



Monday 04/06/2020	Tuesday 04/07/2020	Wednesday 04/08/2020	Thursday 04/09/2020	Friday 04/10/2020
Math 8:15am - 10:00am	Math 9:00am - 9:55am	Math 10:15am - 10:45am	Math 9:00am - 9:55am	Morning Assembly 7:50am - 8:00am
<b>Tell Time to the half hour and half hour</b>	<b>Practice time to the hour and half hour</b>	<b>Chapter 9 Test Review Seesaw app</b>	<b>Chapter 9 Test</b>	
I can tell times to the hour and half hour using analog and digital clocks.	I can use the hour hand to draw and write times on analog and digital clocks.			
<b>Methodology</b> Me: Guide students through Teach & Talk problem on page 397.  We: Guide students through problems 1 & 2 on page 398.  Two: Students will complete problem # 3 with their Elbow partners on page 398.  You: Students complete page 399-400 on their own. When finished students will go on ST Math.	<b>Methodology</b> Me: Guide students through Teach & Talk problem on page 401.  We: Guide students through problems 1 & 2 on page 402.  Two: Students will complete problem # 3 with their Elbow partners on page 402.  You: Students complete page 403-404 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>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.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks.	<b>Standards</b> <b>1.MD.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks.			



RECESS 10:00am - 10:15am	RECESS 10:00am - 10:15am	Reading Compehension 10:45am - 11:15am	RECESS 10:00am - 10:15am	SCHOOL MASS 8:00am - 9:00am
		<p><b>Shapes in the Clouds</b></p> <p>I can draw and write to respond to text.</p> <p><b>Methodology</b></p> <p>We: Read Shared Reading pp 18-19</p> <p>You: Circle a word that has the same ur as Kurt.</p> <p>Underline a word that is the opposite of "far"</p> <p>Put a * next to an important detail from the story.</p> <p>We: Have students respond to the text through drawing and writing</p> <p>Answer the question "What is your favorite part of the text?"</p> <p><b>S.L.E</b></p> <p><b>A.2</b></p> <p>Is proficient in Common Core Standards</p> <p><b>Standards</b></p> <p><b>1.RI.1</b> Ask and answer questions about key details in a text.</p>		



Word Study 10:15am - 10:35am	Word Study 10:15am - 10:35am	DISMISSAL 1:20pm - 1:30pm	Word Study 10:15am - 10:35am	Academy Time 9:00am - 9:15am
<b>Vowel digraph (oo, ou, ew, ue, u, and u_e).</b>	<b>Vowel digraph (oo, ou, ew, ue, u, and u_e).</b>		<b>Word Study Assessment Seesaw app</b>	
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).  You: Dictation to writing (individual student) o blew, boot, stool, group, room, rule 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). o Sort under headings: 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).  You: Dictation to writing (individual student) o groom, food, prune, blue, few, screw 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). o Sort under headings: vowel digraph (oo, ou, ew, ue, u, and u_e).			
<b>Assessment</b> Answer Word study worksheet pp. 120.	<b>Assessment</b> Answer word study worksheet p. 122			
<b>S.L.E</b> <b>A.2</b> Is proficient in Common Core	<b>S.L.E</b> <b>A.2</b> Is proficient in Common Core			



<p>Standards</p> <p><b>A.3</b></p> <p>Demonstrates a strong work ethic and commitment to quality</p>	<p>Standards</p> <p><b>A.3</b></p> <p>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><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>			



Fluency 10:35am - 10:45am	Fluency 10:35am - 10:45am		Fluency 10:35am - 10:45am	Math 9:00am - 9:55am																								
I can read with speed, accuracy and expression	I can read with speed, accuracy and expression		I can read with speed, accuracy and expression																									
Methodology <u>High Frequency Word Fluency Routine</u>	Methodology <u>High Frequency Word Fluency Routine</u>		Methodology <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>																									
<table><tr><td colspan="2">Sight Words of the Week</td></tr><tr><td>another</td><td>must</td></tr><tr><td>well</td><td>big</td></tr><tr><td>large</td><td>even</td></tr></table>	Sight Words of the Week		another	must	well	big	large	even	<table><tr><td colspan="2">Sight Words of the Week</td></tr><tr><td>another</td><td>must</td></tr><tr><td>well</td><td>big</td></tr><tr><td>large</td><td>even</td></tr></table>	Sight Words of the Week		another	must	well	big	large	even		<table><tr><td colspan="2">Sight Words of the Week</td></tr><tr><td>another</td><td>must</td></tr><tr><td>well</td><td>big</td></tr><tr><td>large</td><td>even</td></tr></table>	Sight Words of the Week		another	must	well	big	large	even	
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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
<b>Its a Comet!</b>	<b>The Moon's the North Wind's Cookie</b>
I can draw and write to respond to text.	I can draw and write to respond to text.
<b>Methodology</b> We: Read Shared Reading pp 18-19  You: Circle a word that has the same or as corn Underline a 4-letter word that is the opposite of "be still" Put an * next to an important detail from the text.  We: Have students respond to the text through drawing and writing Answer the question "What question do you about the text?"	<b>Methodology</b> We: Read Shared Reading pp 18-19  You: Circle a word that has the same scr as scream Underline the word that the poet rhymes with day Put a smiling face next to your favorite line.  We: Have students respond to the text through drawing and writing Answer the question "What is your favorite part of the text?"
<b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards	<b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards
<b>Standards</b> <b>1.RI.1</b> Ask and answer questions about key details in a text.	<b>Standards</b> <b>1.RI.1</b> Ask and answer questions about key details in a text.

Reading Compehension 10:45am - 11:15am	RECESS 10:00am - 10:15am
<b>Shapes in the Clouds</b>	
I can draw and write to respond to text.	
<b>Methodology</b> We: Read Shared Reading pp 18-19  You: Circle a word that has the same ur as Kurt. Underline a word that is the opposite of "far" Put a * next to an important detail from the story.  We: Have students respond to the text through drawing and writing Answer the question "What did you learn about the text?"	
<b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards	
<b>Standards</b> <b>1.RI.1</b> Ask and answer questions about key details in a text.	



<b>Lunch 12:00pm - 12:45pm</b>	<b>Lunch 12:00pm - 12:45pm</b> <b>Action Verbs</b> I can identify verbs that show action. <b>Methodology</b> Guide students through the instruction on page 60. <b>S.L.E</b> <b>A.2</b> Is proficient in Common Core Standards <b>Standards</b> <b>1.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Grammar 1:00pm - 1:20pm</b>	<b>Science 1:30pm - 2:10pm</b> <b>Noun Challenge</b> I can distinguish between common and proper nouns. I can identify compound words. I can identify nouns that name more than one. <b>Methodology</b> Guide students through the instruction on page 58. <b>S.L.E</b> <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.

<b>Lunch 12:00pm - 12:45pm</b>	<b>Word Study 10:15am - 10:35am</b>
<b>DISMISSAL 2:50pm - 3:00pm</b>	<b>Fluency 10:35am - 10:45am</b>

Social Studies 2:00pm - 2:25pm	Social Studies 2:10pm - 2:35pm
<b>Studies Weekly:</b> <b>Week 8 American Monuments</b>	<b>Studies Weekly:</b> <b>Week 8 American Monuments</b>
<b>Methodology</b> We: Weekly Assessment p. 92	<b>Methodology</b> We: Weekly Assessment p. 93
<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	<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 2:25pm - 2:50pm <b>DISMISSAL 2:50pm - 3:00pm</b>	<b>DISMISSAL 2:50pm - 3:00pm</b>

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