

November 25 - 29, 2019

MON. NOV. 25TH

TUE. NOV. 26TH

WED. NOV. 27TH

THU. NOV. 28TH

FRI. NOV. 29TH

ELA core block
Rock your Fluency

Objective

Learning Target:

I can successfully use short o
I can successfully comprehend story.

I can successfully **consonant s /z/, and plural -s**

Vocabulary: HFW blue, help, little, from, use, get

1.RL.1 Key Ideas and Details: Ask and answer questions about key details in a text.

1.L.2e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Essential Questions for the week

Tell how animals help people. Explain what an Animal Fantasy story is.

How do you know the pigs and the ox in the story are not real?

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

Objective

Learning Target

ELA core block
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Math core block
thirteen

Objective

Learning Target

CLASSES ARE OFF

Nov 27th, 2019 to Nov 29th, 2019

Thanksgiving Break

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Thanksgiving Break

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?

In what ways can operations (subtraction and addition) affect numbers? How can 10's be helpful when adding and subtracting?

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

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.

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

Strategies/Activities

Fluency practice-sprints
Application Problem
Concept Development
Student Debrief

Homework

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Homework

Accommodations & Modifications

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

Flashback Exit Slip
Oral Question
Conferring

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 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

Homework

Accommodations & Modifications

Science/ Social Studies

cultural differences

Objective

Learning Target

I can understand important cultural beliefs and traditions .

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

Vocabulary

Self-Evaluation or Student

Self-Assessment

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

Wellness

Objective

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Target: Students will interact with peers through

locomotor play

Vocabulary: locomotor

Strategies/Activities:

Instructional

Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies

Character Counts

Objective

Learning Target

I can share examples of how to be a problem solver.

PL-EP-1.1.2 - Students will identify strategies for stress management, problem solving, conflict resolution and communication (e.g., self-control, work and play collaboration, caring, reconciling, asking for help, active listening).

Vocabulary

proactive, in charge, myself, oneself.

Instructional Method

Whole Group

Strategies/Activities

pilgrim, Native American, Indian, maze, Thanksgiving, feast, harvest, celebrate

Instructional Method

whole group

Strategies/Activities

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.

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

Discuss "Problem Solving" then students can share examples of what this means. Or give examples and have students act this out.

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