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| **Daily Agenda:**  ***Reading/ELA***  ***Week 2: A Big Fish for Max, Fishing with Tad, The Polar Express*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:**  **What does a family do together?**  **HFW:** catch, put, good, said, no, want, please, pretty, soon, after, again  **Amazing words:** chore, cooperation, commute, downtown, household, rule, subway, display  **Phonics and spelling:** fish, with, shop, ship, then, rush, trash, shut, shell, thin | | | | | |
| **Learning Target** | I can successfully use digraphs sh. th I can successfully comprehend a story. I can successfully**use the vowel sound in ball: a, al** | I can successfully use digraphs sh. th I can successfully comprehend a story. I can successfully**use the vowel sound in ball: a, al** | I can successfully use digraphs sh. th I can successfully comprehend a story. I can successfully**use the vowel sound in ball: a, al** | I can successfully use digraphs sh. th I can successfully comprehend a story. I can successfully**use the vowel sound in ball: a, al** | I can successfully use digraphs sh. th I can successfully comprehend a story. I can successfully**use the vowel sound in ball: a, al** |
| **Common Core/ Quality Core** | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and [answer](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7bFDA5DFC9-4CA8-425A-B9E4-7B7CF76703F0%7d) [questions](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7bFDA5DFC9-4CA8-425A-B9E4-7B7CF76703F0%7d) 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.3a** - Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  Standard**CC.1.W.1** - Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | | | |
| **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** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/a_big_fish_for_max.pdf>  <http://pbskids.org/lions/videos/?pid=E0TA7iv2E0iWakS_Ywb5a9s_UXortoSD>  <http://www.starfall.com/n/skills/sh/play.htm?f>  <http://www.starfall.com/n/skills/th/load.htm?f> | | | | |
| **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 | | | | | |
| **Learning Target** | **I can:** understand how addition and [subtraction](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7b59E180FF-0809-4FC7-AFA3-50ADEAD35757%7d) help you find sums and differences. | I can numbers and patterns to 120. | I can use related facts to find missing numbers | I can use different ways to write a number as ten 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, 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, 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. | 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 pre test AG107-112**  Fast Math  Skill Review | **Math Workshops**  Mega Math  **Go Math Chapter 6 Show what you know pg 238-240 -6.1 pg 241-244**  Fast Math  Skill Review | **Math Workshops**  Mega Math  **Go Math Continue lesson 6.1 pg 241-244   120 chart**  Fast Math  Skill Review | **Math Workshops**  Mega Math  **Go Math lesson 6.2 pg 245-248 count by tens to 120**  Fast Math  Skill Review | **Math Workshops**  Mega Math  **Go Math Continue lesson 6.2 pg 245-248 count by tens to 120**  Fast 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: feelings, I message, empathy, mixed emotions** | | | | | |
| **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.  Expressing your feelings-Identify your feelings, categorize and list: sad, happy, angry, and scared. Activity Sheet 35 | Discussion-worries or concerns  Complete any unfinished daily work.  Expressing your feelings; talk about how you feel-“I messages”. Whole group activity 37 on activboard. | Discussion-worries or concerns  Complete any unfinished daily work.  Expressing your feelings-Empathy Read “Stand in My Shoes” Whole group activity 38 on activboard. | Discussion-worries or concerns  Complete any unfinished daily work.  Expressing your feelings-Mixed Emotions! Whole group activity 39 on activboard. | Discussion-worries or concerns  Complete any unfinished daily work.  Fun Friday, Goal monitoring  Small group games |
| **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.