

Monday, January 5	Lesson Plans	
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Schedule

8:05-8:40 Morning Work & Morning Procedures (RPS News, Learning Targets, Pledge)
 8:40-9:40 RTI
 9:45-10:15 Library
 10:20-10:50 Recess
 10:50-12:03 Calendar & Math
 12:03-12:28 Lunch
 12:28-1:15 Brain Energizers/ Writers Workshop
 1:15-2:45 Daily 5/CAFE
 (Snack & Listen to Reading around 2:00)
 2:45-3:15 Science/ Social Studies
 3:15-3:25 Reflection & Dismissal



Today's Technology

Smartboard
 Document Camera
 Computers
 Website
 BrainPop Jr.
 iPads/Tablets
 Think Central
 Discovery Education

Brain Energizers

Jammin Minute

Core Value: Generosity

Reading	Math
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RL.1.9: I can compare and contrast characters in stories.
 Focus Lesson 1: Jan Brett author study: Read "About Jan Brett" on janbrett.com. Read *The Mitten* and discuss characters, setting, and events. Have students act out the story or use the printable characters from janbrett.com to review sequence of events.
Daily 5 Rotation 1: Read to Self

RF.1.3: I can read and write sight words.
RF.1.3a: I can read and write long /a/ words.
 Focus Lesson 3: Introduce long /a/ spelling words and discuss silent -e spelling pattern. Practice weekly sight words with kinesthetic movement: eat, of, are, sit, air, away, by, house, let, fly.
Daily 5 Rotation 3: Word Work and Read to Someone

L.1.1d: I can identify pronouns.
 Focus Lesson 2: Introduce pronouns and when they are used (I, me, my, they, them, their, anyone, everything).
Daily 5 Rotation 2: Work on Writing

1.OA.6, 1.OA.7
I can determine if an equation is true or false.
 Complete calendar math activities.
Lesson 5.9: Algebra – Equal and Not Equal
Essential Question: "How can you decide if a number sentence is true or false?"
Problem of the Day: Word of the Day **equal**
Fluency Builder: Number Riddles
1 – Engage 2 – Teach and Talk 3 – Practice 4 – Summarize
 Complete Listen and Draw page 217 and Model and Draw page 218. Complete On Your Own page 219 and Problem Solving page 220.
Summarize by asking Essential Question: How can you decide if a number sentence is true or false?
Math Journal: Write $5 + \underline{\quad} = 6 + 8$. Write a number to make the sentence true. Draw a quick picture to explain.
Differentiated Instruction Activities for RTI page 217B.

Writing Workshop	Theme
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W.1.2, SL.1.2
I can write an informative "how-to" piece with a sequence of instructions.

- Introduce "how-to" writing
- Introduce mentor texts: Child craft books; Child cook books
- Brainstorm "how-to" topics
- Model writing a how-to piece
- Status of the class- check in with students
- Conferencing
- Share

SC-EP-1.1.1, SC-EP-1.1.2, SC-EP-1.1.3
I can describe the properties of solids, liquids, and gases.
 Introduce key vocabulary *Observing Matter* Unit C Chapter 8 Big Book pages 209-211.
 Lesson 1 "What is matter?" Big Book pages 214-217.
 Leveled Readers: *Observing Matter, Matter, and Changing Shape*

Assessment Strategies	
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Sight Word Assessments	<table style="width:100%;"> <tr> <td><input type="checkbox"/> Running Records</td> <td><input type="checkbox"/> Daily Work</td> </tr> <tr> <td><input type="checkbox"/> Anecdotal Notes</td> <td><input type="checkbox"/> Rubric</td> </tr> <tr> <td><input type="checkbox"/> Conferencing</td> <td><input type="checkbox"/> Reflection</td> </tr> <tr> <td><input type="checkbox"/> Constructed Response</td> <td></td> </tr> <tr> <td><input type="checkbox"/> On-Demand Writing</td> <td></td> </tr> </table>	<input type="checkbox"/> Running Records	<input type="checkbox"/> Daily Work	<input type="checkbox"/> Anecdotal Notes	<input type="checkbox"/> Rubric	<input type="checkbox"/> Conferencing	<input type="checkbox"/> Reflection	<input type="checkbox"/> Constructed Response		<input type="checkbox"/> On-Demand Writing	
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<input type="checkbox"/> Constructed Response											
<input type="checkbox"/> On-Demand Writing											

Schedule

8:05-8:40 Morning Work & Morning Procedures (RPS News, Learning Targets, Pledge)
 8:40-9:40 RTI
 9:45-10:15 Art
 10:20-10:50 Recess
 10:50-12:03 Calendar & Math
 12:03-12:28 Lunch
 12:28-1:15 Brain Energizers/ Writers Workshop
 1:15-2:45 Daily 5/CAFE
 (Snack & Listen to Reading around 2:00)
 2:45-3:15 Science/ Social Studies
 3:15-3:25 Reflection & Dismissal



Poem of the Week:

Today's Technology

Smartboard
 Document Camera
 Computers
 Website
 BrainPop Jr.
 iPads/Tablets
 Think Central
 Discovery Education

Brain Energizers

Jammin Minute

Core Value: Generosity

Reading

RL.1.9: I can compare and contrast characters in stories.
 Focus Lesson 1: Review common characteristics of Jan Brett's illustrations and stories. Read *The Hat* and discuss characters, setting, and events. Have students act out the story or use the printable characters from janbrett.com to review sequence of events.
 Daily 5 Rotation 1: Read to Self

RF.1.3: I can read and write sight words.
RF.1.3a: I can read and write long /a/ words.
 Focus Lesson 3: Review long /a/ spelling words and discuss silent -e spelling pattern. Practice weekly sight words with kinesthetic movement: eat, of, are, sit, air, away, by, house, let, fly.
 Daily 5 Rotation 3: Word Work and Read to Someone

L.1.1d: I can identify pronouns.
 Focus Lesson 2: Review pronouns and when they are used (I, me, my, they, them, their, anyone, everything). Practice identifying pronouns.
 Daily 5 Rotation 2: Work on Writing

Math

1.OA.6
I can add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10.
 Complete calendar math activities.
Lesson 5.10: Basic Facts to 20.
Essential Question: "How can addition and subtraction strategies help you find sums and differences?"
Problem of the Day: Basic Facts
1 – Engage 2 – Teach and Talk 3 – Practice 4 – Summarize
 Complete Listen and Draw page 221 and Model and Draw page 222. Complete On Your Own page 223 and Problem Solving page 224.
Summarize by asking Essential Question: How can addition and subtraction strategies help you find sums and differences?
Math Journal: Choose two numbers from 5 to 9. Use your numbers to write an addition sentence. Draw a picture to show your work.
Differentiated Instruction Activities for RTI page 221B.

Writing Workshop

W.1.2, SL.1.2
I can write an informative "how-to" piece with a sequence of instructions.

- Introduce "how-to" writing
- Revisit mentor texts: Child craft books; Child cook books
- Review brainstorm list of "how-to" topics
- Model writing a how-to piece
- Status of the class- check in with students
- Conferencing
- Share


Theme

SC-EP-1.1.1, SC-EP-1.1.2, SC-EP-1.1.3
I can describe the properties of solids, liquids, and gases.
 Lesson 2 "What are solids, liquids, and gases?" Big Book pages 218-221.
 Leveled Readers: *Observing Matter, Matter, and Changing Shape*

Assessment Strategies

Sight Word Assessments

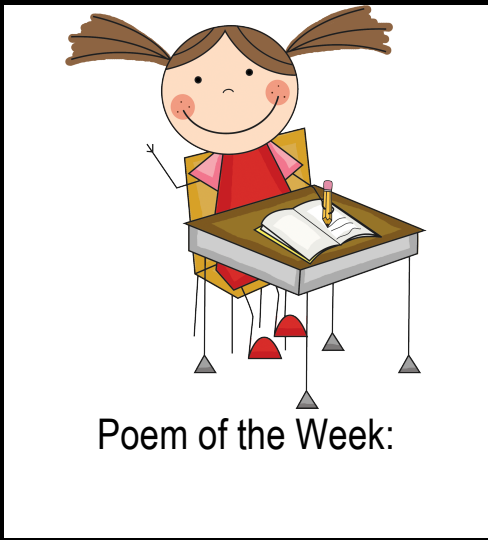
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|---|-------------------------------------|
| <input type="checkbox"/> Running Records | <input type="checkbox"/> Daily Work |
| <input type="checkbox"/> Anecdotal Notes | <input type="checkbox"/> Rubric |
| <input type="checkbox"/> Conferencing | <input type="checkbox"/> Reflection |
| <input type="checkbox"/> Constructed Response | |
| <input type="checkbox"/> On-Demand Writing | |

Wednesday, January 7	Lesson Plans	
<p align="center">Schedule</p> <p>8:05-8:40 Morning Work & Morning Procedures (RPS News, Learning Targets, Pledge) 8:40-9:40 RTI 9:45-10:15 Music 10:20-10:50 Recess 10:50-12:03 Calendar & Math 12:03-12:28 Lunch 12:28-1:15 Brain Energizers/ Writers Workshop 1:15-2:45 Daily 5/CAFE (Snack & Listen to Reading around 2:00) 2:45-3:15 Science/ Social Studies 3:15-3:25 Reflection & Dismissal</p>	 <p>Poem of the Week:</p>	<p align="center">Today's Technology</p> <p>Smartboard Document Camera Computers Website BrainPop Jr. iPads/Tablets Think Central Discovery Education</p> <p align="center">Brain Energizers</p> <p align="center">Jammin Minute</p> <p align="center">Core Value: Generosity</p>
Reading	Math	
<p>RL.1.9: I can compare and contrast characters in stories. <u>Focus Lesson 1:</u> Review common characteristics of Jan Brett's illustrations and stories. Review events in <i>The Mitten</i> and <i>The Hat</i>. Use a Venn diagram to compare and contrast the adventures of characters and story events. <u>Daily 5 Rotation 1:</u> Read to Self</p> <p>RF.1.3: I can read and write sight words. RF.1.3a: I can read and write long /a/ words. <u>Focus Lesson 3:</u> Review long /a/ spelling words and discuss silent –e spelling pattern. Practice weekly sight words with kinesthetic movement: eat, of, are, sit, air, away, by, house, let, fly. <u>Daily 5 Rotation 3:</u> Word Work and Read to Someone</p> <p>L.1.1d: I can identify pronouns. <u>Focus Lesson 2:</u> Review pronouns and when they are used (I, me, my, they, them, their, anyone, everything). Practice identifying pronouns. <u>Daily 5 Rotation 2:</u> Work on Writing</p>	<p>1.OA.6 I can add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10. Complete calendar math activities. Lesson 5.10: Basic Facts to 20. Essential Question: "How can addition and subtraction strategies help you find sums and differences?" Problem of the Day: Basic Facts 1 – Engage 2 – Teach and Talk 3 – Practice 4 – Summarize Complete Listen and Draw page 221 and Model and Draw page 222. Complete On Your Own page 223 and Problem Solving page 224. Summarize by asking Essential Question: How can addition and subtraction strategies help you find sums and differences? Math Journal: Choose two numbers from 5 to 9. Use your numbers to write an addition sentence. Draw a picture to show your work. Differentiated Instruction Activities for RTI page 221B.</p>	
Writing Workshop	Theme	
<p>W.1.2, SL.1.2 I can write an informative "how-to" piece with a sequence of instructions.</p> <ul style="list-style-type: none"> • Introduce "how-to" writing • Revisit mentor texts: Child craft books; Child cook books • Review brainstorm list of "how-to" topics • Model writing a how-to piece • Status of the class- check in with students • Conferencing • Share 	<p>SC-EP-1.1.1, SC-EP-1.1.2, SC-EP-1.1.3 I can describe the properties of solids, liquids, and gases. Lesson 3 "How does matter change?" Big Book pages 222-225. Leveled Readers: <i>Observing Matter, Matter, and Changing Shape</i></p>	
Assessment Strategies		
Sight Word Assessments	<input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Conferencing <input type="checkbox"/> Constructed Response <input type="checkbox"/> On-Demand Writing	<input type="checkbox"/> Daily Work <input type="checkbox"/> Rubric <input type="checkbox"/> Reflection

Schedule

8:05-8:40 Morning Work & Morning Procedures (RPS News, Learning Targets, Pledge)
 8:40-9:40 RTI
 9:45-10:15 Computers
 10:20-10:50 Recess
 10:50-12:03 Calendar & Math
 12:03-12:28 Lunch
 12:28-1:15 Brain Energizers/ Writers Workshop
 1:15-2:45 Daily 5/CAFE
 (Snack & Listen to Reading around 2:00)
 2:45-3:15 Science/ Social Studies
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Counseling



Today's Technology

Smartboard
 Document Camera
 Computers
 Website
 BrainPop Jr.
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 Discovery Education

Brain Energizers

Jammin Minute

Core Value: Generosity

Reading

RL.1.9: I can compare and contrast characters in stories.
Focus Lesson 1: Review common characteristics of Jan Brett's illustrations and stories. Compare and contrast the adventures of characters and story events.
Daily 5 Rotation 1: Read to Self

RF.1.3: I can read and write sight words.
RF.1.3a: I can read and write long /a/ words.
Focus Lesson 3: Review long /a/ spelling words and discuss silent -e spelling pattern. Practice weekly sight words with kinesthetic movement: eat, of, are, sit, air, away, by, house, let, fly.
Daily 5 Rotation 3: Word Work and Read to Someone

L.1.1d: I can identify pronouns.
Focus Lesson 2: Review pronouns and when they are used (I, me, my, they, them, their, anyone, everything). Practice identifying pronouns.
Daily 5 Rotation 2: Work on Writing

Math

CC.1.OA.1, CC.1.OA.6, CC.1.OA.7, CC.1.OA.8
I can develop understanding of addition, subtraction, and strategies for addition and subtraction within 20.
Chapter 5 Review/Test Addition and Subtraction Relationships
Summative Assessment 225-227 Performance Task 228
Chapter Essential Question: How can relating addition and subtraction help you to learn and understand facts within 20?
 *How do addition and subtraction undo each other?
 *What is the relationship between related facts?
 *How can you find missing numbers in related facts?
Performance Task/DOK Level 2
 -Student chooses and writes two numbers with a sum of 15 to complete the story problem.
 -Draws a picture to help solve the story problem.
 -Writes all four related number sentences.
 *Complete Calendar activities and Number of the Day.

Writing Workshop

W.1.2, SL.1.2
I can write an informative "how-to" piece with a sequence of instructions.

- Introduce "how-to" writing
- Revisit mentor texts: Child craft books; Child cook books
- Review brainstorm list of "how-to" topics
- Model writing a how-to piece
- Status of the class- check in with students
- Conferencing
- Share

Theme

SC-EP-1.1.1, SC-EP-1.1.2, SC-EP-1.1.3
I can describe the properties of solids, liquids, and gases.
 Lesson 4 "How can water change?" Big Book pages 226-229.
 Leveled Readers: *Observing Matter, Matter, and Changing Shape*

Assessment Strategies

Sight Word Assessments	<table style="width:100%;"> <tr> <td><input type="checkbox"/> Running Records</td> <td><input type="checkbox"/> Daily Work</td> </tr> <tr> <td><input type="checkbox"/> Anecdotal Notes</td> <td><input type="checkbox"/> Rubric</td> </tr> <tr> <td><input type="checkbox"/> Conferencing</td> <td><input type="checkbox"/> Reflection</td> </tr> <tr> <td><input type="checkbox"/> Constructed Response</td> <td></td> </tr> <tr> <td><input type="checkbox"/> On-Demand Writing</td> <td></td> </tr> </table>	<input type="checkbox"/> Running Records	<input type="checkbox"/> Daily Work	<input type="checkbox"/> Anecdotal Notes	<input type="checkbox"/> Rubric	<input type="checkbox"/> Conferencing	<input type="checkbox"/> Reflection	<input type="checkbox"/> Constructed Response		<input type="checkbox"/> On-Demand Writing	
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Schedule

8:05-8:40 Morning Work & Morning Procedures
(RPS News, Learning Targets, Pledge)
8:40-9:40 RTI
9:45-10:15 Gym
10:20-10:50 Recess
10:50-12:03 Calendar & Math
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Poem of the Week:

Today's Technology

Smartboard
Document Camera
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Core Value: Generosity

Reading

RL.1.9: I can compare and contrast characters in stories.
Focus Lesson 1: Review common characteristics of Jan Brett's illustrations and stories. Compare and contrast the adventures of characters and story events.
Daily 5 Rotation 1: Read to Self

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Daily 5 Rotation 3: Word Work and Read to Someone

L.1.1d: I can identify pronouns.
Focus Lesson 2: Review pronouns and when they are used (I, me, my, they, them, their, anyone, everything). Practice identifying pronouns.
Daily 5 Rotation 2: Work on Writing

Math

Introduce Chapter 6: Count and Model Numbers
*****Pretest*****
Domains: Number and Operations in Base Ten CC.1.NBT
I can develop understanding of whole number relationships and place value, including grouping in tens and ones.
1: Read – Around the Neighborhood
Facilitate Discussion and Prepare to Read
Story Vocabulary: neighborhood, mail carrier, packages, fire station, police station, police officer, mayor, city clerk
Read the Math Story asking questions focusing on math strategies.
2: Respond – Write About the Story
Math Vocabulary: add, subtract, sum, difference, doubles

*Send Home Letter to Parents introducing Chapter 6.
*Complete Calendar Math Activities and Number of the Day.

Writing Workshop

W.1.2, SL.1.2
I can write an informative "how-to" piece with a sequence of instructions.

- Introduce "how-to" writing
- Revisit mentor texts: Child craft books; Child cook books
- Review brainstorm list of "how-to" topics
- Model writing a how-to piece
- Status of the class- check in with students
- Conferencing
- Share

Theme

SC-EP-1.1.1, SC-EP-1.1.2, SC-EP-1.1.3
I can describe the properties of solids, liquids, and gases.
Lesson 2 "What are other ways matter changes?" Big Book pages 230-231.
Guided Inquiry: Float or sink? Big Book pages 232-233.
Leveled Readers: *Observing Matter, Matter, and Changing Shape*

Assessment Strategies

Sight Word Assessment

- | | |
|--------------------------|----------------|
| ___ Running Records | ___ Daily Work |
| ___ Anecdotal Notes | ___ Rubric |
| ___ Conferencing | ___ Reflection |
| ___ Constructed Response | |
| ___ On-Demand Writing | |

