

September 9 - 13, 2019

MON. SEP. 9TH

TUE. SEP. 10TH

WED. SEP. 11TH

THU. SEP. 12TH

FRI. SEP. 13TH

ELA core block
The Big Top

Standards

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

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

RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Kentucky English/Language Arts

L.1.1.a Print all upper- and lowercase letters. Kentucky English/Language Arts

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

Procedures

1. Introduction/Motivation
2. ...

Homework

weekly reading

Accommodations & Modifications

Assessment: Formative
Teacher observation and individual work
Small group work/partners
repeated directions
extended time

Math core block
18

Standards



ELA core block
The Big Top

Standards

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

Key Ideas and Details Kentucky English/Language Arts

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

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

Objective

Students will be able to
I can successfully use short o
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I can successfully use consonants d,l, h

Procedures

1. Introduction/Motivation
2. ...

Homework

weekly reading

Accommodations & Modifications

Assessment: Formative
Teacher observation and individual work
Small group work/partners
repeated directions
extended time

Math core block
19

Standards



ELA core block
The Big Top

Standards

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

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

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2. ...

Homework

weekly reading

Accommodations & Modifications

Assessment: Formative
Teacher observation and individual work
Small group work/partners
repeated directions
extended time

Math core block
19

Standards



ELA core block
The Big Top

Standards

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

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

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

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Procedures

1. Introduction/Motivation
2. ...

Homework

weekly reading

Accommodations & Modifications

Assessment: Formative
Teacher observation and individual work
Small group work/partners
repeated directions
extended time

Math core block
20

Standards



ELA core block
The Big Top

Standards

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

RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events. Kentucky English/Language Arts

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

Objective

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I can successfully use short o
I can successfully comprehend a story
I can successfully use consonants d,l, h

Procedures

1. Introduction/Motivation
2. ...

Homework

weekly reading

Accommodations & Modifications

Assessment: Formative
Teacher observation and individual work
Small group work/partners
repeated directions
extended time

Math core block
20

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

Accommodations & Modifications

Assessment: Flashback Exit Slip
Oral Question
Conferring

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 7/30/2018

Objective

Learning Target: We can represent the same story scenario with addends re positioned (commutative property). 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

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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Rachel Ellis 7/30/2018

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In what ways can operations (subtraction and addition) affect numbers?

Vocabulary: number bond groups
put together
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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

CC.K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

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 apply the (commutative property) to count on from a larger addend. 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

CC.K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
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

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Learning Target: We can apply the (commutative property) to count on from a larger addend. 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
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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
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

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.

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

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Instructional Method: groups

Homework

Accommodations & Modifications

Science/ Social Studies

Standards

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

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

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Accommodations & Modifications

Science/ Social Studies

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Rachel Ellis 7/30/2018

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

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Rachel Ellis 7/30/2018

Objective

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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.

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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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.

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

Objective

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Homework

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Homework

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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.

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Homework

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