|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Daily Agenda:**  ***Reading/ELA***  ***Week 1: A Place to Play, The Lorax, The great Kapok Tree*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Unit Vocabulary:  How do places change?  HFW: always, everything, things, become, nothing, day, stays  Amazing words: growth, public, teeter, makeshift, population, shuffle, crooked, spindly  Phonics and spelling: vowel sounds of Y: by, handy, lucky, my, try, fly, silly, sunny, cry, puppy | | | | | |
| **Learning Target** | **Learning Target**  I can successfully read and write vowel sounds of y  I can successfully comprehend story. I can successfully**read and write syllables pattern CV**  Essential questions: 1. Tell how clues and pictures in a text help you when you read. 2. After reading the text, tell how places can change. 3. How does the author show that the community center is not finished? | **Learning Target**  I can successfully read and write vowel sounds of y  I can successfully comprehend story. I can successfully**read and write syllables pattern CV**  Essential questions: 1. Tell how clues and pictures in a text help you when you read. 2. After reading the text, tell how places can change. 3. How does the author show that the community center is not finished? | **Learning Target**  I can successfully read and write vowel sounds of y  I can successfully comprehend story. I can successfully**read and write syllables pattern CV**  Essential questions: 1. Tell how clues and pictures in a text help you when you read. 2. After reading the text, tell how places can change. 3. How does the author show that the community center is not finished? | **Learning Target**  I can successfully read and write vowel sounds of y  I can successfully comprehend story. I can successfully**read and write syllables pattern CV**  Essential questions: 1. Tell how clues and pictures in a text help you when you read. 2. After reading the text, tell how places can change. 3. How does the author show that the community center is not finished? | **Learning Target**  I can successfully read and write vowel sounds of y  I can successfully comprehend story. I can successfully**read and write syllables pattern CV**  Essential questions: 1. Tell how clues and pictures in a text help you when you read. 2. After reading the text, tell how places can change. 3. How does the author show that the community center is not finished? |
| **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/a_place_to_play.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** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Daily Agenda:*Math*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:**  Add, subtract, sum, difference  **Essential Questions:** 1.How did you find the sum? 2. What can you draw for a quick picture of 30 + 40? | | | | | |
| **Learning Target** | I can model and compare two digit numbers to find which is greater. | I can use a model to add ones or tens to a 2 digit number. | I can make a ten to add a 2 digit number and a one digit number. | I can use tens and ones to add a two digit number. | Solve and explain 2 digit addition word problems using the strategy draw a picture. |
| **Common Core/ Quality Core** | **Standards Covered**  Standard**CC.1.OA.6** - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  Standard**CC.1.NBT.4** - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  Standard**CC.1.NBT.6** - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | | | | |
| **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 8 Lesson 8.4 pg 329-332**  Fast Math/ Mega Math  Skill Review | **Math Workshops**  **Go Math Chapter 8 Lesson 8.5 pg 333-336**  Fast Math/ Mega Math  Skill Review | **Math Workshops**  **Go Math! lesson 8.6 pg 337-340**  Mega Math  Fast Math  Skill Review | **Math Workshops**  **Go Math Chapter 8 Lesson 8.7 pg 341-344**  Fast Math/ Mega Math  Skill Review | **Math Workshops**  **Go Math Chapter 8 Lesson 8.8 pg 345-348**  Fast Math/ Mega 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Daily Agenda:**  ***Social Skills: Summarizing (working together to complete a task)*** | **Monday**  **The Lorax** | **Tuesday**  **The Lorax** | **Wednesday**  **The Great Kapok Tree** | **Thursday**  **The Great Kapok Tree** | **Friday**  **The Great Kapok Tree** |
| **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.  Character Builder:Read Read”Corduroy”; graphic organizer- Setting | Discussion-worries or concerns  Complete any unfinished daily work.  Read”Corduroy”; graphic organizer- Main Idea | Discussion-worries or concerns  Complete any unfinished daily work.  Read”Corduroy”; graphic organizer- Summarize | Discussion-worries or concerns  Complete any unfinished daily work.  Fun Friday, Goal monitoring |
| **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.