

September 2 - 6, 2019

MON. SEP. 2ND

CLASSES ARE OFF

Labor Day

TUE. SEP. 3RD

CLASSES ARE OFF

Bullitt Day

WED. SEP. 4TH

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

Objective

Learning Target:

I can successfully use
I can successfully comprehend a story.
I can successfully answer questions about a story.

Vocabulary:

HFW

read, answer, questions, complete, activity, comprehend.

Questions-for the week
*How do pictures help you understand what you read?
*How do you know who the character is?

Strategies/Activities:

Various reading passages with questions and activities.

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.

THU. SEP. 5TH

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.

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Rachel Ellis 7/30/2018

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Homework

Weekly Reading Log

Accommodations & Modifications

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

FRI. SEP. 6TH

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

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Strategies/Activities:

Various reading passages with questions and activities.

Instructional Method:

Large group, guided reading, and workshop model.

Homework

Weekly Reading Log

Accommodations & Modifications

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

Math core block 15

Standards

- **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 count on up to 3 more using numeral and 5-group cards and finger to track the change.

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

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

Wellness

Math core block 16

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.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Rachel Ellis 7/30/2018

Objective

Learning Target: We can count on to find the unknown part in missing addend equations such as $6 + \underline{\quad} = 9$. Answer, "How many more to make 6,7,8, 9, and 10?"
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

Math core block 17

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.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Rachel Ellis 7/30/2018

Objective

Learning Target: We can understand the meaning of the equal sign by pairing equivalent expressions and construction true number sentences. 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

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

- **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 7/30/2018

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.

Strategies/Activities: Discussion of community building and manners.

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

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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

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

Learning Target:

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

Complete activity page.

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

Homework

Accommodations & Modifications

Teacher observation

Schedule:

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 7/30/2018

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

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

Homework

Accommodations & Modifications

Teacher observation

Schedule:

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: