Dictation to writing (individual student) o youth, group, stew, soon, you, new o Read correct spelling aloud. Students will correct their spelling with a different colored</p>		



	<p>pen/pencil.</p> <ul style="list-style-type: none"><li>o Underline the vowel digraph (oo, ou, ew, ue, u, and u_e).</li><li>o Sort under headings: vowel digraph (oo, ou, ew, ue, u, and u_e).</li></ul> <p>We:</p> <ul style="list-style-type: none"><li>o Decodable –Boot’s Clues</li><li>o Choral read the text.</li><li>o Underline words with vowel digraph (oo, ou, ew, ue, u, and u_e).</li><li>o Sort under headings: vowel digraph (oo, ou, ew, ue, u, and u_e).</li></ul>		
	<p><b>S.L.E</b></p> <p><b>A.2</b> Is proficient in Common Core Standards</p> <p><b>A.3</b> Demonstrates a strong work ethic and commitment to quality</p>		
	<p><b>Standards</b></p> <p><b>1.RF.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>1.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>1.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>		



<p>Math 9:00am - 9:55am</p> <p><b>Hands On- Use Nonstandard Units to Measure Length</b></p> <p>I can measure length using non standard units.</p> <p><b>Methodology</b> Me: Guide students through Teach &amp; Talk problem on page 377..  We: Guide students through problems 1 &amp; 2 on page 378.  Two: Students will complete problem # 3 with their Elbow partners on page 378.  You: Students complete page 379-380 on their own. When finished students will go on ST Math.</p> <p><b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards <b>A.3</b> Demonstrates a strong work ethic and commitment to quality <b>A.4</b> Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame</p> <p><b>Standards</b> <b>1.MD.A.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand</p>	<p><b>RECESS 10:00am - 10:15am</b></p>	<p>Math 9:00am - 9:55am</p> <p><b>Problem Solving- Measure and Compare</b></p> <p>I can solve measurement problems using the strategy act it out.</p> <p><b>Methodology</b> Me: Guide students through Teach &amp; Talk problem on page 385.  We: Guide students through problems 1 &amp; 2 on page 386..  Two: Students will complete problem # 3 with their Elbow partners on page 386.  You: Students complete page 387-388 on their own. When finished students will go on ST Math.</p> <p><b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards <b>A.3</b> Demonstrates a strong work ethic and commitment to quality <b>A.4</b> Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame</p> <p><b>Standards</b> <b>1.MD.A.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit)</p>	<p>Math 9:00am - 9:55am</p> <p><b>Time to the Hour</b></p> <p>I can write times to the hour shown on analog clocks.</p> <p><b>Methodology</b> Me: Guide students through Teach &amp; Talk problem on page 389.  We: Guide students through problems 1 &amp; 2 on page 390.  Two: Students will complete problem # 3 with their Elbow partners on page 390.  You: Students complete page 391-392 on their own. When finished students will go on ST Math.</p> <p><b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards <b>A.3</b> Demonstrates a strong work ethic and commitment to quality <b>A.4</b> Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame</p> <p><b>Standards</b> <b>1.MD.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks.</p>
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<p>that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>		<p>end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>	
<p><b>RECESS 10:00am - 10:15am</b></p>	<p><b>Recess Duty 10:00am - 10:07am</b></p>	<p><b>RECESS 10:00am - 10:15am</b></p>	<p><b>RECESS 10:00am - 10:15am</b></p>



Word Study 10:15am - 10:35am	Math 10:15am - 10:45am	Word Study 10:15am - 10:35am	Word Study 10:15am - 10:35am
<b>Vowel digraph (oo, ou, ew, ue, u, and u_e).</b>	<b>Hands On- Make a Nonstandard Measuring Tool</b>	<b>Vowel digraph (oo, ou, ew, ue, u, and u_e).</b>	<b>Vowel digraph (oo, ou, ew, ue, u, and u_e).</b>
I can read, write, and sort words with vowel digraph (oo, ou, ew, ue, u, and u_e).	I can make a nonstandard measuring tool to measure length.	I can read, write, and sort words with vowel digraph (oo, ou, ew, ue, u, and u_e).	I can read, write, and sort words with vowel digraph (oo, ou, ew, ue, u, and u_e).
<b>Methodology</b> We: Review all Sound/ Spelling Cards (whole class) Distinguish between vowels and consonants.  Me: Give some examples of words with vowel digraph (oo, ou, ew, ue, u, and u_e). Guide students in segmenting and blending words with vowel digraph (oo, ou, ew, ue, u, and u_e).  We: Segment and blend words with vowel digraph(oo, ou, ew, ue, u, and u_e).  Two: T&T to elbow partner/ segment and blend words words with vowel digraph (oo, ou, ew, ue, u, and u_e).  You: Dictation to writing (individual student) o due, grew, soup, broom, flew, pool o Read correct spelling aloud. Students will correct their spelling with a different colored pen/pencil. o Underline the vowel digraph (oo, ou, ew, ue, u, and u_e).	<b>Methodology</b> Me: Guide students through Teach & Talk problem on page 381.  We: Guide students through problems 1 & 2 on page 382.  Two: Students will complete problem # 3 with their Elbow partners on page 382.  You: Students complete page 383-384 on their own. When finished students will go on ST Math.  <b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards <b>A.3</b> Demonstrates a strong work ethic and commitment to quality <b>A.4</b> Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame  <b>Standards</b> <b>1.MD.A.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter	<b>Methodology</b> We: Review all Sound/ Spelling Cards (whole class) Distinguish between vowels and consonants.  Me: Give some examples of words with vowel digraph (oo, ou, ew, ue, u, and u_e). Guide students in segmenting and blending words with vowel digraph (oo, ou, ew, ue, u, and u_e).  We: Segment and blend words with vowel digraph(oo, ou, ew, ue, u, and u_e). o rude, zoo, too, rooster, screw, knew o Underline the vowel digraph (oo, ou, ew, ue, u, and u_e).  Two: T&T to elbow partner/ segment and blend words words with vowel digraph (oo, ou, ew, ue, u, and u_e).  You: Dictation to writing (individual student) o moose, chew, loose, threw, tooth, flu o Read correct spelling aloud. Students will correct their spelling with a different colored	<b>Methodology</b> We: Review all Sound/ Spelling Cards (whole class) Distinguish between vowels and consonants.  Me: Give some examples of words with vowel digraph (oo, ou, ew, ue, u, and u_e). Guide students in segmenting and blending words with vowel digraph (oo, ou, ew, ue, u, and u_e).  We: Segment and blend words with vowel digraph(oo, ou, ew, ue, u, and u_e). o rule, clue, cool, crude, June, tune o Underline the vowel digraph (oo, ou, ew, ue, u, and u_e).  Two: T&T to elbow partner/ segment and blend words words with vowel digraph (oo, ou, ew, ue, u, and u_e).  You: Dictation to writing (individual student) o drew, noon, crew, true, due, flute o Read correct spelling aloud. Students will correct their spelling with a different colored



<p>o Sort under headings: vowel digraph (oo, ou, ew, ue, u, and u_e).</p> <p>We:              -<sub>α</sub> Decodable              -Moose's Tooth              o Choral read the text.              o Underline words with vowel digraph (oo, ou, ew, ue, u, and u_e).              o Sort under headings: vowel digraph (oo, ou, ew, ue, u, and u_e).</p>	<p>object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>	<p>pen/pencil.              o Underline the vowel digraph (oo, ou, ew, ue, u, and u_e).              o Sort under headings: vowel digraph (oo, ou, ew, ue, u, and u_e).</p> <p>We:              -<sub>α</sub> Decodable - Red Zed and Blue Stu              o Choral read the text.              o Underline words with vowel digraph (oo, ou, ew, ue, u, and u_e).              o Sort under headings: vowel digraph (oo, ou, ew, ue, u, and u_e).</p>	<p>pen/pencil.              o Underline the vowel digraph (oo, ou, ew, ue, u, and u_e).              o Sort under headings: vowel digraph (oo, ou, ew, ue, u, and u_e).</p>
<p><b>S.L.E</b>  <b>A.2</b>              Is proficient in Common Core Standards  <b>A.3</b>              Demonstrates a strong work ethic and commitment to quality</p>		<p><b>S.L.E</b>  <b>A.2</b>              Is proficient in Common Core Standards  <b>A.3</b>              Demonstrates a strong work ethic and commitment to quality</p>	<p><b>S.L.E</b>  <b>A.2</b>              Is proficient in Common Core Standards  <b>A.3</b>              Demonstrates a strong work ethic and commitment to quality</p>
<p><b>Standards</b>  <b>1.RF.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  <b>1.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>1.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>		<p><b>Standards</b>  <b>1.RF.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  <b>1.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>1.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><b>Standards</b>  <b>1.RF.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  <b>1.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>1.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>



Fluency 10:35am - 10:45am	Lunch 12:00pm - 12:45pm	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	I can read with speed, accuracy and expression																								
<b>Methodology</b> <u>High Frequency Word Fluency Routine</u>		<b>Methodology</b> <u>High Frequency Word Fluency Routine</u>	<b>Methodology</b> <u>High Frequency Word Fluency Routine</u>																								
<u>Repeated Reading Daily Activity</u>		<u>Repeated Reading Daily Activity</u>	<u>Repeated Reading Daily Activity</u>																								
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<b>Standards</b> <b>1.L.2.D</b> I can use sight words and spelling patterns to help me spell words correctly.		<b>Standards</b> <b>1.L.2.D</b> I can use sight words and spelling patterns to help me spell words correctly.	<b>Standards</b> <b>1.L.2.D</b> I can use sight words and spelling patterns to help me spell words correctly.																								





<p>Reading Compehension 10:45am - 11:15am</p>	<p><b>DISMISSAL 1:20pm - 1:30pm</b></p>	<p>Reading Compehension 10:45am - 11:15am</p>	<p>Reading Compehension 10:45am - 11:15am</p>
<p><b>An Amazing Sight</b></p>		<p><b>A Star Party</b></p>	<p><b>On Mars</b></p>
<p>I can draw and write to respond to text.</p>		<p>I can draw and write to respond to text.</p>	<p>I can draw and write to respond to text.</p>
<p><b>Methodology</b> We: Read Shared Reading pp12-13</p> <p>You: Circle a word that has the same i sound as light. Underline a word that is another way of saying "the heads of the presidents." Put an * next to an important detail from the text.</p> <p>We: Have students respond to the text through drawing and writing Answer the question " What questions do you have about the test?"</p>		<p><b>Methodology</b> We: Read Shared Reading pp 14-15</p> <p>You: Circle a word that has the same ar sound as Karla. Underline a 4-letter word that is the name for place where lots of people live, all close together. Put an * next to an important detail from the text.</p> <p>We: Have students respond to the text through drawing and writing Answer the question "What part of the text you like the most?"</p>	<p><b>Methodology</b> We: Read Shared Reading pp 16-17</p> <p>You: Circle a word that has the same ar sound as farm. In the first sentence, underline the word that is a proper noun. Put an * next to an important detail from the text.</p> <p>We: Have students respond to the text through drawing and writing Answer the question "What is something you learned from the text?"</p>
<p><b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards</p>		<p><b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards</p>	<p><b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards</p>
<p><b>Standards</b> <b>1.RI.1</b> Ask and answer questions about key details in a text.</p>		<p><b>Standards</b> <b>1.RI.1</b> Ask and answer questions about key details in a text.</p>	<p><b>Standards</b> <b>1.RI.1</b> Ask and answer questions about key details in a text.</p>



<p>ELA CENTERS 11:15am - 12:00pm</p> <p><b>Grammar- Nouns in a Series</b></p>		<p>ELA CENTERS 11:15am - 12:00pm</p> <p><b>Grammar- Nouns in a Series</b></p>	<p><b>Lunch 12:00pm - 12:45pm</b></p>
<p>I can use commas to separate nouns in a series</p>		<p>I can practice using commas to separate nouns in a series</p>	
<p><b>Methodology</b> Guide students through the instruction on page 54.</p>		<p><b>Methodology</b> Guide students through the instruction on page 55.</p>	
<p><b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards</p>		<p><b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards</p>	
<p><b>Standards</b> <b>1.L.2c</b> Use commas in dates and to separate single words in a series.</p>		<p><b>Standards</b> <b>1.L.2c</b> Use commas in dates and to separate single words in a series.</p>	
<p><b>Lunch 12:00pm - 12:45pm</b></p>		<p><b>Lunch 12:00pm - 12:45pm</b></p>	<p>Handwriting/Writing 12:45pm - 1:00pm</p>
			<p><b>Studies Weekly: Week 8 American Monuments</b></p> <p><b>Methodology</b> We: Weekly Literacy Connection pp. 91</p> <p><b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards</p> <p><b>A.3</b> Demonstrates a strong work ethic and commitment to quality</p> <p><b>S.1</b> Seeks and gain knowledge and understanding of all cultures, with a particular focus on providing context for contemporary history and current events</p>



Science 1:30pm - 2:10pm
<b>How were emoji's created?</b>
<b>S.L.E</b>
<b>A.2</b> Is proficient in Common Core Standards

Social Studies 2:00pm - 2:25pm	<b>Grammar 1:00pm - 1:20pm</b>
<b>Studies Weekly: Week 8 American Monuments</b>	<b>Noun Challenge</b>
<b>Methodology</b> We: Complete Studies Weekly Worksheet pp. 90	I can distinguish between common and proper nouns. I can identify compound words. I can identify nouns that name more than one.
<b>S.L.E</b>	<b>Methodology</b>
<b>A.2</b> Is proficient in Common Core Standards	Guide students through the instruction on page 56-57.
<b>A.3</b> Demonstrates a strong work ethic and commitment to quality	<b>S.L.E</b>
<b>S.1</b> Seeks and gain knowledge and understanding of all cultures, with a particular focus on providing context for contemporary history and current events	<b>A.2</b> Is proficient in Common Core Standards
	<b>Standards</b>
	<b>1.L.2c</b> Use commas in dates and to separate single words in a series.
	<b>1.L.1b</b> Use common, proper, and possessive nouns.



Social Studies 2:10pm - 2:35pm
<b>Studies Weekly: Week 8 American Monuments</b>
<b>Methodology</b> We: Read Week 8: American Monuments
<b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards <b>A.3</b> Demonstrates a strong work ethic and commitment to quality <b>S.1</b> Seeks and gain knowledge and understanding of all cultures, with a particular focus on providing context for contemporary history and current events
Religion 2:35pm - 2:50pm
<b>DISMISSAL 2:50pm - 3:00pm</b>

Religion 2:25pm - 2:50pm	Science 1:20pm - 2:00pm
	<b>How do germs get inside your body?</b>
	<b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards <b>T.B.1</b> Body-Incorporates physical exercise into his/her life <b>T.B.2</b> Body-Make responsible dietary based on knowledge of nutritional science
<b>DISMISSAL 2:50pm - 3:00pm</b>	<b>DISMISSAL 2:50pm - 3:00pm</b>