

November 18 - 22, 2019

MON. NOV. 18TH	TUE. NOV. 19TH	WED. NOV. 20TH	THU. NOV. 21ST	FRI. NOV. 22ND
<p>ELA core block Honey Bees</p>	<p>ELA core block Honey Bees</p>	<p>ELA core block Honey Bees</p>	<p>ELA core block Honey Bees</p>	<p>ELA core block Honey Bees</p>
<p>Objective</p>	<p>Objective</p>	<p>Objective</p>	<p>Objective</p>	<p>Objective</p>
<p>Learning Target:</p>	<p>Learning Target:</p>	<p>Learning Target:</p>	<p>Learning Target:</p>	<p>Learning Target:</p>
<p>I can successfully read and write long e: e, ee I can successfully comprehend story. I can successfully read and write syllables vc/cv</p>	<p>I can successfully read and write long e: e, ee I can successfully comprehend story. I can successfully read and write syllables vc/cv</p>	<p>I can successfully read and write long e: e, ee I can successfully comprehend story. I can successfully read and write syllables vc/cv</p>	<p>I can successfully read and write long e: e, ee I can successfully comprehend story. I can successfully read and write syllables vc/cv</p>	<p>I can successfully read and write long e: e, ee I can successfully comprehend story. I can successfully read and write syllables vc/cv</p>
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>
<p>HFW family, other, also, their, some, new</p>	<p>HFW family, other, also, their, some, new</p>	<p>HFW family, other, also, their, some, new</p>	<p>HFW family, other, also, their, some, new</p>	<p>HFW family, other, also, their, some, new</p>
<p>Instructional Method</p>	<p>Instructional Method</p>	<p>Instructional Method</p>	<p>Instructional Method</p>	<p>Instructional Method</p>
<p>Large group, guided reading, and workshop model. Questions: 1.Worker bees have important jobs. What important jobs do you have at home or school? 2. What does the author want you to learn about in Honey Bees? 3. How are queen bees and worker bees alike and different? 4. What questions would you ask to find out about how people get honey to eat? CC.1.SL.1 - Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>Large group, guided reading, and workshop model. Questions: 1.Worker bees have important jobs. What important jobs do you have at home or school? 2. What does the author want you to learn about in Honey Bees? 3. How are queen bees and worker bees alike and different? 4. What questions would you ask to find out about how people get honey to eat? CC.1.SL.1 - Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>Large group, guided reading, and workshop model. Questions: 1.Worker bees have important jobs. What important jobs do you have at home or school? 2. What does the author want you to learn about in Honey Bees? 3. How are queen bees and worker bees alike and different? 4. What questions would you ask to find out about how people get honey to eat? CC.1.SL.1 - Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>Large group, guided reading, and workshop model. Questions: 1.Worker bees have important jobs. What important jobs do you have at home or school? 2. What does the author want you to learn about in Honey Bees? 3. How are queen bees and worker bees alike and different? 4. What questions would you ask to find out about how people get honey to eat? CC.1.SL.1 - Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>Large group, guided reading, and workshop model. Questions: 1.Worker bees have important jobs. What important jobs do you have at home or school? 2. What does the author want you to learn about in Honey Bees? 3. How are queen bees and worker bees alike and different? 4. What questions would you ask to find out about how people get honey to eat? CC.1.SL.1 - Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Standard</p>	<p>Standard</p>	<p>Standard</p>	<p>Standard</p>	<p>Standard</p>
<p>CC.1.RL.5 - Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>CC.1.RL.5 - Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>CC.1.RL.5 - Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>CC.1.RL.5 - Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>CC.1.RL.5 - Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>
<p>Standard</p>	<p>Standard</p>	<p>Standard</p>	<p>Standard</p>	<p>Standard</p>
<p>CC.1.RF.3 - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>CC.1.RF.3 - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>CC.1.RF.3 - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>CC.1.RF.3 - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>CC.1.RF.3 - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>C Standard</p>	<p>C Standard</p>	<p>C Standard</p>	<p>C Standard</p>	<p>C Standard</p>
<p>1.W.2 - Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Questions for the week</p>	<p>1.W.2 - Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Questions for the week</p>	<p>1.W.2 - Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Questions for the week</p>	<p>1.W.2 - Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>1.W.2 - Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Questions for the week Explain what an Animal Fantasy is.</p>

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.

Strategies/Activities:
Honey Bees

Instructional Method:
Large group, guided reading, and workshop model

Homework

Rock your fluency first three stories

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 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

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.

Strategies/Activities:
Honey Bees

Instructional Method:
Large group, guided reading, and workshop model

Instructional Method:
Large group, guided reading, and workshop model

Homework

Rock your fluency first three stories

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 ten

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
put together
subtraction
unknown
add to
expressions--number sentences
addition

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.

Strategies/Activities:
Honey Bees

Instructional Method:
Large group, guided reading, and workshop model

Instructional Method:
Large group, guided reading, and workshop model

Homework

Rock your fluency first three stories

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 eleven

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 11/19/2018

**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.

Strategies/Activities:
Honey Bees

Instructional Method:
Large group, guided reading, and workshop model

Homework

Rock your fluency first three stories

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 eleven

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 11/19/2018

Objective

Explain what the problem in the story is.
How much time passed in the story? Explain how you know this.

Strategies/Activities:
Honey Bees

Strategies/Activities:
Large group, guided reading, and workshop model.

Homework

Rock your fluency and study words

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 twelve

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 solve word problems with subtraction of 9 from 10. We can add and subtract within 10. How are different strategies be helpful when solving a problem?

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
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

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

Objective

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

Objective

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

Instructional 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
Method: groups

Homework

Accommodations & Modifications

Objective

Learning Target

We can share and critique peer solution strategies for put together with total unknown word problems. 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
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

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

Learning Target

We can share and critique peer solution strategies for put together with total unknown word problems. 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
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

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

Objective

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
groups
put together
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

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

Objective

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

Instructional 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
Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies
Unit 3 Lesson 1 Character Counts

Standards

● **PL-EP-1.1.1** - Students will identify effective social interaction skills (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior.
Rachel Ellis 11/20/2018

Objective

Learning Target
I can use my manners.
I can be nice and respectful.
I can be responsible.

Vocabulary
respect, manners, nice, friends, elders, 7 Habits and STAR.

Instructional Method
Class discussion how our bodies alert us to our angry feelings.

Strategies/Activities
Discussion of community building and manners.
Complete activity page.

Homework

Science/ Social Studies
Cultural Differences

Objective

Learning Target
I can understand important events in History.

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

Vocabulary
pilgrim, Native American, Indian, maze, Thanksgiving, feast, harvest, celebrate
Instructional Method
whole group
Strategies/activities- brain pop video/quiz. Read a Thanksgiving book.

Homework

Accommodations & Modifications

Assessment: Teacher observation and student participation and work.

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

Schedule:

Objective

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

Instructional 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
Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies
Cultural Differences

Objective

Learning Target
I can understand important events in History.

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

Vocabulary
pilgrim, Native American, Indian, maze, Thanksgiving, feast, harvest, celebrate
Instructional Method
whole group
Strategies/activities- brain pop video/quiz. Read a Thanksgiving book. Compare and contrast life during Pilgrim Time and present.

Homework

Accommodations & Modifications

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

Instructional 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
Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies
Cultural Differences

Objective

Learning Target
I can understand important events in History.

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

Vocabulary
pilgrim, Native American, Indian, maze, Thanksgiving, feast, harvest, celebrate
Instructional Method
whole group
Strategies/activities- brain pop video/quiz. Read a Thanksgiving book. Discuss homes and work during Pilgrim time. How school went for children and work as well.
Instructional Method
whole group

Homework

Accommodations & Modifications

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

Instructional 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
Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies
Genius Hour

Objective

Learning Target:
Students will conduct STEM experiments.

Accommodations & Modifications

Assessment: Teacher observation and student participation and work.

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

Schedule:

Accommodations & Modifications

Assessment: Teacher observation and student participation and work.

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

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

Assessment: Teacher observation and student participation and work.

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

Schedule:

Assessment: Teacher observation and student participation and work.

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

Schedule: