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| **Daily Agenda:**  ***Reading/ELA***  ***Week 1: The Class Pet*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Unit Vocabulary:  **HFW:** very, car, away, our, house, school, friends  **Phonics and Spelling:** fix, fixes, class, classes, kiss, kisses, bus, busses, wish, wishes,  **Amazing words:** features, natural, tumble, nibble, wriggle, mature, swoop, crumple, nudges | | | | | |
| **Learning Target** | **Learning Target**  I can successfully read and write r-controlled vowels or, ore  I can successfully comprehend  story. I can successfully**read and write words with endings -es, plural –es**  Essential questions: 1. Why is a mouse a good pet to have in a classroom? 2. Why do you think the author wanted to write about mice? 3. What is one fact about what mice eat? 4. How do the pictures in the story, help you understand how baby mice change as they grow? | **Learning Target**  I can successfully read and write r-controlled vowels or, ore  I can successfully comprehend  story. I can successfully**read and write words with endings -es, plural –es**  Essential questions: 1. Why is a mouse a good pet to have in a classroom? 2. Why do you think the author wanted to write about mice? 3. What is one fact about what mice eat? 4. How do the pictures in the story, help you understand how baby mice change as they grow? | **Learning Target**  I can successfully read and write r-controlled vowels or, ore  I can successfully comprehend  story. I can successfully**read and write words with endings -es, plural –es**  Essential questions: 1. Why is a mouse a good pet to have in a classroom? 2. Why do you think the author wanted to write about mice? 3. What is one fact about what mice eat? 4. How do the pictures in the story, help you understand how baby mice change as they grow? | **Learning Target**  I can successfully read and write r-controlled vowels or, ore  I can successfully comprehend  story. I can successfully**read and write words with endings -es, plural –es**  Essential questions: 1. Why is a mouse a good pet to have in a classroom? 2. Why do you think the author wanted to write about mice? 3. What is one fact about what mice eat? 4. How do the pictures in the story, help you understand how baby mice change as they grow? | **Learning Target**  I can successfully read and write r-controlled vowels or, ore  I can successfully comprehend  story. I can successfully**read and write words with endings -es, plural –es**  Essential questions: 1. Why is a mouse a good pet to have in a classroom? 2. Why do you think the author wanted to write about mice? 3. What is one fact about what mice eat? 4. How do the pictures in the story, help you understand how baby mice change as they grow? |
| **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/the\_class\_pet.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:**  half hour, hour, hour hand, longest, minute, minute hand, shortest  **Essential Questions:**  **1.What words would you use to describe an arch? 2. Which would be taller, the arch or a tree? Explain why your answer is reasonable. 3. Why do you think you start drawing each line at the vertical mark? 4. How can you tell if an object is longer than the straw?** | | | | | |
| **Learning Target** | I can draw a picture to explain.  I can use place value to add and subtract. | I can order objects by length? | I can order objects by length? | I can compare lengths of three objects to put them in order | I can measure length using nonstandard units. |
| **Common Core/ Quality Core** | **Standards Covered**  Standard**CC.1.MD.1** - Order three objects by length; compare the lengths of two objects indirectly by using a third object.  Standard**CC.1.MD.2** - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.  Standard**CC.1.MD.3** - Tell and write time in hours and half-hours using analog and digital clocks. | | | | |
| **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 9**  Fast Math/ Mega Math | **Math Workshops**  Chapter 9 review Pg 365-368  Order length  Fast Math/ Mega Math | **Math Workshops**  **Go Math!**  Lesson 9.1 pg 369-372  Mega Math  Fast Math | **Math Workshops**  **Go Math**  **Chapter 9 lesson 9.2 indirect measurement pg 373-376**  Fast Math/ Mega Math | **Math Workshops**  **Go Math**  **Chapter 9 lesson 9.3 pg 377-380 Use nonstandard units to measure length**  Fast Math/ Mega 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: Summarizing (working together to complete a task)*** | **Monday**  **Night Before St. Patrick’s Day** | **Tuesday**  **That’s What Leprechauns Do** | **Wednesday**  **My Lucky Leprechaun** | **Thursday**  **That’s What Leprechauns Do** | **Friday** |
| **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.  Team work-characters, nouns  Sentence building | Discussion-worries or concerns  Complete any unfinished daily work.  Teamwork-Setting, verbs  Painting | Discussion-worries or concerns  Complete any unfinished daily work.  Team work- Main Idea  Sentence building | Discussion-worries or concerns  Complete any unfinished daily work.  Team work- Summarize | Discussion-worries or concerns  Complete 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, 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