
















Week Of 1/15	Morning Meeting	Reading Workshop/Whole Group Read Aloud Book: <i>Dear Mr. Blueberry</i> Big Book: <i>What is Science?</i>	Small Group/writing	Phonemic Awareness
Monday	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Letter Ii -Review cards I, a, n with related picture cards to review letters and beginning sounds <ul style="list-style-type: none"> <li>Spelling Pre-Test: GO, CAME, THIS, BE</li> </ul> Flip Chart p. 42	Shared Reading: <i>Dear Mr. Blueberry</i> Introduce and read Book Discuss oral Vocabulary Digging Deeper: Main Ideas and Details	Haggerty Week 16- blend phonemes and middle sounds
	Tuesday	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	<i>Use flip chart p. 47 to identify words that have beginning and middle sounds 'I'</i> <ul style="list-style-type: none"> <li>Practice sight words</li> </ul>	Shared Reading: Big Book: <i>What is Science?</i> Introduce the Skills: Details Develop Background Read Text  Workers Notebook: Unit 16 pages Extra time: RTI intervention for SR
Wednesday		<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Practice words with short 'I'  Letter I/middle sound I- teacher guides students through decoding easy sentences such as, " O sit with my cat, It is a pin, See the tip?"	Shared Reading: Second Read Big Book: <i>What is Science?</i> Discuss Main idea and Details Re-read text Return to essential question
	Thursday	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Writing prompt in journals <b>ASSESSMENTS</b>	Connect to the Topic - Informational Text pp32-38
Friday		<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Spelling Test- <b>ASSESSMENTS</b> <b>CENTERS</b>	Students respond to Reading Log in response to shared reading experience






Week Of 1/16	Centers	Math/ Math workshop	STEM	Social Sciences
<b>Monday</b>	Learning centers TEACHER ASSESSMENT	ADDITION Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	No STEM	UNITED STATES
<b>Tuesday</b>	Unit 1 assessments Students rotate 4 centers/no teacher	ADDITION Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	STEM: Building bridges with cards	UNITED STATES
<b>Wednesday</b>	4 rotations Teacher groups: SR: Animals in the woods OL: <i>My Yard</i> A: <i>In the Tree</i> Students will complete writing response notebooks	TEACHER ASSESSMENTS Students complete math notebooks Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	NO STEM ON WEDNESDAYS	UNITED STATES
<b>Thursday</b>	SR: Alphabet intervention OL: <i>Camping under the stars</i> A: <i>Camping under the stars</i>	Unit 1 assessments Students will complete puzzles	ASSESSMENTS	UNITED STATES
<b>Friday</b>	SR/OL/A: All read What is it( p. 14-19) and Fit in my Cab( p. 20-25)	ASSESSMENTS	ASSESSMENTS	Show and Tell Bo the Zebra

Week Of 1/15	Morning Meeting	Reading Workshop/Whole Group Read Aloud Book: <i>Dear Mr. Blueberry</i> Big Book: <i>What is Science?</i>	Small Group/writing	Phonemic Awareness
<b>Monday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p>Letter Ii -Review cards I, a, n with related picture cards to review letters and beginning sounds</p> <ul style="list-style-type: none"> <li>• Spelling Pre-Test: GO, CAME, THIS, BE</li> </ul> <p>Flip Chart p. 42</p>	<p>Shared Reading: <i>Dear Mr. Blueberry</i> Introduce and read Book Discuss oral Vocabulary Digging Deeper: Main Ideas and Details</p>	<p>Haggerty Week 16- blend phonemes and middle sounds</p>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p><i>Use flip chart p. 47 to identify words that have beginning and middle sounds 'I'</i></p> <ul style="list-style-type: none"> <li>• Practice sight words</li> </ul>	<p>Shared Reading: Big Book: <i>What is Science?</i> Introduce the Skills: Details Develop Background Read Text</p> <p>Workers Notebook: Unit 16 pages Extra time: RTI intervention for SR</p>	<p>Haggerty Week 16- blend phonemes and middle sounds</p>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p>Practice words with short 'I'</p> <p>Letter I/middle sound I- teacher guides students through decoding easy sentences such as, " O sit with my cat, It is a pin, See the tip?"</p>	<p>Shared Reading: Second Read Big Book: <i>What is Science?</i> Discuss Main idea and Details Re-read text Return to essential question</p>	<p>Haggerty Week 16- blend phonemes and middle sounds</p>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p>Writing prompt in journals ASSESSMENTS</p>	<p>Connect to the Topic - Informational Text pp32-38</p>	<p>Haggerty Week 16- blend phonemes and middle sounds</p>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p>Spelling Test- ASSESSMENTS CENTERS</p>	<p>Students respond to Reading Log in response to shared reading experience</p>	<p>Haggerty Week 16- blend phonemes and middle sounds</p>

Week Of 1/16	Centers	Math/ Math workshop	STEM	Social Sciences
<b>Monday</b>	Learning centers TEACHER ASSESSMENT	ADDITION Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	No STEM	UNITED STATES
<b>Tuesday</b>	Unit 1 assessments Students rotate 4 centers/no teacher	ADDITION Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	STEM: Building bridges with cards	UNITED STATES
<b>Wednesday</b>	4 rotations Teacher groups: SR: Animals in the woods OL: <i>My Yard</i> A: <i>In the Tree</i> Students will complete writing response notebooks	TEACHER ASSESSMENTS Students complete math notebooks Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	NO STEM ON WEDNESDAYS	UNITED STATES
<b>Thursday</b>	SR: Alphabet intervention OL: <i>Camping under the stars</i> A: <i>Camping under the stars</i>	Unit 1 assessments Students will complete puzzles	ASSESSMENTS	UNITED STATES
<b>Friday</b>	SR/OL/A: All read What is it( p. 14-19) and Fit in my Cab( p. 20-25)	ASSESSMENTS	ASSESSMENTS	Show and Tell Bo the Zebra






Week Of 1/22	Morning Meeting	Reading Workshop/Whole Group Read Aloud Book: <i>One Dog Canoe</i> Big Book: <i>Atlantic</i>	Small Group/writing	Phonemic Awareness
<b>Monday</b>	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Letter Rr -Review cards I,n,r: with related picture cards to match letter to picture Spelling Pre-test	Shared Reading: <i>One Dog Canoe</i> Introduce and read Book Discuss oral Vocabulary Digging Deeper: Figurative Language	Haggerty Week 18- blend and segment phonemes
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	<i>Students blend and read words: rat, rim, rip, ran</i> <ul style="list-style-type: none"> <li>Sight words</li> </ul>	Shared Reading: Big Book: <i>Atlantic</i> Introduce the Skills: Author's Purpose Develop Background Read Text  Workers Notebook: Unit 6 pages Extra time: RTI intervention for SR	Haggerty Week 18- blend and segment phonemes
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	<ul style="list-style-type: none"> <li>Teacher guides students to decode and read sentences: "The ram ran. I will rip a rag."</li> <li>Review flip chart p. 60</li> </ul>	Shared Reading: Second Read Big Book: <i>Atlantic</i> Discuss Author's Purpose and Figurative Language Re-read Text Return to essential question	Haggerty Week 18- blend and segment phonemes
<b>Thursday</b>	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Context Clues- teacher and students use big book to find clues to help understand unknown words	Connect to the Topic Poetry pp32-38	Haggerty Week 18- blend and segment phonemes
<b>Friday</b>	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Spelling Test 100 day activities	100 day activities	100 day activities

Week Of 1/23	Centers	Math/ Math workshop	STEM	Social Sciences
<b>Monday</b>	Learning centers	Place Value Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	STEM- WATER MOVEMENT	United States
<b>Tuesday</b>	4 rotations Teacher groups: SR: <i>The sea</i> OL: <i>Lets Swim</i> A: <i>By the Sea</i> Students will complete writing response notebooks	Place Value Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	100 day shirts	United States
<b>Wednesday</b>	4 rotations Teacher groups: SR/OL/A: Vocab read: <i>At the Beach</i>	Place Value  Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	100 day shirts	United States
<b>Thursday</b>	SR/OL/A: Will it be Big?(p. 46- 51) and Rip is it (p. 52-57)	Math notebooks	100 day shirts	100 day prep
<b>Friday</b>	100 day activities	100 day math	100 day science	Show and Tell Bo the Zebra






Week Of 1/29	Morning Meeting	Reading Workshop/Whole Group Read Aloud Book: <i>Nicky and the Rainy Day</i> Big Book: <i>Sheep Take a Hike</i>	Small Group/writing	Phonemic Awareness
Monday	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Letter Dd -Review cards d,s,f with related picture cards to Match pictures to sound Use picture cards: dot, dig, six, farm, desk, fan, doll, sandals Sight word Pre-Test	Shared Reading: <i>Nicky and the Rainy Day</i> Introduce and read Book Discuss oral Vocabulary Digging Deeper: Sequence of Events	Haggerty Week 19- Blend and segment phonemes
	Tuesday	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	<i>Flip chart p.68 students blend and read the words: mad, pad, rid, bad</i> <ul style="list-style-type: none"> <li>Sight words</li> </ul>	Shared Reading: Big Book: <i>Sheep Take a Hike</i> Introduce the Skills: Cause and Effect Develop Background Read Text  Workers Notebook: Unit 19 pages Extra time: RTI intervention for SR
Wednesday		<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Teacher guides students to read sentences: Dad is sad. Did you dig a pit?  Review flip chart p.67 and vocabulary context cards	Shared Reading: Second Read Big Book: <i>Sheep Take a Hike</i> Discuss Sequence of Events and Cause and Effect Re-read text Return to essential question
	Thursday	<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Antonyms- use big book to find words that are antonyms	Connect to the Topic Traditional Tales p. 29-38
Friday		<ul style="list-style-type: none"> <li>Greeting</li> <li>Sharing</li> <li>Calendar</li> <li>Morning Message</li> </ul> 	Spelling Test	Students respond to Reading Log in response to shared reading experience

Week Of 1/30	Centers	Math/ Math workshop	STEM	Social Sciences
<b>Monday</b>	Work on valentines day boxes	Math notebooks	No STEM	United States
<b>Tuesday</b>	4 rotations Teacher groups: SR: Taking Pictures OL: <i>Summer Camp</i> A: <i>Come for a Swim</i> Students will complete writing response notebooks	Math notebooks	STEM: Queen of Hearts STEM LAB	United States
<b>Wednesday</b>	4 rotations Teacher groups: SR/OL/A: Vocab reader: Going for a Hike	Math notebooks	NO STEM ON WEDNESDAYS	United States
<b>Thursday</b>	SR/OL/A: Go for it(p. 62-67) and D is for dad( 68-73) From student book	I have who has....	STEM: WOODEN HEART LAB	United States
<b>Friday</b>	Learning centers Valentine centers	Math notebooks	NO STEM ON FRIDAYS	Show and Tell Bo the Zebra








Week Of 2/5	Morning Meeting	Reading Workshop/Whole Group Read Aloud Book: <i>Duck and Goose</i> Big Book: <i>Curious George's Dinosaur Discovery</i>	Small Group/writing	Phonemic Awareness
<b>Monday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	Letter Aa -Review cards a,s,m with related picture cards to review letters and beginning sounds <ul style="list-style-type: none"> <li>• Sight word: See Flip Chart p. 42</li> </ul>	Shared Reading: <i>Listen, Listen</i> Introduce and read Book Discuss oral Vocabulary Digging Deeper: Text and Graphic Features	Haggerty Week 20- Add and segment Phonemes
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	Students make up sentences about their senses <ul style="list-style-type: none"> <li>• Sight word: See</li> </ul>	Shared Reading: Big Book: <i>My Five Senses</i> Introduce the Skills: Compare and Contrast T34 Develop Background Read Text  Workers Notebook: Unit 6 pages Extra time: RTI intervention for SR	Haggerty Week 20- Add and segment Phonemes
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	Students take turns telling a story using descriptive words  Letter A- Brainstorm words that begin with A	Shared Reading: Second Read Big Book: <i>My Five Senses</i> Discuss Text and Graphic Features Re-read text Return to essential question	Haggerty Week 20- Add and segment Phonemes
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	Things that make us happy- Writing Prompt in Journals  Context Clues	Connect to the Topic Poetry pp32-38	Haggerty Week 20- Add and segment Phonemes
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	T68- Students practice describing things using their five senses	Students respond to Reading Log in response to shared reading experience	Haggerty Week 20- Add and segment Phonemes

Week Of 2/6	Centers	Math/ Math workshop	STEM	Social Sciences
<b>Monday</b>	N/A Complete 5 senses activity	Shapes Intro to shapes Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	No STEM	listening
<b>Tuesday</b>	Unit 1 assessments Students rotate 4 centers/no teacher	Shapes I have who has shapes Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	STEM UNIT 2 : Magnetism- lab	listening
<b>Wednesday</b>	4 rotations Teacher groups: SR: The Market OL: <i>My Pet</i> A: <i>My House</i> Students will complete writing response notebooks	Shapes Shape Hunt  Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	NO STEM ON WEDNESDAYS	listening
<b>Thursday</b>	Unit 1 assessments Students rotate 4 centers/no teacher	Unit 1 assessments Students will complete puzzles	Unit 1 assessments Students will complete puzzles	Social sciences: Presidents
<b>Friday</b>	RTI intervention 4 rotations- vocab reader look at me!	Shapes Shape assessment Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	NO STEM ON FRIDAYS	Show and Tell Bo the Zebra

Week Of 2/19	Morning Meeting	Reading Workshop/Whole Group Read Aloud Book: Simon and Molly plus Hester Big Book: <i>Zin Zin Violin</i>	Small Group/writing	Phonemic Awareness
<b>Monday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p>Letter Oo -Review cards o, i, m with related picture cards to review letters and beginning sounds</p> <ul style="list-style-type: none"> <li>• Sight Word Pre-Test</li> </ul> <p>Flip Chart p.5</p>	<p>Shared Reading: Simon and Molly Plus Hester Introduce and read Book Discuss oral Vocabulary Digging Deeper: Author's Word Choice</p>	<p>Haggerty Week 21-Blend, segment and substitute phonemes</p>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p>Students make words with middle sounds /o/</p> <ul style="list-style-type: none"> <li>• Sight word practice- sight word songs and line</li> </ul>	<p>Shared Reading: Big Book: Zin Zin Violin Introduce the Skills: Details Develop Background Read Text</p> <p>Extra time: RTI intervention for SR</p>	<p>Haggerty Week 21-Blend, segment and substitute phonemes</p>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p>Students Find mistakes in morning message Letter O- the teacher guides the students to decode and read the sentences: Pop got a mop. The pot is on the cot.</p>	<p>Shared Reading: Second Read Big Book: <i>My Five Senses</i> Discuss Text and Graphic Features Re-read text Return to essential question</p>	<p>Haggerty Week 21-Blend, segment and substitute phonemes</p>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p>Words with o Review Alphafriend Card and Flip Chart p. 6. Students review and reread the words and sentences from the anchor chart on Wednesday</p>	<p>Connect to the Topic Poetry pp. 30-35</p>	<p>Haggerty Week 21-Blend, segment and substitute phonemes</p>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<p>Spelling test</p>	<p>Students respond to Reading Log in response to shared reading experience</p>	<p>Haggerty Week 21-Blend, segment and substitute phonemes</p>

Week Of 2/20	Centers	Math/ Math workshop	STEM	Social Sciences
<b>Monday</b>	Book Report form based on Shared reading book	Addition with regrouping Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	No STEM	Civil studies
<b>Tuesday</b>	SR/A/OL: all read Friends vocab reader with teacher	Addition with regrouping  Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	STEM UNIT 2 : Woodlands- watch video on different types of trees	Civil studies
<b>Wednesday</b>	4 rotations Teacher groups: SR: The Show OL: <i>Mouse and Bear</i> A: <i>Kevin and Lucy</i> Students will complete writing response notebooks	Review 3d- and 2d shapes Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	NO STEM ON WEDNESDAYS	Friendship circle exercises
<b>Thursday</b>	Students read /ă/ and /i/ CVC words fluency charts. Students and teacher read Make it Pop! (pp.94-99) My Dog Tom (pp. 100-105) from the Student Book. (T51 & T60)	I have who has cards- addition worksheets	Tree books	Bus safety
<b>Friday</b>	Stuart Little	Shapes Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	NO STEM ON FRIDAYS	Show and Tell Bo the Zebra

Week Of 2/26	Morning Meeting	Reading Workshop/Whole Group Read Aloud Book: <i>A Tiger Grows Up</i> Big Book: Leo the Late Bloomer	Small Group/writing	Phonemic Awareness
<b>Monday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	Letter Xx -Review cards x, t, n with related picture cards to review letters and beginning sounds <ul style="list-style-type: none"> <li>• Spelling Pre-Test</li> </ul>	Shared Reading: <i>A Tiger Grows Up</i> Introduce and read Book Discuss oral Vocabulary Digging Deeper: Sequence of Events	Haggerty Week 22- blend, segment, substitute phonemes
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	<ul style="list-style-type: none"> <li>• Blend, Segment &amp; Substitute Phonemes (T107) Use Flip Chart p. 11, students follow the directions to blend and segment sounds. Teacher gives the following directions: Change /m/ in man to /k/ Change /n/ in nap to /k/ Change /b/ in box to /f/ Change /t/ in ten to /h/ Change /s/ in sit to /p/</li> </ul>	Shared Reading: Big Book: <i>Leo the Late Bloomer</i> Introduce the Skills: Story and Structure Develop Background Read Text	Haggerty Week 22- blend, segment, substitute phonemes
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	the teacher guides the students to decode and read the sentences: My job is to mix jam. Fox and ox go for a jog. High Frequency Word Review Flip Chart p. 12 & Vocabulary Cards.	Shared Reading: Second Read Big Book: Leo the Late Bloomer Discuss Sequence of Events and Story Structure Re-read text Return to essential question	Haggerty Week 22- blend, segment, substitute phonemes
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	Antonyms	Connect to the Topic Informational Text pp31-38	Haggerty Week 22- blend, segment, substitute phonemes
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Sharing</li> <li>• Calendar</li> <li>• Morning Message</li> </ul> 	Spelling Tests	Students respond to Reading Log in response to shared reading experience	Haggerty Week 22- blend, segment, substitute phonemes

Week Of 2/27	Centers	Math/ Math workshop	STEM	Social Sciences
<b>Monday</b>	SR/OL/A: Vocab reader- Family Fun	Intro to Subtraction Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	Puppet Show- Pre show prep for field trip	Field Trip Behavior
<b>Tuesday</b>	FIELD TRIP	FIELD TRIP	FIELD TRIP	listening
<b>Wednesday</b>	4 rotations Teacher groups: SR: Our Family Vacation OL: <i>A day at School</i> A: <i>Good Job Sam!</i> Students will complete writing response notebooks	Subtraction Workshop: 2 rotations/4 groups Work with Partner Work by yourself Math Facts Work with Teacher	NO STEM ON WEDNESDAYS	Soap Science
<b>Thursday</b>	Students read /i/ and /ø/ CVC words fluency charts. Students and teacher read <i>A Good Job</i> (pp.110-115) and <i>Fix It!</i> (pp. 116- 121) from the Student Book. (T145 & T154	Subtraction without regrouping Worksheet	NO STEM	Debating
<b>Friday</b>	Learning stations	Bump!	NO STEM ON FRIDAYS	Show and Tell Bo the Zebra