

November 4 - 8, 2019

MON. NOV. 4TH

TUE. NOV. 5TH

WED. NOV. 6TH

THU. NOV. 7TH

FRI. NOV. 8TH

CLASSES ARE OFF

Bullitt Day

CLASSES ARE OFF

Election Day

ELA core block
Rock your Fluency

ELA core block
Rock your fluency

ELA core block
Rock your fluency

Standards

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

CC.1.L.2e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
Rachel Ellis 7/30/2018

Standards

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

CC.1.L.2e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
Rachel Ellis 7/30/2018

Standards

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

CC.1.L.2e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Rachel Ellis 10/8/2018

Objective

Learning Target:

I can successfully use short u
I can successfully comprehend a story.
I can successfully **consonants v, y, z, qu**

Vocabulary: HFW, where, here, for, me,go

* Essential Questions

Explain the difference between Realism and Fantasy.

How do you know where this story takes place?

Explain what Realistic Fiction is.

Strategies/Activities:

Reading Street- Farmer's Market

Instructional Method:

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.

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Objective

Learning Target:

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

I can successfully **consonant pattern -ck**

Vocabulary: HFW, my, come, way, on, in

Strategies/Activities:

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.

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 six

Standards

Math core block lesson five

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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (Students need not use formal terms for these properties.)
Rachel Ellis 11/9/2018

- Jodi Osborne
First Grade 10/31/2019
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Objective

Learning Target: We can make ten when one addend is 9. We can add and subtract within 10.

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

Math core block lesson six

Standards

- **CC.NBT.2**
CC.1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (Students need not use formal terms for these properties.)

Rachel Ellis 11/9/2018

- Jodi Osborne
First Grade 10/31/2019
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Objective

Learning Target: We can make ten when one addend is 9. We can add and subtract within 10. How are different strategies helpful when solving a problem?

In what ways can operations (subtraction and addition) affect numbers? How can 10s 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
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add to
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Strategies/Activities: Fluency practice-sprints
Application Problem
Concept Development
Student Debrief

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

● CC.NBT.2

CC.1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (Students need not use formal terms for these properties.)

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

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

Homework

Accommodations & Modifications

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

Homework

Accommodations & Modifications

Assessment: Flashback Exit Slip
Oral Question
Conferring
Self-Evaluation or Student Self-Assessment

Accommodations: extended time, small group, use of manipulatives, repeated directions

Wellness

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

Homework

Accommodations & Modifications

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

Wellness

Standards

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Rachel Ellis 7/30/2018

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Instructional Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies

Standards

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

Wellness

Standards

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Rachel Ellis 7/30/2018

Objective

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Vocabulary: locomotor
Strategies/Activities:

Instructional Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies
cultural differences

Standards

● **SS-EP-2.1.1** - Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).
Rachel Ellis 11/19/2018

Objective Learning Target

Science/ Social Studies

Character Counts/ Genius Hour

Standards

- **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).
Rachel Ellis 11/9/2018

Objective

Learning Target

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

Vocabulary

proactive, in charge, myself, oneself.

Instructional Method

Whole Group

Strategies/Activities

Discuss "What taking care of yourself means" then students can share examples of what this means or give examples .

**We will be using supplies to create a turkey.

Homework

Accommodations & Modifications

Assessment: Teacher observation and student participation and work.

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

Schedule:

- **SS-EP-5.2.1** - Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.
Rachel Ellis 11/9/2018

Objective

Learning Target

I can understand important events in History .

Vocabulary

pilgrim, native American, indian, maze, Thanksgiving, feast, harvest, celebrate.

Instructional Method

whole group

Strategies/Activities

Watch a Thanksgiving video clip for kids from You Tube.
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:

I can understand important cultural beliefs and traditions .

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

Instructional Method
whole group

Strategies/Activities
Discuss various ways that we (Americans) celebrate Christmas. Chart this discussion

Homework

Accommodations & Modifications

Assessment: Teacher observation and student participation and work.

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

Schedule: