

October 7 - 11, 2019

MON. OCT. 7TH

TUE. OCT. 8TH

WED. OCT. 9TH

THU. OCT. 10TH

FRI. OCT. 11TH

CLASSES ARE OFF

Bullitt Day

ELA core block
Sam

ELA core block
Sam

ELA core block
Sam

ELA core block
Sam

Standards

RL.1.1 Ask and answer questions about key details in a text. 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.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Kentucky English/Language Arts

RF.1.1 Demonstrate understanding of the organization and basic features of print. Kentucky English/Language Arts

RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Kentucky English/Language Arts

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Kentucky English/Language Arts

RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. Kentucky English/Language Arts

RF.1.3.b Decode regularly spelled one-syllable words. 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 Read with sufficient accuracy and fluency to support comprehension. Kentucky English/Language Arts

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. Kentucky English/Language Arts

Objective

Students will be able to:
I can successfully use short a
I can successfully comprehend a story

Standards

RF.1.1 Demonstrate understanding of the organization and basic features of print. Kentucky English/Language Arts

RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Kentucky English/Language Arts

Phonological Awareness
Kentucky English/Language Arts
RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. Kentucky English/Language Arts

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. Kentucky English/Language Arts

RF.1.4 Read with sufficient accuracy and fluency to support comprehension. 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

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RL.1.1 Ask and answer questions about key details in a text. Kentucky English/Language Arts

Objective

Students will be able to
I can successfully use short a
I can successfully comprehend a story
I can successfully use consonant pattern -ck
Vocabulary: HFW

Procedures

1. Introduction/Motivation
2. Large group, guided reading and workshop model.

Standards

RL.1.1 Ask and answer questions about key details in a text. Kentucky English/Language Arts

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RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. Kentucky English/Language Arts

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RF.1.3.b Decode regularly spelled one-syllable words. 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

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

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I can successfully use consonant pattern -ck
Vocabulary: HFW

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consonant pattern -ck
Vocabulary: HFW

Procedures

1. Introduction/Motivation
2. Large group, guided reading and workshop model.

Homework

Weekly reading log

Accommodations & Modifications

preferential seating, repeated directions, extended time, small group work.

Math core block 31

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.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
Rachel Ellis 7/30/2018

Objective

Learning Target: We can solve take from with change unknown math stories with drawings. I can solve addition problems using the commutative property. Essential questions: How are different strategies helpful when solving a problem? In what ways can operations (subtraction and addition) affect numbers?

Vocabulary: number bond
addend
groups

Homework

Weekly reading log

Accommodations & Modifications

preferential seating, repeated directions, extended time, small group work.

Math core block 32

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.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

CC.K.OA.5 Fluently add and subtract within 5.
Rachel Ellis 10/8/2018

Objective

Learning Target: We can relate subtraction from 10 to corresponding decompositions. We can add and subtract within 10. Essential questions: Explain how are different strategies helpful when solving a problem?

I can successfully use
consonant pattern -ck
Vocabulary: HFW

Procedures

1. Introduction/Motivation
2. Large group, guided reading and workshop model.

Homework

Weekly reading log

Accommodations & Modifications

preferential seating, repeated directions, extended time, small group work.

Math core block 32

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

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CC.K.OA.5 Fluently add and subtract within 5.
Rachel Ellis 10/8/2018

Objective

Procedures

1. Introduction/Motivation
2. Large group, guided reading and workshop model.

Homework

Weekly reading log

Accommodations & Modifications

preferential seating, repeated directions, extended time, small group work.

Math core block 33

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.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: -- a. 10 can be thought of as a bundle of ten ones "ten." -- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. -- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

CC.K.OA.5 Fluently add and subtract within 5.
Rachel Ellis 10/8/2018

Objective

Learning Target: We can relate subtraction from 9 to corresponding decompositions. We can add and subtract within 10.

put together
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
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

Explain in what ways can operations (subtraction and addition) affect numbers?
Vocabulary: number bond
addend
groups
put together
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
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: We can relate subtraction from 10 to corresponding decompositions. 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
put together
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
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



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
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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
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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

Science/ Social Studies

Standards

● **NGSS-1-LS1-1-** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

NGSS-1-LS1-2- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

NGSS-1-LS3-1- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
Rachel Ellis 10/8/2018

Objective

Learning Target:

I can understand how animals are grouped into categories .

I can understand animal needs.

I can understand how animals adapt.

Vocabulary: groups, traits, adaptations, mimicry, organisms, breeds, survive, grow, behavior offspring and parents.
Strategies/Activities:

Homework

Accommodations & Modifications

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

Instructional 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:

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

Science/ Social Studies

Standards

● **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 10/19/2018

Objective

Learning Target:

I can understand important events in History .

I can understand important Patriotic symbols.

Learning Target: Students will interact with peers through locomotor play

Vocabulary: locomotor

Strategies/Activities:

Instructional Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies

Standards

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Rachel Ellis 10/19/2018

Objective

Learning Target:

I can understand important events in History .

I can understand important Patriotic symbols.

Vocabulary: history, country, states, patriotic symbol, election, vote, America, flag, hero, democracy.

Strategies/Activities:

Review the American Flag then discuss, read and start the packet on America

Instructional Method: whole group

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

Schedule:

Vocabulary: history, country, states, patriotic symbol, election, vote, America, flag, hero, democracy.

Strategies/Activities: Discuss and learn about "The American Flag".

Schedule:

Instructional Method: whole group

Accommodations & Modifications

Assessment: Teacher observation and student participation and work.

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

Schedule: