

**December 2 - 6, 2019**

MON. DEC. 2ND	TUE. DEC. 3RD	WED. DEC. 4TH	THU. DEC. 5TH	FRI. DEC. 6TH
<p>ELA core block <b>A Place to Play</b></p>	<p>ELA core block <b>A Place to Play</b></p>	<p>ELA core block <b>A Place to Play</b></p>	<p>ELA core block <b>A Place to Play</b></p>	<p>ELA core block <b>A Place to Play</b></p>
<p><b>Standards</b></p>	<p><b>Standards</b></p>	<p><b>Standards</b></p>	<p><b>Standards</b></p>	<p><b>Standards</b></p>
<p>● <b>CC.1.RL.1</b> Key Ideas and Details: Ask and answer questions about key details in a text.</p>	<p>● <b>CC.1.RL.1</b> Key Ideas and Details: Ask and answer questions about key details in a text.</p>	<p>● <b>CC.1.RL.1</b> Key Ideas and Details: Ask and answer questions about key details in a text.</p>	<p>● <b>CC.1.RL.1</b> Key Ideas and Details: Ask and answer questions about key details in a text.</p>	<p>● <b>CC.1.RL.1</b> Key Ideas and Details: Ask and answer questions about key details in a text.</p>
<p><b>CC.1.L.2e</b> Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 10/26/2018</p>	<p><b>CC.1.L.2e</b> Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 10/26/2018</p>	<p><b>CC.1.L.2e</b> Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 10/26/2018</p>	<p><b>CC.1.L.2e</b> Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 10/26/2018</p>	<p><b>CC.1.L.2e</b> Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 10/26/2018</p>
<p><b>Objective</b></p>	<p><b>Objective</b></p>	<p><b>Objective</b></p>	<p><b>Objective</b></p>	<p><b>Objective</b></p>
<p><b>Learning Target:</b> I can successfully use I can successfully comprehend story. I can successfully <b>use inflected ending -s, inflected ending -ing</b> <b>Vocabulary:</b> HFW eat, four, five, her, this, too</p>	<p><b>Learning Target:</b> I can successfully use I can successfully comprehend story. I can successfully <b>use inflected ending -s, inflected ending -ing</b> <b>Vocabulary:</b> HFW eat, four, five, her, this, too</p>	<p><b>Learning Target:</b> I can successfully use I can successfully comprehend story. I can successfully <b>use inflected ending -s, inflected ending -ing</b> <b>Vocabulary:</b> HFW eat, four, five, her, this, too</p>	<p><b>Learning Target:</b> I can successfully use I can successfully comprehend story. I can successfully <b>use inflected ending -s, inflected ending -ing</b> <b>Vocabulary:</b> HFW eat, four, five, her, this, too</p>	<p><b>Learning Target:</b> I can successfully use I can successfully comprehend story. I can successfully <b>use inflected ending -s, inflected ending -ing</b> <b>Vocabulary:</b> HFW eat, four, five, her, this, too</p>
<p>Questions of the week- Explain how wild animals take care of their babies. Explain what Literary nonfiction means. Tell how the pictures helped you understand the story better. Strategies/activities Large group, guided reading, and workshop model.</p>	<p>Questions of the week- Explain how wild animals take care of their babies. Explain what Literary nonfiction means. Tell how the pictures helped you understand the story better. Strategies/activities Large group, guided reading, and workshop model.</p>	<p>Questions of the week- Explain how wild animals take care of their babies. Explain what Literary nonfiction means. Tell how the pictures helped you understand the story better. Strategies/activities Large group, guided reading, and workshop model.</p>	<p>Questions of the week- Explain how wild animals take care of their babies. Explain what Literary nonfiction means. Tell how the pictures helped you understand the story better. Strategies/activities Large group, guided reading, and workshop model.</p>	<p>Questions of the week-Explain how wild animals take care of their babies. Explain what Literary nonfiction means. Tell how the pictures helped you understand the story better. Strategies/activities Large group, guided reading, and workshop model.</p>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<p>rock your fluency sight words</p>	<p>rock your fluency sight words</p>	<p>rock your fluency sight words</p>	<p>rock your fluency sight words</p>	<p>rock your fluency sight words</p>
<p><b>Accommodations &amp; Modifications</b></p>	<p><b>Accommodations &amp; Modifications</b></p>	<p><b>Accommodations &amp; Modifications</b></p>	<p><b>Accommodations &amp; Modifications</b></p>	<p><b>Accommodations &amp; Modifications</b></p>
<p><b>Assessment:</b> Formative:<b>Teacher observation and individual student work</b></p>	<p><b>Assessment:</b> Formative:<b>Teacher observation and individual student work</b></p>	<p><b>Assessment:</b> Formative:<b>Teacher observation and individual student work</b></p>	<p><b>Assessment:</b> Formative:<b>Teacher observation and individual student work</b></p>	<p><b>Assessment:</b> Formative:<b>Teacher observation and individual student work</b></p>
<p><b>Accommodations:</b> Preferential seating, repeated directions, extended time, partner work, small group work.</p>	<p><b>Accommodations:</b> Preferential seating, repeated directions, extended time, partner work, small group work.</p>	<p><b>Accommodations:</b> Preferential seating, repeated directions, extended time, partner work, small group work.</p>	<p><b>Accommodations:</b> Preferential seating, repeated directions, extended time, partner work, small group work.</p>	<p><b>Accommodations:</b> Preferential seating, repeated directions, extended time, partner work, small group work.</p>
<p><b>Homework:</b> Nightly Reading Log Study Words</p>	<p><b>Homework:</b> Nightly Reading Log Study Words</p>	<p><b>Homework:</b> Nightly Reading Log Study Words</p>	<p><b>Homework:</b> Nightly Reading Log Study Words</p>	<p><b>Homework:</b> Nightly Reading Log Study Words</p>

## Math core block sixteen

### Standards

- **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.5** - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).  
Rachel Ellis 11/20/2018

### Objective Learning Target

We can relate counting on to making ten and taking from ten. We can add and subtract within 10. How are different strategies be helpful when solving a problem?  
In what ways can operations (subtraction and addition) affect numbers? How can 10's be helpful when adding and subtracting?  
Essential questions: Explain how are different strategies helpful when solving a problem?  
Explain in what ways can operations (subtraction and addition) affect numbers?  
Explain how can 10s be helpful when adding and subtracting?  
**Vocabulary**  
number bond  
addend  
groups  
put together  
subtraction  
unknown  
add to  
expressions--number sentences  
**Instructional Method**  
Whole Group Guided  
Discussion  
Audio/Visual/Technology  
Small Group  
Partners/Pairs

## Math core block sixteen

### Standards

- **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.5** - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).  
Rachel Ellis 11/20/2018

### Objective Learning Target

We can relate counting on to making ten and taking from ten. We can add and subtract within 10. How are different strategies be helpful when solving a problem?  
In what ways can operations (subtraction and addition) affect numbers? How can 10's be helpful when adding and subtracting?  
Essential questions: Explain how are different strategies helpful when solving a problem?  
Explain in what ways can operations (subtraction and addition) affect numbers?  
Explain how can 10s be helpful when adding and subtracting?  
**Vocabulary**  
number bond  
addend  
groups  
put together  
subtraction  
unknown  
add to  
expressions--number sentences  
**Instructional Method**  
Whole Group Guided  
Discussion  
Audio/Visual/Technology  
Small Group  
Partners/Pairs

## Math core block seventeen

### Standards

- **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 11/20/2018

### Objective Learning Target

We can model subtraction of 8 from teen numbers. We can add and subtract within 10. How are different strategies be helpful when solving a problem?  
In what ways can operations (subtraction and addition) affect numbers? How can 10's be helpful when adding and subtracting?  
Essential questions: Explain how are different strategies helpful when solving a problem?  
Explain in what ways can operations (subtraction and addition) affect numbers?  
Explain how can 10s be helpful when adding and subtracting?  
**Vocabulary**  
number bond  
addend  
groups  
put together  
subtraction  
unknown  
add to  
expressions--number sentences  
**Instructional Method**  
Whole Group Guided  
Discussion  
Audio/Visual/Technology  
Small Group  
Partners/Pairs  
Demo/Hands On  
Providing Descriptive Feedback  
**Strategies/Activities**  
Fluency practice-sprints

## Math core block eighteen

### Standards

- **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.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 -- called a "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 11/20/2018

### Objective Learning Target

We can model subtraction of 8 from teen numbers. We can add and subtract within 10. How are different strategies be helpful when solving a problem?  
In what ways can operations (subtraction and addition) affect numbers? How can 10's be helpful when adding and subtracting?  
Essential questions: Explain how are different strategies helpful when solving a problem?  
Explain in what ways can operations (subtraction and addition) affect numbers?  
Explain how can 10s be helpful when adding and subtracting?  
**Vocabulary**

## Math core block nineteen

### Standards

- **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.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.  
Rachel Ellis 11/20/2018

### Objective Learning Target

We can compare efficiency of counting on and taking from ten. We can add and subtract within 10. How are different strategies be helpful when solving a problem?  
In what ways can operations (subtraction and addition) affect numbers? How can 10's be helpful when adding and subtracting?  
Essential questions: Explain how are different strategies helpful when solving a problem?  
Explain in what ways can operations (subtraction and addition) affect numbers?  
Explain how can 10s be helpful when adding and subtracting?  
**Vocabulary**  
number bond  
addend  
groups  
put together  
subtraction  
unknown  
add to  
expressions--number sentences  
**Instructional Method**  
Whole Group Guided  
Discussion  
Audio/Visual/Technology  
Small Group  
Partners/Pairs  
Demo/Hands On  
Providing Descriptive Feedback  
**Strategies/Activities**  
Fluency practice-sprints

Demo/Hands On  
Providing Descriptive  
Feedback  
**Strategies/Activities**  
Fluency practice-sprints  
Application Problem  
Concept Development  
Student Debrief

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### Homework

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**Accommodations & Modifications**  
**Assessment:** Formative:**Teacher observation and individual student work**  
Flashback Exit Slip  
Oral Question  
Conferring  
Self-Evaluation or Student  
Self-Assessment  
**Accommodations:** Preferential seating, repeated directions, extended time, partner work, small group work.

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### Wellness

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

**Instructional Method:** groups

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### Homework

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### Accommodations & Modifications

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### Science/ Social Studies Genius Hour

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**Objective**  
**Learning Target:**

Demo/Hands On  
Providing Descriptive  
Feedback  
**Strategies/Activities**  
Fluency practice-sprints  
Application Problem  
Concept Development  
Student Debrief

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### Homework

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**Accommodations & Modifications**  
**Assessment:** Formative:**Teacher observation and individual student work**  
Flashback Exit Slip  
Oral Question  
Conferring  
Self-Evaluation or Student  
Self-Assessment  
**Accommodations:** Preferential seating, repeated directions, extended time, partner work, small group work.

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### Wellness

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**Standards**  
Lifetime Physical Wellness (Physical Education) Kentucky Practical Living

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### Homework

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### Accommodations & Modifications

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### Science/ Social Studies Cultural Differences

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**Standards**  
● **SS-EP-2.1.1** - Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).  
Rachel Ellis 12/11/2018

**Objective**  
**Learning Target**  
I can understand important cultural beliefs and traditions .  
**Vocabulary**  
Holiday, Christmas, beliefs, traditions, gifts, present, past.  
**Instructional Method**  
whole group

Application Problem  
Concept Development  
Student Debrief

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### Homework

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**Accommodations & Modifications**  
**Assessment:** Formative:**Teacher observation and individual student work**  
Flashback Exit Slip  
Oral Question  
Conferring  
Self-Evaluation or Student  
Self-Assessment  
**Accommodations:** Preferential seating, repeated directions, extended time, partner work, small group work.

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### Wellness

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**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

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

**Instructional Method:** groups

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### Homework

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### Accommodations & Modifications

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**Objective**

number bond  
addend  
groups  
put together  
subtraction  
unknown  
add to  
expressions--number sentences  
**Instructional Method**  
Whole Group Guided Discussion  
Audio/Visual/Technology  
Small Group  
Partners/Pairs  
Demo/Hands On  
Providing Descriptive Feedback  
**Strategies/Activities**  
Fluency practice-sprints  
Application Problem  
Concept Development  
Student Debrief

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### Homework

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**Accommodations & Modifications**  
**Assessment:** Formative:**Teacher observation and individual student work**  
Flashback Exit Slip  
Oral Question  
Conferring  
Self-Evaluation or Student  
Self-Assessment  
**Accommodations:** Preferential seating, repeated directions, extended time, partner work, small group work.

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### Wellness

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**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

**Objective**

Application Problem  
Concept Development  
Student Debrief

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### Homework

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**Accommodations & Modifications**  
**Assessment:** Formative:**Teacher observation and individual student work**  
Flashback Exit Slip  
Oral Question  
Conferring  
Self-Evaluation or Student  
Self-Assessment  
**Accommodations:** Preferential seating, repeated directions, extended time, partner work, small group work.

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### Wellness

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**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

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

**Instructional Method:** groups

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### Homework

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### Accommodations & Modifications

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### Science/ Social Studies Cultural Differences

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**Standards**

Students will conduct STEM experiments.

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### Accommodations & Modifications

**Assessment:** Teacher observation and student participation and work.

**Accommodations:** Preferential seating, extra time, repeated directions, buddy help and small group.

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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

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**Strategies/Activities:** Make an ornament craft for parents.

**Strategies/Activities**  
Review various ways that we (Americans) celebrate Christmas. Learn about Christmas in Australia.

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### Accommodations & Modifications

**Assessment:** Teacher observation and student participation and work.

**Accommodations:** Preferential seating, extra time, repeated directions, buddy help and small group.

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Schedule:

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## Science/ Social Studies Cultural Differences

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### Standards

**Objective SS-EP-2.1.1 - Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).**

**Learning Target**  
I can understand important cultural beliefs and traditions .

**Vocabulary**  
Holiday, Christmas, beliefs, traditions, gifts, present, past.

**Instructional Method**  
whole group  
**Strategies/Activities:**  
Finish ornaments for parents.  
**Strategies/Activities**  
Review various ways that we (Americans) celebrate Christmas. Learn about Christmas in Australia (finish from yesterday).

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### Accommodations & Modifications

**Assessment:** Teacher observation and student participation and work.

**Accommodations:** Preferential seating, extra time, repeated directions, buddy help and small group.

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Schedule:

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

**Instructional Method:** groups

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### Homework

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### Accommodations & Modifications

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## Science/ Social Studies Cultural Differences

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### Standards

● **SS-EP-2.1.1** - Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).  
Rachel Ellis 12/11/2018

### Objective

**Learning Target**  
I can understand important cultural beliefs and traditions .

**Vocabulary**  
Holiday, Christmas, beliefs, traditions, gifts, present, past.

**Instructional Method**  
whole group

**Strategies/Activities**  
Review various ways that we (Americans) celebrate Christmas. Learn about Christmas in Canada.

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### Accommodations & Modifications

**Assessment:** Teacher observation and student participation and work.

**Accommodations:** Preferential seating, extra time, repeated directions, buddy help and small group.

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Schedule:

● **SS-EP-2.1.1** - Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).  
Rachel Ellis 12/11/2018

### Objective

**Learning Target**  
I can understand important cultural beliefs and traditions .

**Vocabulary**  
Holiday, Christmas, beliefs, traditions, gifts, present, past.

**Instructional Method**  
whole group

**Strategies/Activities**  
Class Christmas Party.

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### Accommodations & Modifications

**Assessment:** Teacher observation and student participation and work.

**Accommodations:** Preferential seating, extra time, repeated directions, buddy help and small group.

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Schedule: