

**November 11 - 15, 2019**

MON. NOV. 11TH	TUE. NOV. 12TH	WED. NOV. 13TH	THU. NOV. 14TH	FRI. NOV. 15TH
<p>ELA core block <b>Life in the Forest</b></p>	<p>ELA core block <b>Life in the Forest</b></p>	<p>ELA core block <b>Life in the Forest</b></p>	<p>ELA core block <b>Life in the Forest</b></p>	<p>ELA core block <b>Life in the Forest</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.SL.1</b> - 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 <b>CC.1.RL.5</b> - 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 <b>CC.1.RF.2c</b> - Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Standard <b>CC.1.W.2</b> - 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. Rachel Ellis 1/2/2019</p>	<p>● <b>CC.1.RL.1</b> Key Ideas and Details: Ask and answer questions about key details in a text.  <b>CC.1.L.2e</b> Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 10/8/2018</p>	<p>● <b>CC.1.RL.1</b> Key Ideas and Details: Ask and answer questions about key details in a text.  <b>CC.1.L.2e</b> Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 10/8/2018</p>	<p>● <b>CC.1.RL.1</b> Key Ideas and Details: Ask and answer questions about key details in a text.  <b>CC.1.L.2e</b> Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 10/8/2018</p>	<p>● <b>CCC.1.RL.1</b> Key Ideas and Details: Ask and answer questions about key details in a text.  <b>CC.1.L.2e</b> Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Rachel Ellis 10/8/2018</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 read and write long u: u_e I can successfully comprehend story. I can successfully <b>read and write Inflected ending -ed</b> <b>I can write for a topic.</b> <b>I can write in complete sentences.</b></p>	<p><b>Learning Target:</b> I can successfully use short a I can successfully comprehend a story. I can successfully <b>consonant pattern -ck</b> <b>Vocabulary:</b> HFW, my, come, way, on, in <b>Strategies/Activities:</b> Sam Come Back Instruction: Large group, guided reading, and workshop model. Critical Questions: For the week *What do pets need and why do they need it? *Explain what Realistic Fiction is. *How do you think the woman in the story feels about her cat? Explain how you know.</p>	<p><b>Learning Target:</b> I can successfully use short a I can successfully comprehend a story. I can successfully <b>consonant pattern -ck</b> <b>Vocabulary:</b> HFW, my, come, way, on, in <b>Strategies/Activities:</b> <b>Sam Come Back</b> <b>Instruction:</b> Large group, guided reading, and workshop model. Critical Questions: For the week *What do pets need and why do they need it? *Explain what Realistic Fiction is. *How do you think the woman in the story feels about her cat? Explain how you know.</p>	<p><b>Learning Target:</b> I can successfully use short a I can successfully comprehend a story. I can successfully <b>consonant pattern -ck</b> <b>Vocabulary:</b> HFW, my, come, way, on, in <b>Strategies/Activities:</b> <b>Sam Come Back</b> Instruction: Large group, guided reading, and workshop model. Critical Questions: For the week *What do pets need and why do they need it? *Explain what Realistic Fiction is. *How do you think the woman in the story feels about her cat? Explain how you know.</p>	<p><b>Learning Target:</b> I can successfully use short i I can successfully comprehend a story. I can successfully <b>consonant x / ks</b> <b>Vocabulary:</b> HFW, she, take, what, up  **Questions for the week Explain what an Animal Fantasy is. Explain what the problem in the story is. How much time passed in the story? Explain how you know this.</p>
<p><b>Vocabulary</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<p>HFW grow, food, around, find, water, under <b>Instructional Method</b> Large group, guided reading, and workshop model. 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?</p>	<p>Weekly reading Log</p>	<p>Weekly reading Log</p>	<p>Weekly reading Log</p>	<p>Rock your fluency first three stories</p>
<p><b>Assessment:</b> Formative: <b>Teach her observation and individual student work</b></p>	<p><b>Assessment:</b> Formative: <b>Teach her observation and individual student work</b></p>	<p><b>Assessment:</b> Formative: <b>Teach her observation and individual student work</b></p>	<p><b>Assessment:</b> Formative: <b>Teach her observation and individual student work</b></p>	<p><b>Assessment:</b> Formative: <b>Teach her 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>

## Strategies/Activities

### Daily Guided Groups:

Phonics activities; white boards; grammar skills; reading comprehension; questioning skills; word work; writing skills

## Homework

## 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

### Standards

**CCSS.Math.Content.1.MD.B**

Tell and write time. Kentucky Mathematics

### Objective

Students will be able to tell time to the hour and half hour with accuracy.

### Procedures

1. Introduction/Motivation
2. ...

## Homework

## Accommodations & Modifications

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

## Wellness

### Standards

## Math core block seven

### 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 11/19/2018

### Objective

**Learning Target:** We can compare efficiency of counting on and making ten when one addend is 9. 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?  
**Vocabulary:** number bond  
addend  
groups  
addition  
put together  
subtraction  
unknown  
add to  
expressions--number sentences

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

**Instructional Method:** Whole Group Guided Discussion  
Audio/Visual/Technology  
Small Group  
Partners/Pairs

## Math core block eight

### Standards

● 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.5** - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).  
Rachel Ellis 11/19/2018

### Objective

**Learning Target**  
We can make ten when one addend is 8. 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?  
**Vocabulary**  
number bond  
addend  
groups  
addition  
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

## Math core block nine

### 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 11/19/2018

### Objective

**Learning Target:** We can compare efficiency of counting on and making ten when one addend is 8. 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?  
**Vocabulary**  
number bond  
addend  
groups  
addition  
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

## Math core block ten

### 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 11/19/2018

### Objective

**Learning Target**  
We can solve problems with addend of 7, 8, and 9. 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?  
**Vocabulary**  
number bond  
addend  
groups  
addition  
put together  
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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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## Objective

Students will be able to

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## Procedures

1. Introduction/Motivation
  2. ...
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## Homework

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## Accommodations & Modifications

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

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## Science/ Social Studies

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## Standards

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## Objective

Students will be able to

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## Procedures

1. Introduction/Motivation
  2. ...
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## Homework

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## Accommodations & Modifications

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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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Demo/Hands On  
Providing Descriptive Feedback

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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

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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

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**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

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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

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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

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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

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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

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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

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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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Science/ Social  
Studies  
**cultural differences**

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**Standards**

- **SS-EP-2.1.1.1** - Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). Rachel Ellis 11/19/2018

**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. Begin to discuss ways other countries celebrate Christmas (Italy).

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**Homework**

**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**

- **SS-EP-2.1.1.1** - Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). Rachel Ellis 11/19/2018

**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. Begin to discuss ways other countries celebrate Christmas (France).

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**Homework**

**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**

- **SS-EP-2.1.1.1** - Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). Rachel Ellis 11/19/2018

**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. Begin to discuss ways other countries celebrate Christmas (Germany).

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**Homework**

**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:

**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: