

August 19 - 23, 2019

MON. AUG. 19TH	TUE. AUG. 20TH	WED. AUG. 21ST	THU. AUG. 22ND	FRI. AUG. 23RD
<p>ELA core block Snap</p>	<p>ELA core block Snap</p>	<p>ELA core block Snap</p>	<p>ELA core block Snap</p>	<p>ELA core block Snap- assessment day</p>
<p>Standards</p>	<p>Standards</p>	<p>Standards</p>	<p>Standards</p>	<p>Standards</p>
<p>● CC.1.RL.1 Key Ideas and Details: Ask and answer questions about key details in a text.</p>	<p>● CC.1.RL.1 Key Ideas and Details: Ask and answer questions about key details in a text.</p>	<p>● CC.1.RL.1 Key Ideas and Details: Ask and answer questions about key details in a text.</p>	<p>● CC.1.RL.1 Key Ideas and Details: Ask and answer questions about key details in a text.</p>	<p>● CC.1.RL.1 Key Ideas and Details: Ask and answer questions about key details in a text.</p>
<p>CC.1.L.2e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 7/30/2018</p>	<p>CC.1.L.2e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 7/30/2018</p>	<p>CC.1.L.2e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 7/30/2018</p>	<p>CC.1.L.2e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 7/30/2018</p>	<p>CC.1.L.2e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 7/30/2018</p>
<p>Objective</p>	<p>Objective</p>	<p>Objective</p>	<p>Objective</p>	<p>Objective</p>
<p>Learning Target: I can successfully use short a vowel sound. I can successfully comprehend a story. I can successfully use consonants c, p, n Vocabulary: HFW we, like, one, the</p>	<p>Learning Target: I can successfully use short a vowel sound. I can successfully comprehend a story. I can successfully use consonants c, p, n Vocabulary: HFW we, like, one, the</p>	<p>Learning Target: I can successfully use I can successfully comprehend a story. I can successfully consonants f, b, g Vocabulary: HFW was, yellow, do, you look Questions-for the week *Explain what is outside our door? *Do you think these characters do things that real people do? Explain/Why or why not?</p>	<p>Learning Target: I can successfully use short a vowel sound. I can successfully comprehend a story. I can successfully use consonants c, p, n Vocabulary: HFW we, like, one, the</p>	<p>Learning Target: I can successfully use short a vowel sound. I can successfully comprehend a story. I can successfully use consonants c, p, n Vocabulary: HFW we, like, one, the</p>
<p>Strategies/Activities:</p>	<p>Strategies/Activities:</p>	<p>Strategies/Activities:</p>	<p>Strategies/Activities:</p>	<p>Strategies/Activities:</p>
<p>Reading Street- Snap Instructional Method: Large group, guided reading, and workshop model</p>	<p>Reading Street- Snap Instructional Method: Large group, guided reading, and workshop model</p>	<p>Reading Street- Tip and Tam Instructional Method: Large group, guided reading, and workshop model</p>	<p>Reading Street- Snap Instructional Method: Large group, guided reading, and workshop model</p>	<p>Reading Street- Snap Instructional Method: Large group, guided reading, and workshop model</p>
<p>Homework</p>	<p>Homework</p>	<p>Strategies/Activities:</p>	<p>Homework</p>	<p>Homework</p>
<p>Accommodations & Modifications</p>	<p>Accommodations & Modifications</p>	<p>Accommodations & Modifications</p>	<p>Accommodations & Modifications</p>	<p>Accommodations & Modifications</p>
<p>Assessment: Formative: Teacher observation and individual student work.</p>	<p>Assessment: Formative: Teacher observation and individual student work.</p>	<p>Assessment: Formative: Teacher observation and individual student work</p>	<p>Assessment: Formative: Teacher observation and individual student work.</p>	<p>Assessment: Formative: Teacher observation and individual student work.</p>
<p>Accommodations: Preferential seating, repeated directions, extended time, partner work, small group work.</p>	<p>Accommodations: Preferential seating, repeated directions, extended time, partner work, small group work.</p>	<p>Accommodations: Preferential seating, repeated directions, extended time, partner work, small group work</p>	<p>Accommodations: Preferential seating, repeated directions, extended time, partner work, small group work.</p>	<p>Accommodations: Preferential seating, repeated directions, extended time, partner work, small group work.</p>
<p>Math core block 6</p>	<p>Math core block 7</p>	<p>Math core block 8</p>	<p>Math core block 8</p>	<p>Math core block 9</p>
<p>Standards</p>	<p>Standards</p>	<p>Standards</p>	<p>Standards</p>	<p>Standards</p>
<p>● CC.K.OA.6 Rachel Ellis 7/30/2018</p>	<p>●</p>	<p>●</p>	<p>●</p>	<p>●</p>
<p>Objective</p>	<p></p>	<p></p>	<p></p>	<p></p>

Math core block
8

Learning Target: We can represent "put together" situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all addition expressions for each total.
Essential questions: How are different strategies helpful when solving a problem? In what ways can operations (subtraction and addition) affect numbers?

Vocabulary: number bond groups
put together

Strategies/Activities: Fluency practice-sprints
Application Problem
Concept Development
Student Debrief

Instructional Method: Whole Group Guided Discussion
Audio/Visual/Technology
Small Group
Partners/Pairs
Demo/Hands On
Providing Descriptive Feedback

Homework

Accommodations & Modifications

Assessment: Flashback Exit Slip
Oral Question
Conferring
Self-Evaluation or Student Self-Assessment

Accommodations: extended time, small group, use of manipulatives, repeated directions

Wellness

Standards



CC.K.OA.6

CC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: -- a. 10 can be thought of as a bundle of ten ones "ten." -- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. -- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Rachel Ellis 7/30/2018

Objective

Learning Target: We can represent "put together" situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all addition expressions for each total.
Essential questions: How are different strategies helpful when solving a problem? In what ways can operations (subtraction and addition) affect numbers?

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Application Problem
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Audio/Visual/Technology
Small Group
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Homework

Accommodations & Modifications

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Oral Question
Conferring
Self-Evaluation or Student Self-Assessment

Standards

● **CC.1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
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 $6 + 6 + 1 = 12 + 1 = 13$).
Rachel Ellis 7/30/2018

Objective

Learning Target: We can represent all the number pairs of 10 as number bonds from a given scenario, and generate all expression equal to 10.
Essential questions: How are different strategies helpful when solving a problem? In what ways can operations (subtraction and addition) affect numbers?

Vocabulary: number bond groups
put together

Strategies/Activities: Fluency practice-sprints
Application Problem
Concept Development
Student Debrief

Instructional Method: Whole Group Guided Discussion
Audio/Visual/Technology
Small Group
Partners/Pairs
Demo/Hands On
Providing Descriptive Feedback

Homework

Accommodations & Modifications

Assessment: Flashback Exit Slip
Oral Question
Conferring
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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 $6 + 6 + 1 = 12 + 1 = 13$).
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Vocabulary: number bond groups
put together

Strategies/Activities: Fluency practice-sprints
Application Problem
Concept Development
Student Debrief

Instructional Method: Whole Group Guided Discussion
Audio/Visual/Technology
Small Group
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Providing Descriptive Feedback

Homework

Accommodations & Modifications

Assessment: Flashback Exit Slip
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CC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: -- a. 10 can be thought of as a bundle of ten ones "ten." -- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. -- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

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 $6 + 6 + 1 = 12 + 1 = 13$).
Rachel Ellis 7/30/2018

Objective

Learning Target: We can solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution.
Essential questions: How are different strategies helpful when solving a problem? In what ways can operations (subtraction and addition) affect numbers?

Vocabulary: number bond groups
put together
unknown

Strategies/Activities: Fluency practice-sprints
Application Problem
Concept Development
Student Debrief

Instructional Method: Whole Group Guided Discussion
Audio/Visual/Technology
Small Group
Partners/Pairs
Demo/Hands On

Homework

PL-4-2.1.1 Students will apply fundamental motor skills: Locomotor: - Walking - Running - Skipping - Hopping - Galloping - Sliding - Leaping - Jumping Nonlocomotor: - Turning - Twisting - Bending - Stretching - Swinging - Swaying - Balancing Fundamental manipulative skills: - Hitting - Kicking - Throwing - Catching - Striking - Dribbling

Rachel Ellis 7/30/2018

Objective

Learning Target: Students will interact with peers through locomotor play
Vocabulary: locomotor
Strategies/Activities:

Instructional Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies

Standards

● **CC.1..SS2.14**
CC.1SS2.15
Rachel Ellis 7/30/2018

Objective

Learning Target:
I can understand the reasons for rules at home and school. I can understand the importance of rules and give examples.

Vocabulary: rules, follow, directions, safety, importance, laws.

Strategies/Activities: Review of rules: school, classroom, hallways, cafeteria, playground, restroom and bus.

Instructional Method: whole group

Homework

Accommodations: extended time, small group, use of manipulatives, repeated directions

Wellness

Standards

● **PL-4-2.1.1** Students will apply fundamental motor skills: Locomotor: - Walking - Running - Skipping - Hopping - Galloping - Sliding - Leaping - Jumping Nonlocomotor: - Turning - Twisting - Bending - Stretching - Swinging - Swaying - Balancing Fundamental manipulative skills: - Hitting - Kicking - Throwing - Catching - Striking - Dribbling

Rachel Ellis 7/30/2018

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Homework

Accommodations & Modifications

Science/ Social Studies

Standards

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Rachel Ellis 7/30/2018

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Assessment: Flashback Exit Slip
Oral Question
Conferring
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Accommodations: extended time, small group, use of manipulatives, repeated directions

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Rachel Ellis 7/30/2018

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Homework

Accommodations & Modifications

Science/ Social Studies

Standards

● **CC.1..SS2.14**
CC.1SS2.15
Rachel Ellis 7/30/2018

Objective

Learning Target:
I can understand the reasons for rules at home and school.

Accommodations & Modifications

Assessment: teacher observation and student participation

Accommodations: preferential seating, extra time, repeated directions, buddy help, and small group if needed.

Schedule:

8:30-9:00 Maker Space
9-9:10 Social Emotional Learning
9:10-10:20 Math
10:20-11:05 SS/Science/Steam
11:05-11:40 Lunch times

Vocabulary: rules, follow, directions, safety, importance, laws.

Strategies/Activities: Review of rules: school, classroom, hallways, cafeteria, playground, restroom and bus.

Instructional Method: whole group

Homework**Accommodations & Modifications**

Assessment: teacher observation and student participation

Accommodations: preferential seating, extra time, repeated directions, buddy help, and small group if needed.

Schedule:

Vocabulary: rules, follow, directions, safety, importance, laws.

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Homework**Accommodations & Modifications**

Assessment: teacher observation and student participation

Accommodations: preferential seating, extra time, repeated directions, buddy help, and small group if needed.

Schedule:

I can understand the importance of rules and give examples.

Vocabulary: rules, follow, directions, safety, importance, laws.

Strategies/Activities: Review of rules: school, classroom, hallways, cafeteria, playground, restroom and bus.

Instructional Method: whole group

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