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| **Daily Agenda:*****Reading/ELA*** ***Pig in a Wig******Johnny Appleseed*** | **Monday****No School****Teacher Planning Day** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** **HFW:** She, up, take, what-find, for, funny, help, said**Amazing words:** career, tool, sloppy, comfort, service, scrub, exercise |
| **Learning Target** |  | I can successfully use short i. I can successfully comprehend a story. I can compare and contrast. I can identify the plot in a story. I can successfully use**consonants x, ks** | I can successfully use short i. I can successfully comprehend a story. I can compare and contrast. I can identify the plot in a story. I can successfully use**consonants x, ks** | I can successfully use short i. I can successfully comprehend a story. I can compare and contrast. I can identify the plot in a story. I can successfully use**consonants x, ks** | I can successfully use short i. I can successfully comprehend a story. I can compare and contrast. I can identify the plot in a story. I can successfully use**consonants x, ks** |
| **Common Core/ Quality Core** |  | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
| **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* |
| **Bell Ringer****Activities/ Assignments/Exit** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/pig_in_a_wig.pdf> |
| **Intended Homework** |  | Homework packet | Homework packet | Homework packet | None |
| **Accommodations** |  | 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** | S-**Weekly assessment** |

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| **Daily Agenda*****Math*** | **Monday****No School Teacher Planning Day** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** add, addends, addition sentence, sum |
| **Learning Target** |  | I can use different adding strategies. | **I can:** add and subtract within 20..  | **I can:** add and subtract within 20. | **I can:** add and subtract within 20. |
| **Common Core/ Quality Core** |  | 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). | 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* |
| **Bell Ringer Activities/ Assignments/Exit** |  | Calendar MathChapter 3Lesson 3.6 pgs 117-120Fast Math | Calendar MathChapter 3Lesson 3.7 pgs 121-124Fast Math | Calendar MathChapter 3Lesson 3.8 pgs 125-128Fast Math | Calendar MathChapter 3Lesson 3.9 pgs 129-132Fast Math |
| **Intended Homework** |  | Homework packet | None-Homework packet due | Homework packet | None |
| **Accommodations** |  | 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 |

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| **Daily Agenda:*****Social Skills: Classroom skills-active listening, patient waiting, stay on task.*** | **Monday** **No School Teacher Planning Day** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: friendship, sharing, helping, listening** |
| **Learning Target** |  | **I can:**  demonstrate good leadership skills. I can listen and follow directions. | **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. |
| **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* |
| **Bell Ringer****Activities/ Assignments/Exit** |  | Discussion-worries or concernsComplete any unfinished daily work.Classroom skills-Howard B. Wigglebottom Learns to listen-identify and label the active listener. | Discussion-worries or concernsComplete any unfinished daily work.Classroom skills-Snails in a hurry! The Marshmallow Test | Discussion-worries or concernsComplete any unfinished daily work. | Discussion-worries or concernsComplete any unfinished daily work.Fun Friday, Goal monitoringCooperative game-red handed (reading facial expression) |
| **Intended Homework** |  | None | None | None | None |
| **Accommodations** |  | 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 |

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