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| **Daily Agenda:*****Reading/ELA*** ***Week 1: Who Works Here?*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** **Who works to make a community a nice place?****HFW:** live, who, out, work, people**Amazing words:** citizen, law, branch, patrol, community, leader, headquarters, earn**Phonics and spelling:** like, time, dime, kite, ride, white, hide, smile, bike, ice |
| **Learning Target** | **Essential question:** How are the [jobs](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FMWZ2MEV0MC9mZE5ja2x5blVTaUxjZ0srb0llM1BqR3dBUGFWNENVM3NvSEE2cFRWVkFnWFVxYmkyYm1pOVZHY2NoVkRqNmk2ZzN4TklIS2pBR0RTM2VRcDYrWUtsWHpKUDArRkxqVnV6Yy9VVDUvM1plYTRhZXJJV0ErSEhqSkVlRlI0bU4waUc0MGpEUms5ME5xekkxRDVnQjlMV3UzQU1tWVpGYWRUQnA0PQ2) listed alike and how are they different? What is the most important idea on pages 90-91?**I can** successfully read and write long i: i\_e**I can** successfully comprehend story.**I can** successfully**read and write consonants: wh, ch, tch, ph** | **Essential question:** What are other words we can use instead of "chat"? 2. What did you learn from reading this story?**I can** successfully read and write long i: i\_e**I can** successfully comprehend story.**I can** successfully**read and write consonants: wh, ch, tch, ph** | **Essential question:** How are the [jobs](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FMWZ2MEV0MC9mZE5ja2x5blVTaUxjZ0srb0llM1BqR3dBUGFWNENVM3NvSEE2cFRWVkFnWFVxYmkyYm1pOVZHY2NoVkRqNmk2ZzN4TklIS2pBR0RTM2VRcDYrWUtsWHpKUDArRkxqVnV6Yy9VVDUvM1plYTRhZXJJV0ErSEhqSkVlRlI0bU4waUc0MGpEUms5ME5xekkxRDVnQjlMV3UzQU1tWVpGYWRUQnA0PQ2) listed alike and how are they different? What is the most important idea on pages 90-91?**I can** successfully read and write long i: i\_e**I can** successfully comprehend story.**I can** successfully**read and write consonants: wh, ch, tch, ph** | **Essential question:** What does a family do together**?****I can** successfully read and write long i: i\_e**I can** successfully comprehend story.**I can** successfully**read and write consonants: wh, ch, tch, ph** | **Essential question:** How are the [jobs](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FMWZ2MEV0MC9mZE5ja2x5blVTaUxjZ0srb0llM1BqR3dBUGFWNENVM3NvSEE2cFRWVkFnWFVxYmkyYm1pOVZHY2NoVkRqNmk2ZzN4TklIS2pBR0RTM2VRcDYrWUtsWHpKUDArRkxqVnV6Yy9VVDUvM1plYTRhZXJJV0ErSEhqSkVlRlI0bU4waUc0MGpEUms5ME5xekkxRDVnQjlMV3UzQU1tWVpGYWRUQnA0PQ2) listed alike and how are they different? What is the most important idea on pages 90-91?**I can** successfully read and write long i: i\_e**I can** successfully comprehend story.**I can** successfully**read and write consonants: wh, ch, tch, ph** |
| **Common Core/ Quality Core** | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and [answer](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7b3D58CE45-0F9C-4E30-A8F3-D7EE8A6D086B%7d) questions about key details in a text.Standard**CC.1.RL.3** - Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.Standard**CC.1.RF.3c** - Phonics and [Word Recognition](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7b3D58CE45-0F9C-4E30-A8F3-D7EE8A6D086B%7d): Know final -e and common vowel team conventions for representing long vowel sounds.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** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/who_works_here.pdf> |
| **Intended Homework** | Homework packet | Homework packet | Homework packet | Homework packet | 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*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** digit, hundred, ones, ten**Essential Questions:** How can you use different ways to write a number as tens and ones. How can you show a number as tens and ones? How can you model and name groups of tens? |
| **Learning Target** | **I can** show a number as ten and ones | **I can** show a number as ten and ones | I can show numbers to 100 as tens and ones. | I can groups cubes to show a number as tens and ones | I can add and subtract in different ways. |
| **Common Core/ Quality Core** | Standard**CC.1.NBT.2** - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: -- a. 10 can be thought of as a bundle of ten ones — called a "ten." -- b. The numbers from 11 to 19 are composed of a ten and [one](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FcFJtUy9jMjNEYVNNdy93T2JkanowZmhkLy9QVkdaQ1NldFlic0g0ejZJUUFtWUF1L2ZneGNBVmZsc0FtUHVKSklBYjU3WkIzbjA3cDEwd1ZDOUdRWGFJSTlOVG8yVlY5MlVTMHVVTmRLUGRJVzlLZTJEUzJNVHpQTGtVSHloZDBzMGFiYkZqaUhudWxHL3FzVmdIZnZ1UENpWmljbUtXNDgzNlJ6N3pqK3BNPQ2), two, three, four, five, six, seven, eight, or nine ones. -- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | Standard**CC.1.NBT.2** - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: -- a. 10 can be thought of as a bundle of ten ones — called a "ten." -- b. The numbers from 11 to 19 are composed of a ten and [one](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FcFJtUy9jMjNEYVNNdy93T2JkanowZmhkLy9QVkdaQ1NldFlic0g0ejZJUUFtWUF1L2ZneGNBVmZsc0FtUHVKSklBYjU3WkIzbjA3cDEwd1ZDOUdRWGFJSTlOVG8yVlY5MlVTMHVVTmRLUGRJVzlLZTJEUzJNVHpQTGtVSHloZDBzMGFiYkZqaUhudWxHL3FzVmdIZnZ1UENpWmljbUtXNDgzNlJ6N3pqK3BNPQ2), two, three, four, five, six, seven, eight, or nine ones. -- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | Standard**CC.1.NBT.2** - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: -- a. 10 can be thought of as a bundle of ten ones — called a "ten." -- b. The numbers from 11 to 19 are composed of a ten and [one](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FcFJtUy9jMjNEYVNNdy93T2JkanowZmhkLy9QVkdaQ1NldFlic0g0ejZJUUFtWUF1L2ZneGNBVmZsc0FtUHVKSklBYjU3WkIzbjA3cDEwd1ZDOUdRWGFJSTlOVG8yVlY5MlVTMHVVTmRLUGRJVzlLZTJEUzJNVHpQTGtVSHloZDBzMGFiYkZqaUhudWxHL3FzVmdIZnZ1UENpWmljbUtXNDgzNlJ6N3pqK3BNPQ2), two, three, four, five, six, seven, eight, or nine ones. -- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | Standard**CC.1.NBT.1** - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | Standard**CC.1.NBT.1** - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
| **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**Mega Math**Go Math Chapter 6 6.3 249-252**Fast MathSkill Review | **Math Workshops**Mega Math**Go Math Chapter 6 cont’d****6.3 249-252** **(6.4) 253-256)**Fast MathSkill Review | **Math Workshops**Mega Math**Go Math Continue lesson 6.4 pg 253-256****6.5 pgs 257-260**Fast Math Skill Review | **Math Workshops**Mega Math**Go Math lesson 6.5 pgs 257-260**Fast Math Skill Review | **Math Workshops**Mega MathFast Math Skill Review |
| **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: Expressing your feelings-*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: self-talk, anger, impulse,** **Essential Question: How can you deal with another person’s anger? What does it feel like to be angry?** |
| **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.Expressing your feelings-Learning Objective: To teach children to use positive self-talk to direct theirthoughts and behavior-Activity 40 | Discussion-worries or concernsComplete any unfinished daily work. Expressing your feelings; remaining calmunder stress and controlling impulsive behavior-Activity 41 | Discussion-worries or concernsComplete any unfinished daily work.Expressing your feelings-deal with anger in peaceful, verbal,and nonphysical ways. Activity 42 | Discussion-worries or concernsComplete any unfinished daily work. Expressing your feelings-deal with another person’s anger ina constructive, nonthreatening manner. Activity 43 | Discussion-worries or concernsComplete any unfinished daily work.Fun Friday, Goal monitoringClassroom Holiday Parties  |
| **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.

C.F.- verbal & visual prompts, frequent breaks, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

A.A.M.-visual supports for expectations, corrective feedback, 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.

A.A.-Frequent positive feedback and praise, structured transitions, proximity control, opportunities for movement, signal/ reference cues, positive reinforcement, modeling behaviors.

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

M.J.-Paraphrasing, prompting/cueing, extended time (double), frequent movement and breaks, visual timer, redirection and repeated directions, sensory modulation strategies.