Monday-Friday Daily Schedule

|  |  |  |
| --- | --- | --- |
| **Time** | **Activity From the Teacher** | **Students must complete** |
|  | Breakfast  Teacher will post the Morning Journal Writing Prompt on ClassDojo on the ClassDojo story. | -Students must upload a picture of their writing journal response to their teacher in a message. |
|  | Writing  Teacher will post the writing video lesson or slides on the ClassDojo Story. | -Students must watch video or slides  -Students must upload a picture of their writing to their teacher in a message. |
|  | Reading  Teacher will post the reading video lesson or slides on the Class Dojo story. | -Students will watch video or slides and then..  -Students must read for 30 minutes on RAZ-KIDS and complete the quiz at the end of at least one book.  <https://www.raz-kids.com/>  -Students can do extra reading on scholastic.com  <https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html> |
|  | Math  Teacher will post the math video lesson or slides on the ClassDojo Story | -Student must watch video or slides then...  -Student must spend 30 minutes on enVision Math on  <https://www.pearsonrealize.com/>  (use the easy bridge option to log in) |
|  | Phonics  Teacher will post the phonics video lesson or slides on the ClassDojo Story | -Student must watch video or slides then…  -Students must spend 30 minutes on Lexia  <https://www.lexiacore5.com/>  If Lexia does not work students can work on ABCmouse or Starfall for 30 minutes |
|  | Read Aloud  (Additional Read Aloud with the Librarian on Tuesday and Thursday) | -Student must watch video |
|  | LUNCH |  |
|  | Go Noodle | gonoodle.com |
|  | This activity will be provided by our SEL teacher.  SEL Mindfulness | Gonoodle or Mindfulness Activity |
|  | Your child’s special teacher will post an activity.  Specials (Science (Monday and Wednesday), Gym, Art) |  |

Week of 3/23/20-3/27/20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | March 23 | March 24 | March 25 | March 26 | March 27 |
| Reading | Read 30 minutes every day. Log into Raz Kids  <https://www.raz-kids.com/> | | | | |
| RW TP: **Session 8: Readers Slow Down to Break Up Long Words**  Readers solve tricky words by reading across the word part by part. They can use their finger to help them break the word into parts. They say the first part, say more and say the ending (look out for CVC chunks). Then they put it all together. | RW TP:  Look at all the parts of the word then **crash the parts together**.  Readers get ready to read tricky words by noticing blends. They tap out the sounds, blend them together and then combine the parts of the word. | RW TP: **Do a slow check!**  Readers get ready to read tricky words by looking all the way across a word and looking for a part that they might know. They say the sounds of the parts they know as they try to figure out what the word could be. | RW TP: Try it two ways.  Readers get themselves ready to solve a tricky word by looking to see if there are any vowel teams in the word. They search for two vowels next to each other, and try reading the word only saying the first vowel’s name. Then they check to make sure the word sounds right and makes sense. | RW TP: **Session 9: Readers Use Words They Know to Solve Words They Don’t Know**  Readers can use words/word parts they know to read words they don’t know. They think, “Do I know how to read or write a word that looks like this one?” |
| Writing | TP: Poets gather ideas for their poems by thinking about what holds a special place in their heart, like people, places, and things. | TP: Poets use their senses to describe their objects. They pay attention to the way things feel, smell, taste, and sound. Then they put the thoughts on paper. | TP: Poets look at ordinary things and think, “What else could this object be? What else does this look like?” They write down their thoughts. | TP: Poets pay close attention to the details of an object by looking closely and sketching each part. They use these sketches to help them write their poems. | TP:Songwriters can write their own songs by thinking of songs that they know and changing the words so that the song is about a new topic. |
| Phonics | Word of the Day: need  TP: Students will review what a vowel team is and make their own vowel team chart to keep at home.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes  **\*\*Videos are in the phonics folder. They can be uploaded to class story every day\*\*** | Word of the Day: each  TP: Students will review the vowel team EA and EE using see/bee and beach. Teacher will model stretching out each word and listening to the vowel sound in the middle and adding these words to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes | Word of the Day: been  TP: Students will review the vowel team OA using the word boat.Teacher will model stretching out the word and listening to the vowel sound in the middle and adding this word to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes | Word of the Day: away  TP: Students will review the vowel team AY using the word boat.Teacher will model stretching out the word and listening to the vowel sound in the middle and adding this word to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes | Word of the Day: our  TP: Students will review the vowel team OU using the word house. Teacher will model stretching out the word and listening to the vowel sound in the middle and adding this word to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes |
| Math | 9.1  TP: Students will be able to find numbers that are more or less than a given number. | 9.2  TP: Students will be able to use a hundred chart to find 1 more, 1 less and 10 more, 10 less. | 9.3  TP: Students will be able to use place-value blocks to compare 2 two-digit numbers. | 9.4  TP: Students will be able to compare two numbers using greater than, less than, or an equal sign. | 9.5  TP: Students will be able to compare and write two-digit numbers that are greater than or less than other two-digit numbers. |

Week of 3/30/20-4/3/20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | March 30 | March 31 | April 1 | April 2 | April 3 |
| Reading | Read 20 minutes every day. Log into Raz Kids  <https://www.raz-kids.com/> | | | | |
| Day 6  RW TP: **Try it many ways!**  **Session 10: Readers Try Sounds Many Ways to Figure Out Words**  Readers get ready to read tricky words by noticing when the vowel sound changes. The vowel sound can be short or long. They try both sounds and decide how to say the word by thinking about what makes sense. | Day 7  RW TP: **Session 11: Readers Use Sight Words to Read Fluently**  Readers only slow down to read a word when they have to. They read most of the words in their books in a snap. After they figure out the tricky word, they go back and reread the sentence in a smooth voice, not like a robot. | Day 8  RW TP: Readers get ready to figure out tricky words, by using the **root word they already know**. They say to themselves, “I know the word \_\_\_\_, so now I have to figure out the parts I don’t know.” | Day 9  **RW TP: Session 12: Readers Work To Understand, Rereading If They Don’t Get It**  Readers don’t just work hard to read words. They work hard to understand their books. As they read, they always check, “Am I getting it?” If not, they reread to figure out how everything fits together. | Day 10  RW TP: **Session 13: Readers Make Mind Movies to Picture What’s Happening**  Readers use their imagination. They pay attention to what’s happening and imagine more than just what the author tells them. They make a movie in their mind. |
| Writing | TP: Songwriters repeat the important words in their songs. They do this to give the list the voice of a song and to show which parts are really important.” | TP: Poets can use CAPITAL and lowercase letters to show others where to sing LOUD or soft. Students reread their poem, and think, “What word(s) should I make “loud” or “soft”? | TP: Poets show strong feelings in their poems and songs by using repetitive text to convey meaning. They think, “What words can I repeat so that I can show a strong feeling in my poem?” | TP: (With parent or sibling) Poet partners help each other by giving a compliment and a “next step”/advice to make their poem/song sound even better. They think, “What did my partner do well?” “What they can do to make their writing better?” | TP: (Chart – Beautiful Words) Poets think of words that describe their topic. They close their eyes and imagine what they see, feel, taste and smell and write them down. |
| Phonics | Word of the Day: now  TP: Students will review the vowel team OW using the word down. Teacher will model stretching out the word and listening to the vowel sound in the middle and adding this word to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes | Word of the Day: know  TP: Students will review the vowel team OW makes 2 sounds using the word snow.Teacher will model stretching out the word and listening to the vowel sound in the middle and adding this word to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes | Word of the Day: school  TP: Students will review the vowel team OO makes 2 sounds using the words moon and book.Teacher will model stretching out the words and listening to the vowel sound in the middle and adding these words to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes | Word of the Day: because  TP: Students will review the vowel team OI and OY using the words coin and boy.Teacher will model stretching out the words and listening to the vowel sound in the middle and adding these words to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes | Word of the Day: few  TP: Students will review the vowel teams EW and UE using the words drew and glue.Teacher will model stretching out the word and listening to the vowel sound in the middle and adding these words to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes |
| Math | 9.6  TP: Students will be able to make sense of a problem and find the best way to solve it. | Review/  Fluency  TP: Students will be able to add and subtract within 10. | 10.1  TP: Students will be able to add 2 multiples of ten. | 10.2  TP: Students will be able to use mental math to add tens to two-digit numbers. | 10.3  TP: Students will be able to use a hundred chart to add tens and ones. |

Week of 4/6/20-4/8/20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | April 6 | April 7 | April 8 | April 9 | April 10 |
| Reading | Read 20 minutes every day. Log into Raz Kids  <https://www.raz-kids.com/> | | | | |
| Day 11  RW TP: **Session 14: Readers Keep Track of Who’s Talking As They Read**  To really understand their books, readers not only pay attention to the actions, but they also pay attention to the dialogue (speaking parts). Readers keep track of who is talking as they read. | Day 12  RW TP: **Session 15: Readers Don’t Just Read Words, They Understand Words**  Readers learn new words from all the books they read. When they figure out how to read a word but don’t know what it means, they stop and think about it. They look for picture clues and other words to understand the new word. | Day 13  RW TP: **Session 16: Readers Use Everything They Know to Get the Job Done Quickly!**  When readers get stuck on a tricky word they think of ways they can “show off” their reading skills by quickly using all the tools that they know. They pick the best one(s) for figuring out a tricky part or word. They try all of their strategies before asking a friend. | Spring Break | Spring Break |
| Writing | TP: Poets write about things that they love (have strong feelings for…). They think about the things they love and the reasons they have these strong feelings and use these words to begin their poem. | TP: Poets add voice to their poems by asking their object a question. They look at their object and wonder, “Hmm, what can I ask it?” They add their question to their poem. | TP: Poets celebrate their hard work by sharing their favorite songs and poems with a family member and they sing it together. |  |  |
| Phonics | Word of the Day: saw  TP: Students will review the vowel team EY using the word key. Students will review vowels that team up with Y. Teacher will model stretching out the word and listening to the vowel sound in the middle and adding this word to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes | Word of the Day: about  TP: Students will review the vowel teams AW and AU using the words claw and sauce.Teacher will model stretching out the word and listening to the vowel sound in the middle and adding these words to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes | Word of the Day: night  TP: Students will review the vowel team IGH using the word high.Teacher will model stretching out the word and listening to the vowel sound in the middle and adding this word to their chart.  -Students will practice phonics skills on Lexia and or Starfall for 20 minutes |  |  |
| Math | 10.4  TP: Students will be able to use a number line to solve addition problems. | 10.5  TP: Students will be able to solve addition problems by using blocks and drawings. | 10.6  Students will be able to use their knowledge of ten to help make addition problems easier to solve. |  |  |