



Monday 08/15/2022	Tuesday 08/16/2022	Wednesday 08/17/2022	Thursday 08/18/2022	Friday 08/19/2022
		Important Reminders 7:45am - 8:00am	Important Reminders 7:45am - 8:00am	Important Reminders 7:45am - 8:00am
		iReady Math 8:00am - 9:10am	iReady Math 8:00am - 9:10am	iReady Math 8:00am - 9:10am
			<p>Making 10:</p> <ul style="list-style-type: none"> • Try-Discuss-Connect routine introduction • Make sense of the problem. • Solve and support your thinking. • Share your thinking with a partner. <p>Standards</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>	<p>Making 10</p> <ul style="list-style-type: none"> • Compare class strategies. • Make connections and reflect on what you have learned. • Apply your thinking to a new problem. <p>Standards</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
		Word Study 10:10am - 10:40am	Word Study 10:10am - 10:40am	Word Study 10:10am - 10:40am
			PSI Encoding	
		CKLA Writing/Grammar 11:20am - 11:50am	CKLA Writing/Grammar 11:20am - 11:50am	CKLA Writing/Grammar 11:20am - 11:50am
		First Day Jitters writing activity-discuss the word jitters . What are some jitters you had before coming to school today?	"My Super Summer" writing activity	Continue "My Super Summer" writing activity



CKLA Reading 1:25pm - 3:00pm	CKLA Reading 1:25pm - 3:00pm	CKLA Reading 1:25pm - 3:00pm
<p>First Day Jitters</p> <p>Warm-up: Read the story to the class, noticing some expressions and discuss meanings. Look for and discuss literary lang.</p> <p>After the Reading Emphasize different root words from the text, and describe how adding an inflectional ending changes how you read a word and what the word means. Might use a pocket chart.</p> <p>*Poem "Jitter Juice" -Read the poem as a group, being sure to model reading it using rhythm and expression. After making Jitter Juice, complete the class graph, and have students draw a picture of themselves drinking the juice.</p>	<p>Enemy Pie</p> <p>I can describe how characters in a story react to important events in a story.</p>	<p>Chrysanthemum</p> <p>Student Friendly Objectives</p> <p>I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story.</p>



	<p>Before you read: Take a sneak peak with the class to preview the story. Invite children to read the title and focus on the picture of the main character on the front cover. Introduce and explain the "I Can" statement and prompt students to actively listen as you read aloud.</p> <p>As you read: Read the story with expression, having students join you in a discussion as you react to the text. Pause at intervals to discuss vocabulary and make predictions. Remind students to focus on how the characters are reacting to important events as they unfold.</p> <p>After you read: As you lead the class in a story retell, encourage students to describe how the main characters react to important events in the story. Guide them to understand that there are good ways and bad ways to handle problems. Some students may want to share "text-to-self" connections.</p> <p>Vocabulary: *enemy--someone who dislikes you or who you dislike *disgusting--nasty to look at or smell *ingredients--the foods and spices that go into recipes</p>	<p>Before you read: Preview the book with students and prompt them to actively listen to the story. Introduce and explain the "I Can" statement. Be sure to explain the terms "characters, setting and events."</p> <p>As you read: Pause at intervals to discuss vocabulary and story elements. Model how to retell a story "across their fingers," allowing students a chance to practice with a partner. Be sure to include the main characters, setting and most important events in sequential order.</p> <p>After you read: After finishing the story, have students retell the story "across their fingers" with a partner to demonstrate their understanding of story elements.</p> <p>Vocabulary:</p> <p>*dreadful--awful; terrible *jealous--feeling upset about what another person has or can do *scarcely--hardly; barely</p> <p>Comprehension Skill Focus: Understanding story elements</p>
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