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| **Daily Agenda:**  ***Reading/ELA***  ***Week 2: “Mama’s Birthday Present”*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Unit Vocabulary:  **HFW:** about, surprise, enjoy, worry, give, would  **Phonics and Spelling:** way, day, gray, train, tail, may, mail, play, rain, afraid  **Amazing words:** celebrate, grateful, rarest, genuine, cherish, delicate, loot  **\*\*\* Due to schedule changes from last week, we will continue this unit another week.** | | | | | |
| **Learning Target** | **Learning Target**  I can successfully read and write patterns –ai, ay  I can successfully comprehend story. I can successfully read and write words with **words singular and plural possessives**  **Essential questions:** 1.How can a surprise be a treasure? 2. What advice would you have given Francisco about what to give Mama? 3.  How does the author show how Francisico's family cares about one another? 4. What is Mama's Birthday present from Franscisco? | **Learning Target**  I can successfully read and write patterns –ai, ay  I can successfully comprehend story. I can successfully read and write words with **words singular and plural possessives**  **Essential questions:** 1.How can a surprise be a treasure? 2. What advice would you have given Francisco about what to give Mama? 3.  How does the author show how Francisico's family cares about one another? 4. What is Mama's Birthday present from Franscisco? | Field Trip | **Learning Target**  I can successfully read and write patterns –ai, ay  I can successfully comprehend story. I can successfully read and write words with **words singular and plural possessives**  **Essential questions:** 1.How can a surprise be a treasure? 2. What advice would you have given Francisco about what to give Mama? 3.  How does the author show how Francisico's family cares about one another? 4. What is Mama's Birthday present from Franscisco? | Field Day |
| **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/mamas_birthday_present.pdf>  Sensational Wilbur: Pizza Dasha> USV  Reading Rainbow: Little Nino’s Pizzeria  Spring Common Assessment | | | | |
| **Intended Homework** | Reading Response | Reading Response | Reading Response | Reading Response | 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***  ***Chapter 12: Two-Dimensional Geometry*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:**  equal parts, equal shares, fourth of, fourths, half of, halves, quarter of, quarters, sides, unequal parts, unequal shares, vertices  **Essential Questions:**  **1.How can you use repeated addition to solve problems?** **2. How can you use a nonstandard measuring tool to find length? 3. How can you compare lengths of objects?** | | | | | |
| **Learning Target** | I can use repeated addition to solve problems. | I can use nonstandard units to measure and compare length | I can put two dimensional shapes together to makes new shapes. | I can combine 2- dimensional shapes to make new shapes | I can act out to find new shapes |
| **Common Core/ Quality Core** | **Standards Covered**  **CC.2.G.3** - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | | | | |
| **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**  **Chapter 12 Test**  Mega Math & Fast Math | **Math Workshops**  **Getting Ready for Grade 2. P271-P274**  Mega Math & Fast Math | **Math Workshops**  Field Trip | **Math Workshops**  **Getting Ready for Grade 2. P271-P280**  Mega Math & Fast Math | **Math Workshops**  **Field Day** |
| **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/ ELA Enrichment: Summarizing (working together to complete a task)*** | **Monday** | **Tuesday** | **Wednesday**  **Field Trip** | **Thursday** | **Friday**  **Field Day** |
| **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 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 | No School | 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  Writing- Recipe | Discussion-worries or concerns  Complete any unfinished daily work.  Fun Friday, Goal monitoring, rewards, lunch bunch for all that have Dojo monsters in green.  Make a pizza |
| **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, and 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