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| **Daily Agenda:**  ***Reading/ELA***  ***Week 1: “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 | | | | | |
| **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? | **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? | **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? |
| **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 many sides does a hexagon have? 2. How do you know that a hexagon is a closed shape? 3. How would you describe a circle? 4. Which is a triangle and why is it?** | | | | | |
| **Learning Target** | I can use attributes to sort shapes. | I can use attributes to describe shapes. | 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**  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.  Standard**CC.1.MD.4** - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | | | | |
| **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 12 Geometry Pre-test and show what you know pg 481-484 & Chapter 12.1**  Mega Math & Fast Math | **Math Workshops**  **Go Math! Chapter 12 Lessons 12.1 & 12.2**  Mega Math & Fast Math | **Math Workshops**  **Go Math! Chapter 12**  **Lesson 12.2 & 12.3**  Mega Math & Fast Math | **Math Workshops**  **Go Math! Chapter 12**  **Lesson 12.3 & 12.4**  Mega Math & Fast Math | **Math Workshops**  **Go Math! Chapter 12**  **Lesson 12.4 & 12.5**  Mega Math & Fast 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/ ELA Enrichment: Summarizing (working together to complete a task)*** | **Monday**  **Corduroy**  **Michael Recycle** | **Tuesday**  **Little Red Hen** | **Wednesday**  **Bread and Jam for Frances** | **Thursday**  **Cloudy with a Chance of Meatballs** | **Friday**  **Magic School Bus: Get Ready, Set, Dough** |
| **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 | 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