

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting *Meetings will be recorded and viewable later.		READ ALOUD with Ms. Menso @1:45pm-2pm ***NOT required*** You can join the meeting on Teams to listen. The meeting will also be recorded for those who want to listen later!		READ ALOUD with Ms. Menso @1:45pm-2pm ***NOT required*** You can join the meeting on Teams to listen. The meeting will also be recorded for those who want to listen later!	
Daily Check-in 5 minutes/day All check-ins should be 100% independent	Seesaw Share Day! CAN DO: Seesaw Drawing Challenge Day 5	Seesaw Question of the Day: What do you think it means to be a good friend? CAN DO: Seesaw Drawing Challenge Day 6	Seesaw PE Check-In CAN DO: Seesaw Drawing Challenge Day 7	Seesaw What is your personal weather today? Example: I am stormy today because I feel upset. OR I am partly cloudy today because I feel calm and okay. CAN DO: Seesaw Drawing Challenge Day 8	Seesaw GLAD for Week 7 CAN DO: Seesaw Drawing Challenge Day 9
Learning Target	<i>I can contribute to the detail sentences and concluding statement in a piece of shared writing. (RI.K.1, RI.K.2, RI.K.3, W.K.7, W.K.8)</i>	<i>I can contribute to the detail sentences and concluding statement in a piece of shared writing. (RI.K.1, RI.K.2, RI.K.3, W.K.7, W.K.8)</i>	<i>I can read a text to research how animals depend on trees for food. (RI.K.1, RI.K.1, RI.K.3, RI.K.4, RI.K.7)</i>	<i>I can read a text to research how animals depend on trees for food. (RI.K.1, RI.K.1, RI.K.3, RI.K.4, RI.K.7)</i>	
Literacy Module Guiding Question: How do living things depend on trees to meet their needs?	Seesaw Discuss: How do people depend on trees for food? How can I use our reading to help me write? Do: Writing detail sentences 70% independent, 30% supported	Seesaw Finish the read aloud and activities from Monday.	Seesaw Read Aloud: "Be a Friend to Trees" pages 14-17. Discuss: What do animals eat from trees? Do: Find and present two examples of what animals eat from trees.	Seesaw Finish the read aloud and activities from Wednesday.	CAN DO: Seesaw "Who Depends on Trees?" Riddles

15 – 20 minutes/Day			70% independent, 30% supported		
Literacy Skills About 20 minutes/day	<p>Freckle -ad, -ed, -ab, and -ob word sort 80% independent, 20% supported</p> <p>Freckle Cad, Jed, and Rob decodable reading 80% independent, 20% supported</p>	<p>Offline <u>Student Choice:</u> Read to self</p> <p>Writing, outside or inside</p> <p>Listen to reading (audiobook of your choice, or read aloud on Teams)</p> <p>*Students must do offline skills at least once this week.</p>	<p>Seesaw <u>Scratch and Say</u> 80% independent, 20% supported</p> <p>Freckle -at, -it, and -ot word sort 80% independent, 20% supported</p>	<p>Offline <u>Student Choice:</u> Read to self</p> <p>Writing, outside or inside</p> <p>Listen to reading (audiobook of your choice, or read aloud on Teams)</p> <p>*Students must do offline skills at least once this week.</p>	<p>Seesaw <u>Literacy Skills check-in (showing what you did during student choice through a picture, video, or recording).</u> 100% independent</p> <p>CAN DO: Seesaw Mystery Word</p>
Learning Target	1.G.A.2 – I can compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	1.G.A.3 -I can partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.	1.G.A.3 -I can partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. 1.G.A.3 -I can partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.	1.G.A.3 -I can partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. 1.G.A.3 -I can partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.	
1 st Grade Math 20 minutes/day	<p>Seesaw <u>3D Shapes</u> 80% independent, 20% supported</p>	<p>Seesaw <u>Taking Apart or Partitioning Shapes</u> 80% independent, 20% supported</p>	<p>Freckle <u>Composite 3D Shapes</u> 80% independent, 20% supported</p> <p>Freckle <u>Partition Shapes</u> 80% independent, 20% supported</p>	<p>Seesaw <u>Learning Target Progress Check</u> 100% independent</p> <p>CAN DO: Freckle adaptive practice or Offline math</p>	<p>Freckle <u>Geometry Benchmark Assessment</u> 100% independent</p>
Learning Target	I can solve real world problems using math	I can solve real world problems using math	I can solve real world problems using math	I can understand adding 1 more	I can solve addition and subtraction facts within 5

	I can tell how many there are by looking and not counting	I can write and count within 6 I can add using a 10 frame	I can write and count within 8 I can subtract from 5	I can make 6 and 7 by writing and using a 10 Frame	
Kindergarten Math	Seesaw <i>Squirrel Problem 2</i> <i>How Many on the 10 Frames?</i> 80-100% independent	Seesaw <i>Notice and Wonder - Peppers</i> <i>Number 6 and 10 Frame addition</i> 80-100% independent	Seesaw <i>Notice & Wonder - Dominoes</i> <i>Number 8 and Subtracting from 5</i> 80-100% independent	Offline <i>I-Ready Paper practice Packet – pages 12-14</i> 80-100% independent	Seesaw <i>Fact Fluency Assessment</i> 100% independent – <u>no help with this one</u>
Learning Target	I can use indicators and models to help conduct investigations I know that ultraviolet light in sunlight can be harmful	I can use indicators and models to help conduct investigations I can present and explain my work to others	I can design and build a shelter to protect a model person from ultraviolet rays I can use what learned from my investigations when choosing materials and the way I will build	I can present and explain my work to others I can provide reasons why I used the materials I did and built it the way I did I can answer questions about my work	I can provide feedback to classmates that notes something positive about their work and a way they could improve it
Science 20 minutes/day	Seesaw <i>Watch: "Indicators: UV beads show and tell us important information" and "Scientific Models: Making a Peop."</i> 90-100% independent	Seesaw <i>Make a video to Introduce your Peop</i> 75% Independent	Seesaw <i>Design and build a shelter to protect your Peop from ultraviolet light</i> 75-100% independent	Seesaw <i>Exhibition Day - Present your Model: Make a video explaining your shelter</i> 75% independent	Seesaw <i>Leave one positive thing you noticed about your classmate's work and one suggestion for making it better.</i> 75% independent
PE	Offline Student choice	Offline Student choice	Seesaw <i>PE Check-in (Counts as Daily Check-In)</i>	Offline Student choice	Offline Student choice

Must Dos Due by End of Friday

Seesaw

1. Daily check-ins (this is one way to be counted present)
2. Module read aloud and activities (posted Monday/Wednesday)
3. Literacy Skills check-in: showing what you did during choice time
4. 1st Math: Taking apart shapes
5. 1st Math: 3D Shapes
6. 1st Math: Learning Target progress check
7. K Math: *Squirrel Problem 2, How Many on the 10 Frames?*
8. K Math: Notice and Wonder - Peppers, Number 6 and 10 Frame addition
9. K Math - *Notice & Wonder - Dominoes*, Number 8 and Subtracting from 5
10. K Math - I-Ready Paper practice Packet – pages 12-14
11. K Math - Fact Fluency Assessment
12. Science: Watch: “Indicators: UV beads show and tell us important information” and “Scientific Models: Making a Peop.”
13. Science: Make a video to Introduce your Peop
14. Science: Design and build a shelter to protect your Peop from ultraviolet light
15. Science: Exhibition Day - Present your Model: Make a video explaining your shelter
16. Science: Comment on classmate's shelters
17. PE Check-In

Freckle

1. -ad, -ed, -ab, and -ob word sort
2. -at, -it, and -ot word sort
3. Cad, Jed, and Rob decodable reading
4. K Math: Fact practice
5. 1st Math: Partition Shapes
6. 1st Math: Geometry Benchmark Assessment
7. 1st Math: Composite 3D Shapes

Offline

1. Spend some time outside each day!
2. Get your body moving with PE choices or other physical activities
3. 1st Grade: practice math skills with the take-home packet, an offline game, Freckle, or other online games you like
4. K Math: Pages 10 and 11 in the i-Ready paper packet
5. Read and listen to reading (either a recording or a live person).
6. Write