



Monday 08/09/2021	Tuesday 08/10/2021	Wednesday 08/11/2021	Thursday 08/12/2021	Friday 08/13/2021
Morning Work 7:30am - 7:45am				
Morning Meeting 7:45am - 8:30am				
K- Ready Math 8:30am - 9:10am				
Lesson 3 Numbers 0 to 5				
<p>I Can:</p> <ul style="list-style-type: none"> • I can identify groups of 0, 1, 2, 3, 4, or 5. • I can count out 0, 1, 2, 3, 4, or 5. • I can recognize, read, and write the numbers 0, 1, 2, 3, 4, and 5. • I can understand the importance of keeping track of number count and objects counted. • I can understand 0 as representing no objects. • I can recognize that a group of objects will show 1 more object for each successive number. 	<p>I Can:</p> <ul style="list-style-type: none"> • I can identify groups of 0, 1, 2, 3, 4, or 5. • I can count out 0, 1, 2, 3, 4, or 5. • I can recognize, read, and write the numbers 0, 1, 2, 3, 4, and 5. • I can understand the importance of keeping track of number count and objects counted. • I can understand 0 as representing no objects. • I can recognize that a group of objects will show 1 more object for each successive number. 	<p>I Can:</p> <ul style="list-style-type: none"> • I can identify groups of 0, 1, 2, 3, 4, or 5. • I can count out 0, 1, 2, 3, 4, or 5. • I can recognize, read, and write the numbers 0, 1, 2, 3, 4, and 5. • I can understand the importance of keeping track of number count and objects counted. • I can understand 0 as representing no objects. • I can recognize that a group of objects will show 1 more object for each successive number. 	<p>I Can:</p> <ul style="list-style-type: none"> • I can identify groups of 0, 1, 2, 3, 4, or 5. • I can count out 0, 1, 2, 3, 4, or 5. • I can recognize, read, and write the numbers 0, 1, 2, 3, 4, and 5. • I can understand the importance of keeping track of number count and objects counted. • I can understand 0 as representing no objects. • I can recognize that a group of objects will show 1 more object for each successive number. 	<p>I Can:</p> <ul style="list-style-type: none"> • I can identify groups of 0, 1, 2, 3, 4, or 5. • I can count out 0, 1, 2, 3, 4, or 5. • I can recognize, read, and write the numbers 0, 1, 2, 3, 4, and 5. • I can understand the importance of keeping track of number count and objects counted. • I can understand 0 as representing no objects. • I can recognize that a group of objects will show 1 more object for each successive number.
Essential Question:				
How do I count and write numbers 0 to 5?	How do I count and write numbers 0 to 5?	How do I count and write numbers 0 to 5?	How do I count and write numbers 0 to 5?	How do I count and write numbers 0 to 5?



Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW have the children count in unison to 5 with a regular voice, a whisper, clapping, marching, and jumping.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 1 in the Ready Math Books. TTW introduce to students the number 0 and review the numbers 1, 2, 3, 4 and 5. TSW practice writing, drawing, and counting objects with the number 0-5.

Asynchronous Work:

TSW complete a additional practice pages 43-44.

Standards

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW have students connect to prior knowledge by asking who is correct based on the start slide.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 2 in the Ready Math Books. TTW introduce to students the number 0 and review the numbers 1, 2, 3, 4 and 5. TSW practice writing, drawing, and counting objects with the number 0-5.

Asynchronous Work:

TSW complete a additional practice pages 47-48.

Standards

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW have students use their fingers to show the number being asked by the teacher.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 3 in the Ready Math Books. TTW introduce to students the number 0 and review the numbers 1, 2, 3, 4 and 5. TSW practice writing, drawing, and counting objects with the number 0-5.

Asynchronous Work:

TSW complete a additional practice pages 51-52.

Standards

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW use counters to count out to 4.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 4 in the Ready Math Books. TTW introduce to students the number 0 and review the numbers 1, 2, 3, 4 and 5. TSW practice writing, drawing, and counting objects with the number 0-5.

Asynchronous Work:

TSW complete a additional practice pages 55-56.

Standards

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use connecting cubes to make towers of 1, 2, 3, and 4 cubes.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 5 in the Ready Math Books. TTW introduce to students the number 0 and review the numbers 1, 2, 3, 4 and 5. TSW practice writing, drawing, and counting objects with the number 0-5.

Asynchronous Work:

TSW complete Lesson Quiz 3.

Standards

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0



K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).

K.CC.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

1-Ready Math 9:10am - 9:50am

Lesson 3 Add in Any Order

I Can:

- I can demonstrate fluency for addition within 10 using strategies.

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).

1-Ready Math 9:10am - 9:50am

Lesson 3 Add in Any Order

I Can:

- I can demonstrate fluency for addition within 10 using strategies.
- I can use the strategy of applying properties of operations.
- I can determine the unknown addend that makes the addition equation true for sums of 10.
- I can add numbers in any order to find the same total.

Essential Question:

What is the difference between a doubles and a near doubles?

Bellringer:

numeral 0- 20 (with 0 representing a count of no objects).

1-Ready Math 9:10am - 9:50am

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- I can add numbers in any order to find the same total.

Essential Question:

What is the difference between a doubles and a near doubles?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use connecting cubes to review solving addition equations with number partners up to 5.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 1 in the Ready

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use connecting cubes to reinforce how the same 2 number partners for a number have the same total regardless of order.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 2 in the Ready Math Books. TSW use counter or connecting cubes to practice adding a word problem in any order results in the same answer.

Asynchronous Work:

TSW complete page 61-62 in the math workbook.

Standards

1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$,

Anticipatory Set:

TSW activate prior knowledge of doubles fact by matching a equation to the correct domino.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 3 in the Ready Math Books. TSW use counters, connecting cubes, 10-frames, and number bonds to practice adding in any order near doubles.

Asynchronous Work:

TSW complete page 67-68 in the math workbook.

Standards

1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

Anticipatory Set:

TSW use connecting cubes to choose the best method to find the missing addend to complete addition equations.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 4 in the Ready Math Books. TSW use counters, connecting cubes, 10-frames, and number bonds to practice adding in any order.

Asynchronous Work:

TSW complete page 71-72 in the math workbook.

Standards

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1.OA.8 Determine the unknown whole number in an

Anticipatory Set:

TSW use connecting cubes to choose the best method to find the missing addend to complete addition equations.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 5 in the Ready Math Books. TSW use counters, connecting cubes, 10-frames, and number bonds to practice adding in any order.

Asynchronous Work:

TSW complete Lesson 3 Quiz on Edulastic.

Standards

1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
1.OA.8 Determine the unknown whole number in an addition or subtraction



Math Books. TSW use counters and draw pictures of dominos to show 6 and 7

Asynchronous Work:

TSW complete page 56 in the math workbook.

Standards

1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.

(Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.

(Associative property of addition.)

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = D - 3$, $6 + 6 = D$.

2- Ready Math 9:50am - 10:30am

Lesson 3 Solve One- Step Word Problems

I Can:

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2- Ready Math 9:50am - 10:30am

Lesson 3 Solve One- Step Word Problems

I Can:

- I can analyze one-step addition and subtraction word problems and write equations to represent the problems.
- I can draw a tape diagram to represent and solve a word problem.
- I can write an addition or subtraction fact to represent a word problem.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = D - 3$, $6 + 6 = D$.

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Essential Question:

How can the CUBES method help me to solve word problems?

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Bellringer:

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- I can draw a tape diagram to represent and solve a word problem.
- I can write an addition or subtraction fact to represent a word problem.

Essential Question:

How can the CUBES method help me to solve word problems?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters to show 14 as the sum of any two addends.

Modeling/Guided Practice:

Essential Question:

How can the CUBES method help me to solve word problems?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters to show 10 as the sum of any two of its addends.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 2 in the Ready Math Books. TSW use counters, tens frame, and bar models to solve take-apart word problems.

Asynchronous Work:

TSW complete a additional practice pages 61-62.

Standards

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters to find 4 more and 4 less than 7.

Modeling/Guided Practice:

TTW complete Lesson 3 Session in the Ready Math Books. TSW use counters, tens frame, and bar models to solve comparison word problems.

Asynchronous Work:

TSW complete a additional practice pages 67-68.

Standards

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters and a tens frame to solve for missing addend in addition equations.

Modeling/Guided Practice:

TTW complete Lesson 4 Session in the Ready Math Books. TSW use counters, tens frame, and bar models to solve comparison and take-apart word problems.

Asynchronous Work:

TSW complete a additional practice pages 71-72.

Standards

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions,

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters and a tens frame to solve for missing addend in addition equations.

Modeling/Guided Practice:

TTW complete Lesson 5 Session in the Ready Math Books. TSW use counters, tens frame, and bar models to solve comparison and take-apart word problems.

Asynchronous Work:

TSW complete Lesson 3 Quiz on Edulastic.

Standards

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for



TTW complete Lesson 3 Session 1 in the Ready Math Books. TTW introduce students to the CUBES method to analyze and solve word problems. TSW use counters and 10-frames to solve one-step word problems.

Asynchronous Work:

TSW complete a additional practice pages 56.

Standards

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K- Project Read 11:30am - 11:50am

Unit 2 Lesson 2

I Can:

problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K- Language Arts 11:30am - 11:50am

Nouns

I Can:

- I can identify nouns in a sentence.

Essential Question:

What words can be a noun?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW play a game with students identifying different objects.

Modeling/Guided Practice:

unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K- Project Read 11:30am - 11:50am

Unit 2 Lesson 2

I Can:

- I can identify the letters in the alphabet.
- I can describe the special relationship between speech sounds and written symbols.

Essential Question:

How does the alphabet help me to know what letters sound like?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW review with students why the alphabet is important to understanding language.

e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K- Language Arts 11:30am - 11:50am

Nouns

I Can:

- I can identify nouns in a sentence.

Essential Question:

What words can be a noun?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW play a game with students identifying different objects.

Modeling/Guided Practice:

TTW introduce to students that places are identified as nouns. TTW have students brainstorm

the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K- Project Read 11:30am - 11:50am

Unit 2 Lesson 3

I Can:

- I can identify the letters in the alphabet.
- I can describe the special relationship between speech sounds and written symbols.

Essential Question:

How does the alphabet help me to know what letters sound like?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW review with students why the alphabet is important to understanding language.

Modeling/Guided Practice:



- I can identify the letters in the alphabet.
- I can describe the special relationship between speech sounds and written symbols.

Essential Question:

How does the alphabet help me to know what letters sound like?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW review with students why the alphabet is important to understanding language.

Modeling/Guided Practice:

TTW complete Unit 2 Lesson 1 in the Project Read book. TTW introduce the consonant s. TSW work as a class to complete a circle map brainstorming words that begin with the letter s.

TTW introduce to students that people are identified as nouns. TTW have students brainstorm a list of people. TTW give students a list of words and ask students to identify which words are nouns.

Asynchronous Work:

TSW draw a person noun. TSW upload a photo onto Google Classroom.

Standards

K.L.1b Use frequently occurring nouns and verbs.

1- Language Arts 11:50am - 12:10pm

Nouns

I Can:

- I can identify nouns in a sentence?

Essential Question:

What words can be a noun?

Bellringer:

Modeling/Guided Practice:

TTW complete Unit 2 Lesson 1 in the Project Read book. TTW do story reading with students. TSW practice writing a sentence.

Asynchronous Work:

TSW play Teacher Your Monster How to Read on Google Classroom.

Standards

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1.RF.1 Demonstrate understanding of the organization and basic features of print.

1-Project Read 11:50am - 12:10pm

Unit 3 Review

I Can:

- I can identify the letters in the alphabet.
- I can describe the special relationship between speech sounds and written symbols.

Essential Question:

a list of places. TTW give students a list of words and ask students to identify which words are nouns.

Asynchronous Work:

TSW draw a place noun. TSW upload a photo onto Google Classroom.

Standards

K.L.1b Use frequently occurring nouns and verbs.

1- Language Arts 11:50am - 12:10pm

Nouns

I Can:

- I can identify nouns in a sentence?

Essential Question:

What words can be a noun?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW play a game with students identifying different objects.

TTW complete Unit 2 Lesson 1 in the Project Read book. TTW introduce to students the consonant b. TSW use a circle map to brainstorm words that start with b.

Asynchronous Work:

TSW play Teacher Your Monster How to Read on Google Classroom.

Standards

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1.RF.1 Demonstrate understanding of the organization and basic features of print.

1-Project Read 11:50am - 12:10pm

Unit 4 & 5 Review

I Can:

- I can identify the letters in the alphabet.
- I can describe the special relationship between speech sounds and written symbols.

Essential Question:



Asynchronous Work:
TSW play Teacher Your Monster How to Read on Google Classroom.

Standards
1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1.RF.1 Demonstrate understanding of the organization and basic features of print.

1-Project Read 11:50am - 12:10pm

Unit 2 Review

I Can:

- I can identify the letters in the alphabet.
- I can describe the special relationship between speech sounds and written symbols.

Essential Question:

How does the alphabet help me to know what letters sound like?

Bellringer:

Students will answer grade level questions based on Google Forms.

Students will answer grade level questions based on Google Forms.

Anticipatory Set:
TTW play a game with students identifying different objects.

Modeling/Guided Practice:
TTW introduce to students that people and places are identified as nouns. TTW have students brainstorm a list of people and places. TTW give students a list of words and ask students to identify which words are nouns.

Asynchronous Work:
TSW draw and label a person and place. TSW upload a photo onto Google Classroom.

Standards
1.L.1b Use common, proper, and possessive nouns.

2- Language Arts 12:10pm - 12:30pm

Lesson 1 Noun

How does the alphabet help me to know what letters sound like?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:
TTW review with students why the alphabet is important to understanding language.

Modeling/Guided Practice:
TTW complete Unit 3 in the Project Read book. TTW review the consonants r, h, n, j, p, l, and Red Word the.

Asynchronous Work:
TSW play Teacher Your Monster How to Read on Google Classroom.

Standards
1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Modeling/Guided Practice:

TTW introduce to students that things and animals are identified as nouns. TTW have students brainstorm a list of things and animals. TTW give students a list of words and ask students to identify which words are nouns.

Asynchronous Work:
TSW draw and label a thing and an animal. TSW upload a photo onto Google Classroom.

Standards
1.L.1b Use common, proper, and possessive nouns.

2- Language Arts 12:10pm - 12:30pm

Lesson 1 Noun

I Can:
I can identify nouns in a complete sentence.

Essential Question:
What is a common noun?
What is a proper noun?

How does the alphabet help me to know what letters sound like?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:
TTW review with students why the alphabet is important to understanding language.

Modeling/Guided Practice:
TTW complete Unit 4 & 6 in the Project Read book. TTW review the letters g, d, v, i, and w.

Asynchronous Work:
TSW play Teacher Your Monster How to Read on Google Classroom.

Standards
1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1.RF.1 Demonstrate understanding of the



Anticipatory Set:

TTW review with students why the alphabet is important to understanding language.

Modeling/Guided Practice:

TTW complete Unit 2 in the Project Read book. TTW review the consonants t, m, s, b, c, & f.

Asynchronous Work:

TSW play Teacher Your Monster How to Read on Google Classroom.

Standards

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1.RF.1 Demonstrate understanding of the organization and basic features of print.

2- Project Read 12:10pm - 12:30pm

Unit 15B Lesson 1

I Can:

I Can:

I can identify nouns in a complete sentence.

Essential Question:

What is a noun?

Guided Practice:

TTW ask students to remind her of what a noun could be. TTW review with students that a noun can be a person, place, or thing. TTW read a couple of words and ask students to identify what words are a noun and what category would they place that noun. TTW have students complete a nouns slideshow.

Asynchronous Work:

Students will do a noun sort to identify whether or not an object is a person, place, thing, or animal.

Standards

2.L.1 Demonstrate command of the conventions of standard English grammar

1.RF.1 Demonstrate understanding of the organization and basic features of print.

2- Project Read 12:10pm - 12:30pm

Unit 15B Lesson 1 & 2

I Can:

- I can identify two consonants make a consonant sound.

Essential Question:

What is a consonant sound?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTS will review phonics sounds from lesson 1-14 in Project Read.

Modeling/Guided Practice:

TTW complete Unit 15b Lesson 1. TTW review with students the consonant blends tr, cr, br, fr, dr, gr, pr, thr, and

Guided Practice:

Students will watch a video about the differences between common and proper nouns.

Asynchronous Work:

Students will do a noun sort to decide if the noun is common or proper noun.

Standards

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

K-Ready Reading 12:30pm - 1:00pm

Read Aloud: The Art Lesson

I Can:

- I can answer questions about key details in the story.
- I can describe characters and major events using key details.
- I can retell the story including key details.

Essential Question:

organization and basic features of print.

2- Project Read 12:10pm - 12:30pm

Unit 15C

I Can:

- I can identify two consonants make a consonant sound.

Essential Question:

What is a consonant sound?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTS will review phonics sounds from lesson 1-14 in Project Read.

Modeling/Guided Practice:

TTW complete Unit 15b Lesson 1. TTW review with students the consonant blends sk, sc, st, sm, sp, sw, sn, squ. TSW follow the teacher as they blend and build



- I can identify two consonants make a consonant sound.

Essential Question:

What is a consonant sound?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTS will review phonics sounds from lesson 1-14 in Project Read.

Modeling/Guided Practice:

TTW complete Unit 15b Lesson 1. TTW review with students the consonant blends tr, cr, br, fr, dr, gr, pr, thr, and shr. TSW follow the teacher as they blend and build words with each of the different blends.

Asynchronous Work:

TSW complete r-blend activity.

Standards

and usage when writing or speaking.

K-Ready Reading 12:30pm - 1:00pm

Read Aloud: The Art Lesson

I Can:

- I can answer questions about key details in the story.
- I can describe characters and major events using key details.
- I can retell the story including key details.

Essential Question:

How does asking and answering questions better help me to understand the story?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW ask students to draw a picture of what they want to be when they grow up.

shr and red word your. TSW follow the teacher as they blend and build words with each of the different blends.

Asynchronous Work:

TSW complete r-blend activity.

Standards

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

K-Ready Reading 12:30pm - 1:00pm

Read Aloud: The Art Lesson

I Can:

- I can answer questions about key details in the story.
- I can describe characters and major events using key details.
- I can retell the story including key details.

Essential Question:

How does asking and answering questions better help me to understand the story?

How does asking and answering questions better help me to understand the story?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW ask students to draw a picture of what they want to be when they grow up.

Modeling/Guided Practice:

TTW read aloud pages 24-32 from the story *The Art Lesson*. TTW review vocabulary words artist, copy, practice, and lessons. TSW draw what happens at the end of the story on page 8 in their Ready Reading book.

Asynchronous Work:

words with each of the different blends.

Asynchronous Work:

TSW complete r-blend activity.

Standards

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

K-Ready Reading 12:30pm - 1:00pm

Read Aloud: The Art Lesson

I Can:

- I can answer questions about key details in the story.
- I can describe characters and major events using key details.
- I can retell the story including key details.

Essential Question:

How does asking and answering questions better help me to understand the story?

Bellringer:



2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

K-Ready Reading 12:30pm - 1:00pm

Read Aloud: The Art Lesson

I Can:

- I can answer questions about key details in the story.
- I can describe characters and major events using key details.
- I can retell the story including key details.

Essential Question:

How does asking and answering questions better help me to understand the story?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW ask students to draw a picture of what

Modeling/Guided Practice:

TTW read aloud pages 3-14 from the story *The Art Lesson*. TTW review vocabulary words artist, copy, practice, and lessons. TSW draw what happens at the beginning of the story on page 6 in their Ready Reading book.

Asynchronous Work:

Students will use picture card to ask a question about the picture.

Standards

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

K.RL.2 With prompting and support, retell familiar stories, including key details.

1-Ready Reading 1:00pm - 1:30pm

Lesson 1 Asking Questions

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW ask students to draw a picture of what they want to be when they grow up.

Modeling/Guided Practice:

TTW read aloud pages 15-23 from the story *The Art Lesson*. TTW review vocabulary words artist, copy, practice, and lessons. TSW draw what happens at the middle of the story on page 7 in their Ready Reading book.

Asynchronous Work:

Students will use picture card to ask a question about the picture.

Standards

K.RL.1 With prompting and support, ask and answer

Students will use picture card to ask a question about the picture.

Standards

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

K.RL.2 With prompting and support, retell familiar stories, including key details.

1-Ready Reading 1:00pm - 1:30pm

Lesson 1 Asking Questions

I Can:

- I can recognize that key details are important pieces of information in a story.
- I can use both text and pictures to identify key details in stories including characters, settings, and events.
- I can ask and answer questions about key details.

Essential Question:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW ask students to draw a picture of what they want to be when they grow up.

Modeling/Guided Practice:

TTW read aloud the story *The Art Lesson*. TTW review vocabulary words artist, copy, practice, and lessons. TSW draw pictures of the story characters doing their favorite thing.

Asynchronous Work:

Students will use picture card to ask a question about the picture.

Standards

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.



they want to be when they grow up.

Modeling/Guided Practice:

TTW read aloud the story *The Art Lesson*. TTW introduce vocabulary words artist, copy, practice, and lessons. TSW draw the two main characters in the story in their reading books on page 5.

Asynchronous Work:

Students will use picture card to ask a question about the picture.

Standards

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

K.RL.2 With prompting and support, retell familiar stories, including key details.

1-Ready Reading 1:00pm - 1:30pm

Lesson 1 Asking Questions

I Can:

- I can recognize that key details are important pieces of information in a story.
- I can use both text and pictures to identify key details in stories including characters, settings, and events.
- I can ask and answer questions about key details.

Essential Question:

How does asking and answering questions better help me to understand the story?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW show a video of the Inuit people and talk about the genre of the story legends.

Modeling/Guided Practice:

questions about key details in a text.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

K.RL.2 With prompting and support, retell familiar stories, including key details.

1-Ready Reading 1:00pm - 1:30pm

Lesson 1 Asking Questions

I Can:

- I can recognize that key details are important pieces of information in a story.
- I can use both text and pictures to identify key details in stories including characters, settings, and events.
- I can ask and answer questions about key details.

Essential Question:

How does asking and answering questions better help me to understand the story?

Bellringer:

How does asking and answering questions better help me to understand the story?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW show a video of the Inuit people and talk about the genre of the story legends.

Modeling/Guided Practice:

TTW review asking and answering questions in a book. TTW use the Ready Reading book on page 44. TTW read pages 28-30 from the story *The Empty Pot*. TSW answer questions on pages 44.

Asynchronous Work:

Students will read a passage and answer

K.RL.2 With prompting and support, retell familiar stories, including key details.

1-Ready Reading 1:00pm - 1:30pm

Lesson 1 Asking Questions

I Can:

- I can recognize that key details are important pieces of information in a story.
- I can use both text and pictures to identify key details in stories including characters, settings, and events.
- I can ask and answer questions about key details.

Essential Question:

How does asking and answering questions better help me to understand the story?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:



I Can:

- I can recognize that key details are important pieces of information in a story.
- I can use both text and pictures to identify key details in stories including characters, settings, and events.
- I can ask and answer questions about key details.

Essential Question:

How does asking and answering questions better help me to understand the story?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW ask students questions to get them thinking about what asking a question means.

Modeling/Guided Practice:

TTW review asking and answering questions in a book. TTW use the Ready Reading book on page 42. TTW read pages 8-11 from the story *The Polar Bear Son*. TSW answer questions on pages 42.

Asynchronous Work:

Students will read a passage k and answer questions on Google Classroom.

Standards

1.RL.1 Ask and answer questions about key details in a text.

2- Ready Reading 1:30pm - 2:00pm

Lesson 3: Describing Connections Between Historical Events

I Can:

- I can use time signal words to describe the order of historical events in a text.
- I can explain how one historical events in a text.

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW show a video of the Inuit people and talk about the genre of the story legends.

Modeling/Guided Practice:

TTW review asking and answering questions in a book. TTW use the Ready Reading book on page 43. TTW read pages 12-14 from the story *The Empty Pot*. TSW answer questions on pages 43.

Asynchronous Work:

Students will read a passage and answer questions on Google Classroom.

Standards

1.RL.1 Ask and answer questions about key details in a text.

questions on Google Classroom.

Standards

1.RL.1 Ask and answer questions about key details in a text.

2- Ready Reading 1:30pm - 2:00pm

Lesson 3: Describing Connections Between Historical Events

I Can:

- I can use time signal words to describe the order of historical events in a text.
- I can explain how one historical events in a text.

Essential Question:

- How can understanding the events can cause another event?

Bell Ringer:

Students will answer grade level based questions on Google Forms.

Anticipatory Set:

TTW ask the students what they know about Native Americans.

TTW show a video of the Inuit people and talk about the genre of the story legends.

Modeling/Guided Practice:

TTW review asking and answering questions in a book. TTW draw a character web for the Emperor from *The Empty Seed*. TTW reread pages 6-7 and 31-32. TTW guide students to describe details we learn about from the Emperor.

Asynchronous Work:

Students will read a passage and answer questions on Google Classroom.

Standards

1.RL.1 Ask and answer questions about key details in a text.

2- Ready Reading 1:30pm - 2:00pm

Lesson 3: Describing Connections Between Historical Events

I Can:



TTW introduce to that good readers ask questions as they are reading a story. TTW use the Ready Reading book on page 41. TTW read a story to students to model how readers think as they are reading a story.

Asynchronous Work:

Students will read a passage and answer questions on Google Classroom.

Standards

1.RL.1 Ask and answer questions about key details in a text.

2- Ready Reading 1:30pm - 2:00pm

Lesson 3: Describing Connections Between Historical Events

I Can:

- I can use time signal words to describe the order of historical events in a text.

Essential Question:

- How can understanding the events can cause another event?

Bell Ringer:

Students will answer grade level based questions on Google Forms.

Anticipatory Set:

TTW ask the students what they know about the American flag.

Guided Practice:

TTW use the Ready Reading book to read the story "A New Flag for a Nation" and sequence the events of the story pages 40-41 & 44.

Asynchronous Work:

The students will read a nonfiction passage on Google Forms and answer comprehension questions.

Standards

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in

2- Ready Reading 1:30pm - 2:00pm

Lesson 3: Describing Connections Between Historical Events

I Can:

- I can use time signal words to describe the order of historical events in a text.
- I can explain how one historical events in a text.

Essential Question:

- How can understanding the events can cause another event?

Bell Ringer:

Students will answer grade level based questions on Google Forms.

Anticipatory Set:

TTW ask the students what they know about the first Thanksgiving

Guided Practice:

TTW use the Ready Reading book to read the story "Voyage of the Mayflower" and answer cause and effect

Guided Practice:

TTW use the Ready Reading book to read the story "Squanto and the Pilgrims" and answer sequencing and cause and effect questions on their own on pages 46-51.

Asynchronous Work:

The students will read a nonfiction passage on Google Forms and answer comprehension questions.

Standards

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Activity 2:00pm - 2:45pm

- I can use time signal words to describe the order of historical events in a text.
- I can explain how one historical events in a text.

Essential Question:

- How can understanding the events can cause another event?

Bell Ringer:

Students will answer grade level based questions on Google Forms.

Anticipatory Set:

TTW ask the students what they know about Native Americans.

Guided Practice:

TTW use the Ready Reading book to check the answers to the story "Squanto and the Pilgrims" and answer sequencing and cause and effect questions on their own on pages 46-51.

Asynchronous Work:



- I can explain how one historical events in a text.

Essential Question:

- How can understanding the events can cause another event?

Bell Ringer:

Students will answer grade level based questions on Google Forms.

Anticipatory Set:

TTW ask the kids what they know about July 4.

Guided Practice:

TTW introduce Lesson 3: Describing Connections Between Historical Events on pages 38-39. TTW read a book about July 4 and ask the students about how the events 1776 caused us to celebrate the Fourth of July.

Asynchronous Work:

The students will read a nonfiction passage on Google Forms and answer comprehension questions.

technical procedures in a text.

Activity 2:00pm - 2:45pm

questions on pages 42-4.3 & 45.

Asynchronous Work:

The students will read a nonfiction passage on Google Forms and answer comprehension questions.

Standards

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Activity 2:00pm - 2:45pm

The students will take Daily Grade 1.3.

Standards

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Activity 2:00pm - 2:45pm



Standards

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Activity 2:00pm - 2:45pm