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| **Daily Agenda:**  ***Reading/ELA***  ***Week 1: Where Are My Animal Friends*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Unit Vocabulary:  **HFW:** does, good-bye, before, won't, oh, right  **Phonics and Spelling:** faster, tallest, sadder, biggest, fastest, shorter, saddest, taller, shortest, bigger  **Amazing words:** hibernate, temperature, freeze, weary, migrate, autumn, bitterly | | | | | |
| **Learning Target** | **Learning Target**  I can successfully read and write pattern -dge  I can successfully comprehend story. I can successfully read and write words with comparative endings -er, -est  **Essential questions:** 1.What do you remember about how a caterpillar changes? 2. What does the author want you to learn from this play? 3. Why are the animals in a hurry to find their friends? 4. How do you know which line to read in a play? | **Learning Target**  I can successfully read and write pattern -dge  I can successfully comprehend story. I can successfully read and write words with comparative endings -er, -est  **Essential questions:** 1.What do you remember about how a caterpillar changes? 2. What does the author want you to learn from this play? 3. Why are the animals in a hurry to find their friends? 4. How do you know which line to read in a play? | **Learning Target**  I can successfully read and write pattern -dge  I can successfully comprehend story. I can successfully read and write words with comparative endings -er, -est  **Essential questions:** 1.What do you remember about how a caterpillar changes? 2. What does the author want you to learn from this play? 3. Why are the animals in a hurry to find their friends? 4. How do you know which line to read in a play? | **Learning Target**  I can successfully read and write pattern -dge  I can successfully comprehend story. I can successfully read and write words with comparative endings -er, -est  **Essential questions:** 1.What do you remember about how a caterpillar changes? 2. What does the author want you to learn from this play? 3. Why are the animals in a hurry to find their friends? 4. How do you know which line to read in a play? | **Learning Target**  I can successfully read and write pattern -dge  I can successfully comprehend story. I can successfully read and write words with comparative endings -er, -est  **Essential questions:** 1.What do you remember about how a caterpillar changes? 2. What does the author want you to learn from this play? 3. Why are the animals in a hurry to find their friends? 4. How do you know which line to read in a play? |
| **Common Core/ Quality Core** | **Standards Covered**  Standard**CC.1.SL.1** - Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  Standard**CC.1.RL.5** - Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  Standard**CC.1.RF.3** - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.  Standard**CC.1.W.2** - Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | | | |
| **Instructional Practices** | *Small Group*  *Individual*  *Literacy Centers*  *Differentiated* | *Small Group*  *Individual*  *Literacy Centers*  *Differentiated* | *Small Group*  *Individual*  *Literacy Centers*  *Differentiated* | *Small Group*  *Individual*  *Literacy Centers*  *Differentiated* | *Small Group*  *Individual*  *Literacy Centers*  *Differentiated* |
| **Bell Ringer**  **Activities/ Assignments/Exit** | Phonics activities; white boards; grammar skills; reading comprehension; questioning skills; word work; writing skills MAP TESTING, SGG  <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/where_are_my_animal_friend.pdf>  Migration and hibernation> United Streaming | | | | |
| **Intended Homework** | Reading Response | Reading Response | Reading Response | Reading Response | None |
| **Accommodations** | See attached list | See attached list | See attached list | See attached list | See attached list |
| **Assessment:**  \*Formative-F  \*Summative-S | **F-Teacher observation and individual student work** | **F-Teacher observation and individual student work** | **F-Teacher observation and individual student work** | **F-Teacher observation and individual student work** | S-**Weekly assessment** |

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| **Daily Agenda: *Math***  ***Chapter 10- Represent Data*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** bar graph, picture graph, tally chart, tally mark  **Essential Questions:**  **1. What kind of graph or chart can you make to record the weather for one week? 2. What kinds of weather might there be in the winter where you live? 3. What does each circle stand for on a picture graph? 4. What does each stick figure mean?** | | | | | |
| **Learning Target** | I can make a tally chart. | I can count the tallies on a tally chart. I can make a tally chart and interpret the information | I can make a graph. | I can organize and interpret data | I can organize and interpret data . |
| **Common Core/ Quality Core** | **Standards Covered**  Standard**CC.1.MD.3** - Tell and write time in hours and half-hours using analog and digital clocks.  Standard**CC.1.MD.4** - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | | | | |
| **Instructional Practices** | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* |
| **Bell Ringer Activities/ Assignments/Exit** | **Math Workshops**  **Go Math!** Mid Chapter Checkpoint  10.5 pgs 429-432  Mega Math & Fast Math | **Math Workshops**  **Go Math!**  Chapter 10 10.6 & 10.7pgs 433-440  Mega Math & Fast Math | **Math Workshops**  **Go Math!**  Chapter 10.7 & 10.8 Pgs 437-442  Mega Math & Fast Math | **Math Workshops**  **Go Math!**  Chapter 10 Review/Test  Mega Math & Fast Math | **Math Workshops**  **Go Math!**  Chapter 10 Review/Test  Mega Math & Fast Math |
| **Intended Homework** | Homework packet | Homework packet | Homework packet | Homework packet | None-Homework packet due |
| **Accommodations** | See attached list | See attached list | See attached list | See attached list | See attached list |
| **Assessment:**  \*Formative-F  \*Summative-S | F-Student work, teacher observation | F-Student work, teacher observation | F-Student work, teacher observation | F-Student work, teacher observation | F-Student work, teacher observation |

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| **Daily Agenda:**  ***Social Skills/ ELA Enrichment: Summarizing (working together to complete a task)*** | **Monday**  **Corduroy**  **Michael Recycle** | **Tuesday**  **What Does It Mean To Be Green?** | **Wednesday**  **Animal Migration and Winter Adaptions** | **Thursday**  **Snow Rabbit, Spring Rabbit** | **Friday**  **Rebuilding the Magic School Bus** |
| **Unit Vocabulary: Character, setting, main idea, summarize**  **Essential Question: How can we work as a team to complete a task?** | | | | | |
| **Learning Target** | **I can:**  demonstrate good leadership skills. I can wait patiently for a turn or to be called on. | **I can:**  demonstrate good leadership skills. I can help others. I can stay on task. | **I can:**  demonstrate good leadership skills. I can wait patiently for a turn or to be called on. | **I can:**  demonstrate good leadership skills. I can help others. I can stay on task. | **I can:**  demonstrate good leadership skills. I can help others. I can have encourage others. I can wait patiently. I can stay on task. I can demonstrate good sportsmanship. |
| **Common Core/ Quality Core** | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8 Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. |
| **Instructional Practices** | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* |
| **Bell Ringer**  **Activities/ Assignments/Exit** | Discussion-worries or concerns  Complete any unfinished daily work.  Team work-characters, nouns  Sentence building | Discussion-worries or concerns  Complete any unfinished daily work.  Teamwork-Setting, verbs | Discussion-worries or concerns  Complete any unfinished daily work.  Team work- Main Idea  Sentence building | Discussion-worries or concerns  Complete any unfinished daily work.  Team work- Summarize  Writing- Recycling | Discussion-worries or concerns  Complete any unfinished daily work.  Fun Friday, Goal monitoring, rewards, lunch bunch for all that have Dojo monsters in green.  Birdfeeders Project |
| **Intended Homework** | None | None | None | None | None |
| **Accommodations** | See attached list | See attached list | See attached list | See attached list | See attached list |
| **Assessment:**  \*Formative-F  \*Summative-S | F-student work and teacher observations | F-student work and teacher observations | F-student work and teacher observations | F-student work and teacher observations | F-student work and teacher observations |

Accommodations:

C.B.-relaxation strategies, visual and verbal prompts, breaks when needed, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

A.A.M.-visual supports for expectations, corrective feedback, and direct instruction in replacement behaviors, DI in social skills, frequent positive feedback, repeated directions, reinforcement menu, proximity control, sequential directions, frequent breaks, and opportunity for movement.

E.H.- visual timer, redirection, corrective feedback and reteaching, sensory strategies & breaks, first/then strategy, modeling behaviors, reinforcers, verbal & visual cues.

N.B.- visual and verbal prompts and cues, modeling, social stories, visual display for classroom routines and expectations, preferential seating, proximity, advanced warnings, structured transitions