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| **Daily Agenda:*****Reading/ELA*** ***Week 1: The Big Circle*** | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** **How do animal communities work together to survive?****HFW:** down, there, inside, together, now**Amazing words:** enemy, protect, holler, bluff, extinct, crater, swamp, boisterous**Phonics and spelling:** Long o\_e; home, woke, hose, stone, hope, those, joke, rose, bone, rode |
| **Learning Target** | No School-Teacher planning day | **Essential question:**   1. How do animal communities [work](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FMWZ2MEV0MC9mZE5ja2x5blVTaUxjZ0srb0llM1BqR3dBUGFWNENVM3NvRXFpQ3VGUkI5NWlxMCtrRXBVKzNEcGxzRCt2UkllVXdRUU9GNDJzVDhEam9JbjhraUpkcTVzaHlWK21mejBENWdINmlTRmozKzBKRDNZUDVtWG5udXJzOThzRjB2YUU1Zzcvc255REk4eG5kbXBUSHZORzlkZjl6NUdIbjcvdU9ZPQ2) together to survive?  2. On page 104  you see a picture of bees.  These bees have a jog in their community, what do you think it is? I can successfully read and write long o: o\_eI can successfully comprehend a story.I can successfully**read and write**[**contractions**](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7bD080A3EF-FC64-49E0-B841-D308D218CC32%7d) | **Essential question:** 1. On page 105, what are the fish doing, would it be safer to swim alone or in a big group? 2. On page 104, how are the cheetahs working together?I can successfully read and write long o: o\_eI can successfully comprehend a story.I can successfully**read and write**[**contractions**](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7bD080A3EF-FC64-49E0-B841-D308D218CC32%7d) | **Essential question:** 1. What are some things you have learned about animal communities?  2. What else would you like to learn? I can successfully read and write long o: o\_eI can successfully comprehend a story.I can successfully**read and write**[**contractions**](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7bD080A3EF-FC64-49E0-B841-D308D218CC32%7d) | **Essential question:** 1.On page 119, why is the [baby](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FV1FVWDhZUFloaHdCQjEvbkhiZnJoTFJxdDVaanBpVEZJQ2F4ZlBLUDFPUC9QRUJQVVI5R2Y3Zm9IbWE3THprM3BCVTkxdEVlODJ1Qm82S3pONGp0d2R1dWE1VlRpaUFVSURNaExOdXBEeW52Ym1tUDFZMEEzTmFWN2M3Znl3S1Q4TVpyREdTZVlmODFsVGhGYkdYR1p2SUFERG5SbmtNQUZLL0VEeG0yTkJnPQ2) triceratops in danger? 2. Look back at pg 125. How does this animal community help each other? I can successfully read and write long o: o\_eI can successfully comprehend a story.I can successfully**read and write**[**contractions**](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7bD080A3EF-FC64-49E0-B841-D308D218CC32%7d) |
| **Common Core/ Quality Core** | Standard**CC.1.RL.2** - Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.Standard**CC.1.RL.1** - Key Ideas and Details: Ask and [answer](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7bD080A3EF-FC64-49E0-B841-D308D218CC32%7d) questions about key details in a text.Standard**CC.1.RF.3c** - Phonics and Word Recognition: 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/the\_big\_circle.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:**  |
| **Learning Target** | **I can** show a number as ten and ones | **I can** model to show a number in different ways.  | I can show numbers to 100 as tens and ones. | I can groups cubes to show a number as tens and ones | I can model, read, and [write numbers](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7b7489C907-C13F-4269-8868-D9E039B3951B%7d) from 110-120 |
| **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.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; 6.6** Fast MathSkill ReviewQuestion: 1. When writing a number like 32, why is one number in front of the other? explain2. What is the value of the number you wrote? explain base- ten and ones | **Math Workshops****Go Math Chapter 6; 6.6 cont’d and 6.7****QUESTION:**1. When writing a number like 32, why is [one](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FcFJtUy9jMjNEYVNNdy93T2JkanowZmhkLy9QVkdaQ1NldFlic0g0ejZJUUFtWUF1L2ZneGNBVmZsc0FtUHVKSklBYjU3WkIzbjA3cDEwd1ZDOUdRWGFJSTlOVG8yVlY5MlVTMHVVTmRLUGRJVzlLZTJEUzJNVHpQTGtVSHloZDBzMGFiYkZqaUhudWxHL3FzVmdIZnZ1UENpWmljbUtXNDgzNlJ6N3pqK3BNPQ2) number in front of the other? explain2. What is the value of the number you wrote? explain base- ten and onesFast Math/ Mega Math Skill Review | **Math Workshops****Go Math lesson 6.8**  **problem solving-show numbers in different ways**1. When writing a number like 32, why is [one](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FcFJtUy9jMjNEYVNNdy93T2JkanowZmhkLy9QVkdaQ1NldFlic0g0ejZJUUFtWUF1L2ZneGNBVmZsc0FtUHVKSklBYjU3WkIzbjA3cDEwd1ZDOUdRWGFJSTlOVG8yVlY5MlVTMHVVTmRLUGRJVzlLZTJEUzJNVHpQTGtVSHloZDBzMGFiYkZqaUhudWxHL3FzVmdIZnZ1UENpWmljbUtXNDgzNlJ6N3pqK3BNPQ2) number in front of the other? explain2. What is the value of the number you wrote? explain base- ten and onesFast Math/ Mega Math Skill Review | **Math Workshops****Go Math! lesson 6.9 pg 273-276 model, read, and write numbers from 100-110****QUESTION:**1. When writing a number like 32, why is [one](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FcFJtUy9jMjNEYVNNdy93T2JkanowZmhkLy9QVkdaQ1NldFlic0g0ejZJUUFtWUF1L2ZneGNBVmZsc0FtUHVKSklBYjU3WkIzbjA3cDEwd1ZDOUdRWGFJSTlOVG8yVlY5MlVTMHVVTmRLUGRJVzlLZTJEUzJNVHpQTGtVSHloZDBzMGFiYkZqaUhudWxHL3FzVmdIZnZ1UENpWmljbUtXNDgzNlJ6N3pqK3BNPQ2) number in front of the other? explain2. What is the value of the number you wrote? explain base- ten and onesMega 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: Words hurt/helpGroup activity | Discussion-worries or concernsComplete any unfinished daily work. Expressing your feelings; Compliment tag | 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.