|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Daily Agenda:**  ***Reading/ELA***  ***Week 2: Life in the Forest and Hooway for Wadney Wat!*** | **Monday**  **No School-Teacher Planning Day** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Unit Vocabulary:  How are plant and animal communities important to each other?  HFW: around, grow, find, under, food, water  Amazing words: environment, thrive, slimy, capture, require, inhale, sludge, creature  Phonics and spelling: Long U and silent E; huge, tube, cute, mule, June, use, flute, rule, cube, rude | | | | | |
| **Learning Target** |  | **Learning Target**  I can successfully read and write long u: u\_e  I can successfully comprehend story. I can successfullyread and write Inflected ending  -ed  Essential questions:  1.Why did the author write this story? Tell me how you know? 2. Does background knowledge help you understand a story or information better? How? 3. How are plant and animal communities important? | **Learning Target**  I can successfully read and write long u: u\_e  I can successfully comprehend story. I can successfullyread and write Inflected ending  -ed  Essential questions:  1.Why did the author write this story? Tell me how you know? 2. Does background knowledge help you understand a story or information better? How? 3. How are plant and animal communities important? | **Learning Target**  I can successfully read and write long u: u\_e  I can successfully comprehend story. I can successfullyread and write Inflected ending  -ed  Essential questions:  1.Why did the author write this story? Tell me how you know? 2. Does background knowledge help you understand a story or information better? How? 3. How are plant and animal communities important? | **Learning Target**  I can successfully read and write long u: u\_e  I can successfully comprehend story. I can successfullyread and write Inflected ending  -ed  Essential questions:  1.Why did the author write this story? Tell me how you know? 2. Does background knowledge help you understand a story or information better? How? 3. How are plant and animal communities important? |
| **Common Core/ Quality Core** | 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.2c** - Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable 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** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/life_in_the_forest.pdf>  <http://animals.howstuffworks.com/wild-kingdom-videos-playlist.htm>  United Streaming video- Life in the Forest | | | | |
| **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** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Daily Agenda:*Math*** | **Monday**  **Teacher Planning Day** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:**  >, <, greater than, less than, fewer, more, same  Essential Questions: 1. How do you know something is more? 2. How do you know something is fewer? 3. How can you use drawings to compare numbers 4. How can you tell which number is greater without modeling? | | | | | |
| **Learning Target** |  | **I can** begin to compare numbers.  I can compare two numbers to find which is greater.  **Essential Questions:** How can you compare two numbers to find which is greater? | **I can** begin to compare numbers.  I can compare two numbers to find which is less. | I can model, read, and [write numbers](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7b7489C907-C13F-4269-8868-D9E039B3951B%7d) from 110-120 | I can model and compare two digit numbers to find which is greater. |
| **Common Core/ Quality Core** | **Standards Covered**  Standard**CC.1.NBT.3** - Compare two two-digit [numbers](http://eplan.bullittschools.org/eplan/PublicViewLesson.asp?ID=%7b3666C03F-31E4-402E-90EA-73C8A24AE9CD%7d) based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  ). Understand place value  Standard**CC.1.NBT.5** - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | | | | |
| **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! lesson 7.5 pg 305 10 less, 10 more**  **Essential Question:**  1. When writing a number like 32, why is [one](http://d.7769domain.com/r/rd.html?#http%3A%2F%2F7769domain.com%2FAd%2FGoIEx%2FcFJtUy9jMjNEYVNNdy93T2JkanowZmhkLy9QVkdaQ1NldFlic0g0ejZJUUFtWUF1L2ZneGNBVmZsc0FtUHVKSklBYjU3WkIzbjA3cDEwd1ZDOUdRWGFJSTlOVG8yVlY5MlVTMHVVTmRLUGRJVzlLZTJEUzJNVHpQTGtVSHloZDBzMGFiYkZqaUhudWxHL3FzVmdIZnZ1UENpWmljbUtX) number in front of the other? explain2. What is the value of the number you wrote? explain base- ten and ones  Mega Math  Fast Math  Skill Review | **Math Workshops**  **Go Math Chapter 7 Review**  **Essential Question:**  1. How can you model, read and write numbers from 110-120? Explain tens and ones  Fast Math/ Mega Math  Skill Review | **Math Workshops**  **Go Math Chapter7 Test**  **Essential Question:**  **How do you use place value to model, read and write numbers to 120?**  Fast Math/ Mega Math  Skill Review | **Math Workshops**  **Go Math Chapter7 Test continued**  **Essential Question:**  **How do you use place value to model, read and write numbers to 120?**  Fast Math/ Mega Math  Skill Review |
| **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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Daily Agenda:**  ***Social Skills: Expressing your feelings-*** | **Monday**  **No School Teacher Planning Day** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: self-talk, anger, impulse, belly breathing**  **Essential Question: How can you deal with another person’s anger? What does it feel like to be angry?** | | | | | |
| **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.  Character Builder:Read”Hooway for Wadney Wat”; graphic organizer- Who do you want to be? | Discussion-worries or concerns  Complete any unfinished daily work.  Anger buttons cont’d; what sets me off? (activity 4 of I’m not bad, I’m mad) | Discussion-worries or concerns  Complete any unfinished daily work.  Positive ways to express anger. (activity 5 of I’m not bad, I’m mad) | Discussion-worries or concerns  Complete any unfinished daily work.  Fun Friday, Goal monitoring |
| **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.