

**December 9 - 13, 2019**

MON. DEC. 9TH

TUE. DEC. 10TH

WED. DEC. 11TH

THU. DEC. 12TH

FRI. DEC. 13TH

ELA core block  
**Ruby in her own Way**

ELA core block  
**Ruby in her own way**

ELA core block  
**Ruby in her way**

ELA core block  
**Ruby in her own Way**

ELA core block  
**Ruby in her own Way**

**Standards**

Key Ideas and Details Kentucky English/Language Arts  
College and Career Readiness Anchor Standards for Reading Kentucky English/Language Arts  
**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Kentucky English/Language Arts  
**RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Kentucky English/Language Arts  
**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables. Kentucky English/Language Arts  
**RF.1.3.f** Read words with inflectional endings. Kentucky English/Language Arts  
**RF.1.4.b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Kentucky English/Language Arts  
**RF.1.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Kentucky English/Language Arts  
**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Kentucky English/Language Arts  
**RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Kentucky English/Language Arts  
**RI.1.1** Ask and answer questions about key details in a text. Kentucky English/Language Arts  
**RI.1.2** Identify the main topic and retell key details of a text. Kentucky English/Language Arts

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

**Standards**

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Kentucky English/Language Arts  
**RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Kentucky English/Language Arts  
**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables. Kentucky English/Language Arts  
**RF.1.4.a** Read on-level text with purpose and understanding. Kentucky English/Language Arts  
**RF.1.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Kentucky English/Language Arts  
**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Kentucky English/Language Arts  
**RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Kentucky English/Language Arts  
**RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1. Kentucky English/Language Arts  
**CCR.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Kentucky English/Language Arts  
**L.1.1.a** Print all upper- and lowercase letters. Kentucky English/Language Arts  
**L.1.1.f** Use frequently occurring adjectives. Kentucky English/Language Arts

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

**Standards**

**Objective**  
**Learning Target:**  
I can successfully read and write consonant patterns \_ng, \_nk.  
I can successfully comprehend a story.  
I can successfully answer questions about a story.  
**Critical Vocabulary:**  
**HFW**  
**read, answer, questions, complete, activity, comprehend.**  
Questions-for the week  
\*How do pictures help you understand what you read?  
\*How do you know who the character is?  
**Strategies/Activities:**  
Large group, guided reading, and workshop model.  
**Various reading passages with questions and activities.**  
**Instructional Method:**  
How have you changed from when you were a baby like Ruby did in the story? What lesson does the author want you to learn? How is Ruby like the other ducks? How is she different? Why do you think Ruby was the last duck to do everything? How does Rudy change as she gets bigger?  
Below grade level: students will work in smaller groups with teacher or teaching peer.  
On grade level: Students will work in partners or small groups.  
Above grade level: Students will work independently  
  
Daily guided groups:  
Phonics activities, white boards, grammar skills, reading comprehension, questioning sills, word work, writing skills  
  
Large group, guided reading, and workshop model.

**Standards**

**Objective**  
**Learning Target**  
I can successfully read and write consonant patterns \_ng, \_nk.  
I can successfully comprehend story.  
I can successfully use **initial consonant blends.**  
**Critical Vocabulary**  
HFW: saw, tree, your, small  
  
\*Explain the difference between realism and Fantasy.  
\*Explain how you know where the story takes place.  
\*Explain what Literary Nonfiction is.  
\*Explain how wild animals take care of their babies.  
  
**Strategies/Activities:**  
Large group, guided reading, and workshop model.  
**Various reading passages with questions and activities.**  
**Instructional Method**  
How have you changed from when you were a baby like Ruby did in the story? What lesson does the author want you to learn? How is Ruby like the other ducks? How is she different? Why do you think Ruby was the last duck to do everything? How does Rudy change as she gets bigger?  
Below grade level: students will work in smaller groups with teacher or teaching peer.  
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Daily guided groups:  
Phonics activities, white boards, grammar skills, reading comprehension, questioning sills, word work, writing skills

**Standards**

**Objective**  
**Learning Target**  
I can successfully read and write consonant patterns \_ng, \_nk.  
I can successfully comprehend story.  
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**Critical Vocabulary:**  
HFW saw, tree, your, small  
  
\*Explain the difference between realism and Fantasy.  
\*Explain how you know where the story takes place.  
\*Explain what Literary Nonfiction is.  
\*Explain how wild animals take care of their babies.  
  
**Strategies/Activities:**  
Large group, guided reading, and workshop model.  
**Various reading passages with questions and activities.**  
**Instructional Method**  
How have you changed from when you were a baby like Ruby did in the story? What lesson does the author want you to learn? How is Ruby like the other ducks? How is she different? Why do you think Ruby was the last duck to do everything? How does Rudy change as she gets bigger?  
Below grade level: students will work in smaller groups with teacher or teaching peer.  
On grade level: Students will work in partners or small groups.  
Above grade level: Students will work independently  
  
Daily guided groups:  
Phonics activities, white boards, grammar skills, reading comprehension, questioning sills, word work, writing skills  
  
Large group, guided reading, and workshop model.  
  
**Homework**

I can successfully read and write consonant patterns \_ng, \_nk.  
I can successfully comprehend a story.  
I can successfully answer questions about a story.

**Critical Vocab: HFW read, answer, questions, complete, activity, comprehend.**

Questions-for the week  
\*How do pictures help you understand what you read?  
\*How do you know who the character is?

**Strategies/Activities:**

Large group, guided reading, and workshop model.

**Mini Lesson: Teacher will introduce the reading story Rubv in her own time and have a discussion**  
**Crafting Activity:**

**Phonics: practice vowel sounds of (y), consonant patterns (ng, nk), Language/vocab:Students will use action verbs appropriately**  
**Handwriting: Students will practice writing**

**Writing Prompt: students will write a realistic story using story prompt.**  
**Share: Students will share their writing**

Daily guided groups: Phonics activities, white boards, grammar skills, reading comprehension, questioning sills, word work, writing skills.

**Various reading passages with questions and activities.**

**Instructional Method:**

Below grade level: students will work in smaller groups with teacher or teaching peer.  
On grade level: Students will work in partners or small groups.  
Above grade level: Students will work independently

Daily guided groups: Phonics activities, white boards, grammar skills, reading comprehension, questioning sills, word work, writing skills

Large group, guided reading, and workshop model.

**Homework**

Weekly Reading Log

I can successfully read and write consonant patterns \_ng, \_nk.  
I can successfully comprehend a story.  
I can successfully answer questions about a story.

**Vocabulary: HFW read, answer, questions, complete, activity, comprehend.**

Questions-for the week  
\*How do pictures help you understand what you read?  
\*How do you know who the character is?

**Strategies/Activities:**

Large group, guided reading, and workshop model.

**Various reading passages with questions and activities.**

**Instructional Method:**

How have you changed from when you were a baby like Ruby did in the story? What lesson does the author want you to learn? How is Ruby like the other ducks? How is she different? Why do you think Ruby was the last duck to do everything? How does Rudy change as she gets bigger?  
Below grade level: students will work in smaller groups with teacher or teaching peer.  
On grade level: Students will work in partners or small groups.  
Above grade level: Students will work independently

Daily guided groups: Phonics activities, white boards, grammar skills, reading comprehension, questioning sills, word work, writing skills  
Large group, guided reading, and workshop model.

**Homework**

Weekly Reading Log

**Accommodations & Modifications**

**Assessment: Formative: Teacher observation and individual student work**

**Accommodations: Preferential seating, repeated directions, extended time, partner work, small group work.**

**Homework**

Weekly Reading Log

**Accommodations & Modifications**

**Assessment: Formative: Teacher observation and individual student work**

**Accommodations: Preferential seating, repeated directions, extended time, partner work, small group work.**

**Math core block Lesson 3**

**Standards**

**1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. Kentucky Mathematics

**1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Kentucky Mathematics

**1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. Kentucky Mathematics

Kentucky Mathematics

**Objective**

**Learning Target**

Large group, guided reading, and workshop model.

**Homework**

Rock your fluency study words read each night

**Accommodations & Modifications**

**Assessment: Formative: Teacher observation and individual student work**

**Accommodations: Preferential seating, repeated directions, extended time, partner work, small group work.**

**Homework: Nightly Reading Log Study Words**

**Math core block Lesson 4**

**Standards**

**1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. Kentucky Mathematics

**1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. Kentucky Mathematics

**1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Kentucky Mathematics

Kentucky Mathematics

**Objective**

**Learning Target**

Rock your fluency study words read each night

**Accommodations & Modifications**

**Assessment: Formative Teacher observation and individual student work**

**Accommodations: Preferential seating, repeated directions, extended time, partner work, small group work.**

**Homework: Nightly Reading Log Study Words**

**Math core block Lesson 5**

**Standards**

**1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. Kentucky Mathematics

**1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Kentucky Mathematics

**1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. Kentucky Mathematics

Kentucky Mathematics

**Objective**

**Learning Target**

## Accommodations & Modifications

**Assessment:** Formative:  
**Teacher observation and individual student work**

**Accommodations:** Preferential seating, repeated directions, extended time, partner work, small group work.

## Math core block Lesson 1

### Standards

**1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares.

Understand for these examples that decomposing into more equal shares creates smaller shares.

*Kentucky Mathematics*

**1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

*Kentucky Mathematics*

**1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. *Kentucky Mathematics*

### Objective

#### Learning Target

I can recognize and classify shapes according to their attributes. I can identify shapes, compare shapes, and short shapes. I can copy and draw shapes from memory and create certain shapes with attributes.

## Math core block Lesson 2

### Standards

**1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. *Kentucky Mathematics*

**1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

*Kentucky Mathematics*

**1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares.

Understand for these examples that decomposing into more equal shares creates smaller shares.

*Kentucky Mathematics*

### Objective

#### Learning Target

I can recognize and classify shapes according to their attributes. I can identify shapes, compare shapes, and short shapes. I can copy and draw shapes from memory and create certain shapes with attributes. Create composite shapes from two-dimensional shapes and describe them.

### Critical Vocabulary

attributes  
face  
rhombus  
vertices  
trapezoid--quadrilateral  
cone  
rectangular prism  
cylinder---sphere  
circle---cube  
hexagon---triangle--square  
**Instructional Method**  
Whole Group Guided  
Discussion

I can recognize and classify shapes according to their attributes. I can identify shapes, compare shapes, and short shapes. I can copy and draw shapes from memory and create certain shapes with attributes. Create composite shapes from two-dimensional shapes and describe them.

### Critical Vocabulary

attributes  
face  
rhombus  
vertices  
trapezoid--quadrilateral  
cone  
rectangular prism  
cylinder---sphere  
circle---cube  
hexagon---triangle--square  
**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

### Homework

## 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.

## Wellness

### Standards

### Objective

I can recognize and classify shapes according to their attributes. I can identify shapes, compare shapes, and short shapes. I can copy and draw shapes from memory and create certain shapes with attributes. Create composite shapes from two-dimensional shapes and describe them.

### Critical Vocabulary

attributes  
face  
rhombus  
vertices  
trapezoid--quadrilateral  
cone  
rectangular prism  
cylinder---sphere  
circle---cube  
hexagon---triangle--square  
**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

### Homework

## 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.

## Wellness

### Standards

### Objective

I can recognize and classify shapes according to their attributes. I can identify shapes, compare shapes, and short shapes. I can copy and draw shapes from memory and create certain shapes with attributes. Create composite shapes from two-dimensional shapes and describe them.

### Critical Vocabulary

attributes  
face  
rhombus  
vertices  
trapezoid--quadrilateral  
cone  
rectangular prism  
cylinder---sphere  
circle---cube  
hexagon---triangle--square  
**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

### Homework

## 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.

## Wellness

### Standards

### Objective

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

**Instructional Method:** groups

### Homework

Can you find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faced and points.

**Critical Vocabulary**

attributes  
face  
rhombus  
vertices  
trapezoid--quadrilateral  
cone  
rectangular prism  
cylinder---sphere  
circle---cube  
hexagon---triangle--square

**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**

individuals have a responsibility to maintain a healthy lifestyle. Kentucky Practical Living demonstrate awareness of the concept of responsibility to oneself and others Kentucky Practical Living identify relationships between personal health behaviors and individual well-being Kentucky Practical Living demonstrate social interaction skills by:

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**

personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings. Kentucky Practical Living demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness) Kentucky Practical Living individuals have a responsibility to maintain a healthy lifestyle. Kentucky Practical Living

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**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**

**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  
**Social Studies- rules- review**

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**Standards**

culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Kentucky

Social Studies  
cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs. Kentucky Social Studies  
cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs. Kentucky Social Studies  
a variety of factors promote cultural diversity in a community. Kentucky Social Studies  
develop an understanding of the nature of culture:

- explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)
- investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)

Kentucky Social Studies

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**Objective**

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

**Vocabulary**  
Holiday, Christmas, beliefs, traditions, gifts, present, past.  
**Instructional Method**  
whole group

**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  
**Social Studies- rules- review**

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**Standards**

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**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:**  
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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**Homework**

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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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**Accommodations & Modifications**

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Science/ Social Studies  
**Genius Hour**

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**Objective**

**Learning Target:**  
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:

- using etiquette, politeness, sharing and other positive social interaction skills
- working and playing collaboratively in large and small groups
- using appropriate means to express needs, wants and feelings
- describing characteristics needed to be a responsible friend and family member
- practicing attentive listening skills that build and maintain healthy relationships
- identifying the differences between verbal and nonverbal communication
- identifying social interaction skills that enhance individual health

Kentucky Practical Living  
explain how an individual's attitude can affect one's personal health:

- social health: getting along with others, serving as team members
- emotional health: expressing feelings, self-concept

Kentucky Practical Living

### Objective

**Learning Target:** Students will interact with peers through locomotor play

**Vocabulary:** locomotor

**Strategies/Activities:**

**Instructional Method:** groups

### Homework

### Accommodations & Modifications

Science/ Social Studies  
**Social Studies- rules- review**

## Science/ Social Studies **Social Studies- rules- review**

### Standards

culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Kentucky Social Studies  
develop an understanding of the nature of culture:

- explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)
- investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)

Kentucky Social Studies

### 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:  
Make an ornament craft for parents.

**Strategies/Activities**

Review various ways that we (Americans) celebrate Christmas. Learn about Christmas in Australia.

### Homework

### Accommodations & Modifications

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

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

Schedule:

Strategies/Activities:  
Make an ornament craft for parents.

**Strategies/Activities**

Review various ways that we (Americans) celebrate Christmas. Learn about Christmas in Australia.

### Homework

### Accommodations & Modifications

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

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

Schedule:

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## Standards

culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Kentucky

Social Studies

a variety of factors promote cultural diversity in a community. Kentucky Social

Studies

develop an understanding of the nature of culture:

- explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)
- investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)

Kentucky Social Studies

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## 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:

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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## Homework

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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

