

**September 23 - 27, 2019**

MON. SEP. 23RD

TUE. SEP. 24TH

WED. SEP. 25TH

THU. SEP. 26TH

FRI. SEP. 27TH

ELA core block  
**Story variety**

**Standards**

**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.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  
**RI.1.1** Ask and answer questions about key details in a text. Kentucky English/Language Arts  
**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Kentucky English/Language Arts  
**RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Kentucky English/Language Arts

**Objective**

Students will be able to use short u. I can successfully comprehend a story. I can successfully use consonants v, y, z, qu, ch and wh blends.

**Procedures**

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

**Homework**

Weekly reading

**Accommodations & Modifications**

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

ELA core block  
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**RF.1.4.b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Kentucky English/Language Arts  
**RL.1.1** Ask and answer questions about key details in a text. 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  
**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

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Weekly reading

**Accommodations & Modifications**

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

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## Math core block 25

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

Rachel Ellis 7/30/2018

### Objective

**Learning Target:** We can solve add to with change unknown math stories with addition, and relate to subtraction. 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  
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

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## Math core block Learning Check- combination of skills learned up to this point.

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### Wellness

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### 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

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### Accommodations & Modifications

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### Science/ Social Studies

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### Standards



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## Math core block 26

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### 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.)
- **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 using the number path to find an unknown part. 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

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## Math core block 27

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### 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.4** Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.
- **CC.1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Rachel Ellis 7/30/2018

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groups  
put together  
unknown  
add to  
expressions--number sentences

**Strategies/Activities:** Fluency practice-sprints  
Application Problem

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## Math core block 25

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### Standards

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Rachel Ellis 7/30/2018

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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

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 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:**

Chart characteristics of each animal group.

### Homework

### Accommodations & Modifications

**Assessment:** Teacher observation and student participation and work.

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

Schedule:

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

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Rachel Ellis 7/30/2018

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**Vocabulary:** locomotor  
**Strategies/Activities:**

**Instructional Method:** groups

Concept Development  
Student Debrief

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

### Accommodations & Modifications

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

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### Standards

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**Instructional Method:** groups

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Rachel Ellis 7/30/2018

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## Science/ Social Studies

### Standards

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● **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.

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**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:

Watch a United Streaming video on animals.

## Homework

### 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

## Homework

### Accommodations & Modifications

## Science/ Social Studies

### Standards

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### Strategies/Activities:

Read books about Animal groups.

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Rachel Ellis 7/30/2018

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**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.

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**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

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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:

Read and discuss about animals and animal groups.

### 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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Schedule: