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| **Daily Agenda:*****Reading/ELA*** ***Week 1: A Big Fish for Max, Fishing with Tad,***  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** **What does a family do together?****HFW:** catch, put, good, said, no, want, please, pretty, soon, after, again**Amazing words:** chore, cooperation, commute, downtown, household, rule, subway, display**Phonics and spelling:** fish, with, shop, ship, then, rush, trash, shut, shell, thin |
| **Learning Target** | I can successfully use digraphs sh. th I can successfully comprehend  a story.I can successfully**use the vowel sound in ball: a, al** | I can successfully use digraphs sh. th I can successfully comprehend  a story.I can successfully**use the vowel sound in ball: a, al** | I can successfully use digraphs sh. th I can successfully comprehend  a story.I can successfully**use the vowel sound in ball: a, al** | I can successfully use digraphs sh. th I can successfully comprehend  a story.I can successfully**use the vowel sound in ball: a, al** | I can successfully use digraphs sh. th I can successfully comprehend  a story.I can successfully**use the vowel sound in ball: a, al** |
| **Common Core/ Quality Core** | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and [answer](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7bFDA5DFC9-4CA8-425A-B9E4-7B7CF76703F0%7d) [questions](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7bFDA5DFC9-4CA8-425A-B9E4-7B7CF76703F0%7d) about key details in a text.Standard**CC.1.RL.3** - Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.Standard**CC.1.RF.3a** - Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).Standard**CC.1.W.1** - Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| **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** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/a_big_fish_for_max.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:** Difference, subtract, subtraction sentence, take away, count back |
| **Learning Target** | **I can:** I can make 10 as a strategy to subtract. | I can make a model to help solve a problem. | I can use related facts to find missing numbers | I can understand when addition and subtraction are related.  | I can add and subtract in different ways. |
| **Common Core/ Quality Core** | Standard**CC.1.OA.3** - Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.) | Standard**CC.1.OA.8** - Determine the [unknown](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FM3pRUTR3cXRBdzQzR3lhLzljcHdCM0w5NS9FV0xKemJ6dDBkQ2U5L2JJQ2JReXZYa1V6Qm5Ub09oSm9iWlRmaVNuZnZxbXlGd3FEaGMxWDRtbWV2TFRJUFFGaWE5cEZGc2tKbVFKSFZ1UkNLMUE3cWI1TmYvRjMzMWFHNVRUdGY0cEwzdWZGb2FmRmU2R1RkZTZaNUFkcHhyNTVOV0JIaWJLcWNZUmRHN0pqb0xLTTZYaHNieksvdnlDcXl5c2FK0) whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?. | Standard**CC.1.OA.8** - Determine the [unknown](http://d.7769domain.com/r/rd.html#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FM3pRUTR3cXRBdzQzR3lhLzljcHdCM0w5NS9FV0xKemJ6dDBkQ2U5L2JJQ2JReXZYa1V6Qm5Ub09oSm9iWlRmaVNuZnZxbXlGd3FEaGMxWDRtbWV2TFRJUFFGaWE5cEZGc2tKbVFKSFZ1UkNLMUE3cWI1TmYvRjMzMWFHNVRUdGY0cEwzdWZGb2FmRmU2R1RkZTZaNUFkcHhyNTVOV0JIaWJLcWNZUmRHN0pqb0xLTTZYaHNieksvdnlDcXl5c2FK0) whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?. | 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.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). |
| **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** | Mega MathChapter 5.5 205-208Fast Math | Mega MathChapter 5.6 209-212Fast Math | Mega MathChapter 5.7 213-216Fast Math | Mega MathChapter 5.8 217-220Fast Math | Mega MathFast MathChapter 5.9-221-224 |
| **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: Classroom skills-*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: active listening, patiently waiting, on 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 concernsComplete any unfinished daily work.Classroom skills “Staying on task Power Point and quiz” read | Discussion-worries or concernsComplete any unfinished daily work. Social skills binders“Rainbow fish” | Discussion-worries or concernsComplete any unfinished daily work.Classroom skills-Social Skills binder“Keep Your hands to Yourself” | Discussion-worries or concernsComplete any unfinished daily work. “Me First!” | Discussion-worries or concernsComplete any unfinished daily work.Fun Friday, Goal monitoringCooperative game-Monster Mirror |
| **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.