

September 16 - 20, 2019

MON. SEP. 16TH	TUE. SEP. 17TH	WED. SEP. 18TH	THU. SEP. 19TH	FRI. SEP. 20TH
<p>ELA core block Get the Egg</p>	<p>ELA core block Get the Egg</p>	<p>ELA core block Get the Egg</p>	<p>ELA core block Get the Egg</p>	<p>ELA core block Get the Egg</p>
<p>Standards</p>	<p>Standards</p>	<p>Standards</p>	<p>Standards</p>	<p>Standards</p>
<p>RL.1.1 Ask and answer questions about key details in a text. Kentucky English/Language Arts</p>	<p>Objective Students will be able to I can successfully use short o</p>	<p>Objective Students will be able to I can successfully use short o</p>	<p>Objective Students will be able to I can successfully use short o</p>	<p>Objective Students will be able to I can successfully use short o</p>
<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. Kentucky English/Language Arts</p>	<p>I can successfully comprehend a story I can successfully use consonants d,l, h</p>	<p>I can successfully comprehend a story I can successfully use consonants d,l, h</p>	<p>I can successfully comprehend a story I can successfully use consonants d,l, h</p>	<p>I can successfully comprehend a story I can successfully use consonants d,l, h</p>
<p>RI.1.2 Identify the main topic and retell key details of a text. Kentucky English/Language Arts</p>	<p>Procedures 1. Introduction/Motivation 2. ...Large group, guided reading, and workshop model</p>	<p>Procedures 1. Introduction/Motivation 2. ...Large group, guided reading, and workshop model</p>	<p>Procedures 1. Introduction/Motivation 2. ...Large group, guided reading, and workshop model</p>	<p>Procedures 1. Introduction/Motivation 2. ...Large group, guided reading, and workshop model</p>
<p>RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Kentucky English/Language Arts</p>	<p>Homework Weekly reading</p>	<p>Homework Weekly reading</p>	<p>Homework Weekly reading</p>	<p>Homework Weekly reading</p>
<p>RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. Kentucky English/Language Arts</p>	<p>Accommodations & Modifications Assessment: Formative Teacher observation and individual work Small group work/partners repeated directions extended time</p>	<p>Accommodations & Modifications Assessment: Formative Teacher observation and individual work Small group work/partners repeated directions extended time</p>	<p>Accommodations & Modifications Assessment: Formative Teacher observation and individual work Small group work/partners repeated directions extended time</p>	<p>Accommodations & Modifications Assessment: Formative Teacher observation and individual work Small group work/partners repeated directions extended time</p>
<p>Objective Students will be able to I can successfully use short o I can successfully comprehend a story I can successfully use consonants d,l, h</p>				
<p>Procedures 1. Introduction/Motivation 2. .Large group, guided reading, and workshop model..</p>	<p>Math core block 21- and review of skills learned</p>	<p>Math core block 22</p>	<p>Math core block 23</p>	<p>Math core block 23</p>
<p>Homework Weekly reading</p>	<p>Standards ●</p>	<p>Standards ●</p>	<p>Standards ●</p>	<p>Standards ●</p>
<p>Accommodations & Modifications Assessment: Formative Teacher observation and individual work Small group work/partners repeated directions extended time</p>				
<p>Math core block 21</p>				

Standards

● **CC.1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
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 7/30/2018

Objective

Learning Target: We can visualize and solve doubles plus 1 with 5-group cards. 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 groups
put together
unknown
add to

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

CC.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
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 7/30/2018

Objective

Learning Target: We can visualize and solve doubles plus 1 with 5-group cards. I can solve addition problems using the commutative property. I can look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends.

Essential questions: How are different strategies helpful when solving a problem? In what ways can operations (subtraction and addition) affect numbers?

Vocabulary: number bond groups
put together
unknown
add to

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

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Oral Question

CC.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
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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Oral Question

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Objective

Learning Target: We can visualize and solve doubles plus 1 with 5-group cards. I can solve addition problems using the commutative property. I can look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends and coloring problems with the same total.

Essential questions: How are different strategies helpful when solving a problem? In what ways can operations (subtraction and addition) affect numbers?

Vocabulary: number bond groups
put together
unknown
add to

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

CC.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
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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Strategies/Activities: Fluency practice-sprints
Application Problem
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Student Debrief

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

Accommodations & Modifications

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

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

- **.CC.1..SS2.14**
CC.1SS2.15
Rachel Ellis 7/30/2018

Objective

Learning Target:
I can understand the reasons for rules at home and school. I can understand the importance of rules and give examples.

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

- **.CC.1..SS2.14**
CC.1SS2.15
Rachel Ellis 7/30/2018

Objective

Learning Target:
I can understand the reasons for rules at home and school.

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

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Instructional Method: groups

Homework

Accommodations & Modifications

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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

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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

- **.CC.1..SS2.14**
CC.1SS2.15
Rachel Ellis 7/30/2018

Objective

Learning Target:
I can understand the reasons for rules at home and school.

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

Wellness

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- **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

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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

-

Vocabulary: rules, follow, directions, safety, importance, laws.

Strategies/Activities: Review of rules: school, classroom, hallways, cafeteria, playground, restroom and bus.

Instructional Method: whole group

Homework

Accommodations & Modifications

Assessment: teacher observation and student participation

Accommodations: preferential seating, extra time, repeated directions, buddy help, and small group if needed.

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

I can understand the importance of rules and give examples.

Vocabulary: rules, follow, directions, safety, importance, laws.

Strategies/Activities: Review of rules: school, classroom, hallways, cafeteria, playground, restroom and bus.

Instructional Method: whole group

Homework

Accommodations & Modifications

Assessment: teacher observation and student participation

Accommodations: preferential seating, extra time, repeated directions, buddy help, and small group if needed.

Schedule:

Vocabulary: rules, follow, directions, safety, importance, laws.

Strategies/Activities: Review of rules: school, classroom, hallways, cafeteria, playground, restroom and bus.

Instructional Method: whole group

Homework

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Accommodations: preferential seating, extra time, repeated directions, buddy help, and small group if needed.

Schedule:

I can understand the importance of rules and give examples.

Vocabulary: rules, follow, directions, safety, importance, laws.

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Instructional Method: whole group

Homework

Accommodations & Modifications

Assessment: teacher observation and student participation

Accommodations: preferential seating, extra time, repeated directions, buddy help, and small group if needed.

Schedule:

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 7/30/2018

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:

Brainstorm and chart what we know about animals and animal groups.

Homework

Accommodations & Modifications

Assessment: Teacher observation and student participation and work.

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

Schedule: