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| **.Daily Agenda:*****Reading/ELA*** ***Week 2: I’m a Caterpillar*** | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Unit Vocabulary: **HFW:** done, visit, know, wait, push**Phonics and Spelling:** her, girl, shirt, sir, first, burn, fur, bird, were, hurt**Amazing words:** cycle, insect, flurries, fragile, develop, rearrange, emerge, vessel |
| **Learning Target** | **Learning Target**I can successfully read and write r-controlled vowels er, ir, urI can successfully comprehend a story.I can successfully read and write words with contractionsEssential questions 1. What other animals have you read about that change? 2. Why do you think the author ends the selection the same way it starts?  3. Name one fact you learned about caterpillars? 4. How does the order the author used to write this selection help you understand it better?  | **Learning Target**I can successfully read and write r-controlled vowels er, ir, urI can successfully comprehend a story.I can successfully read and write words with contractionsEssential questions 1. What other animals have you read about that change? 2. Why do you think the author ends the selection the same way it starts?  3. Name one fact you learned about caterpillars? 4. How does the order the author used to write this selection help you understand it better?  | **Learning Target**I can successfully read and write r-controlled vowels er, ir, urI can successfully comprehend a story.I can successfully read and write words with contractionsEssential questions 1. What other animals have you read about that change? 2. Why do you think the author ends the selection the same way it starts?  3. Name one fact you learned about caterpillars? 4. How does the order the author used to write this selection help you understand it better?  | **Learning Target**I can successfully read and write r-controlled vowels er, ir, urI can successfully comprehend a story.I can successfully read and write words with contractionsEssential questions 1. What other animals have you read about that change? 2. Why do you think the author ends the selection the same way it starts?  3. Name one fact you learned about caterpillars? 4. How does the order the author used to write this selection help you understand it better?  | **Learning Target**I can successfully read and write r-controlled vowels er, ir, urI can successfully comprehend a story.I can successfully read and write words with contractionsEssential questions 1. What other animals have you read about that change? 2. Why do you think the author ends the selection the same way it starts?  3. Name one fact you learned about caterpillars? 4. How does the order the author used to write this selection help you understand it better?  |
| **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 <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/im_a_caterpillar1.pdf> |
| **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 read a picture graph. | I can read a picture graph. | I can make a picture graph. | I can make a bar graph. | I can make a tally chart. |
| **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!**  Chapter 10 Chapter 10.1 &10.2Pgs 413-419Mega Math & Fast Math  | **Math Workshops****Go Math!**  Chapter 10 Chapter 10.1 &10.2Pgs 413-419Mega Math & Fast Math  | **Math Workshops****Go Math!**  Chapter 10.3 & 10.4 Pgs 421-428Mega Math & Fast Math  | **Math Workshops****Go Math!**  Chapter 10.3 & 10.4 Pgs 421-428Mega Math & Fast Math  | **Math Workshops****Go Math!**  Chapter 10.5 & 10.6 Pgs 429-436Mega 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****Charlie the Caterpillar/** | **Tuesday****Corduroy** | **Wednesday****Butterfly Park** | **Thursday****The Life Cycle of a Butterfly** | **Friday****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 concernsComplete any unfinished daily work.Team work-characters, nounsSentence building | Discussion-worries or concernsComplete any unfinished daily work.Teamwork-Setting, verbsPainting | Discussion-worries or concernsComplete any unfinished daily work.Team work- Main IdeaSentence building | Discussion-worries or concernsComplete any unfinished daily work.Team work- SummarizeWriting- Butterfly Life Cycle | Discussion-worries or concernsComplete any unfinished daily work.Fun Friday, Goal monitoring, rewards, lunch bunch for all that have Dojo monsters in green. |
| **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