

Week of February 1st - 5th
Grade: 1
PYP Unit & Central Idea:
**Graded items will be highlighted.

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 7:10 – 7:40	AM Routine: Clips, Snacks, Restroom, Red Folders, Notes/Attendance				
Team Time 7:40 – 8:10	iReady				
8:15 – 9:00	Specials				
9:20 – 10:30	Math				
Prioritized Standards:	<p>Math ON:</p> <ul style="list-style-type: none"> • MGSE1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. • MGSE1.OA.3 Apply properties of operations as strategies to add and subtract. • MGSE1.OA.4 Understand subtraction as an unknown-addend problem. • MGSE1.OA.5 Relate counting to addition and subtraction. • MGSE1.OA.6 Add and subtract within 20. • MGSE2.OA.3 Determine whether a group of objects has an odd or even number of members. • MGSE2.MD.10 Draw a picture graph and a bar graph to represent a data set with up to 4 categories. Solve simply put-together, take-apart and compare problems using information presented in a bar graph. <p>Math ACC:</p> <p>Unit 4: Applying Base Ten Understanding</p> <p>MGSE2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p> <p>MGSE2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>				
Math: On Level	Watch video, Jessie Solving Word Problems As a class, students will complete Missing	As a class, students will complete Missing Addends-Word Problem #s 13-24 **Day 2	As a class, students will complete Missing Addends Word Problems Booklet	Watch video, Addition & Subtraction Fact Families Valentine House: Fact Families	Turn & Talk, “Why do we use graphs?” Teacher will lead discussion about using graphs to

	<p>Addends- Word Problem #s 1-12 **Day 1</p> <p>(Teachers print all pages, students print only page 17)</p>	<p>(Teachers print all pages, students print only page 17)</p>		<p>(Print pages 3 & 16, choose 1 page from pages 18-22 for the front of the house- Student choice)</p> <p>MISSING ADDENDS WORD PROBLEMS CFA (MGSE1.OA.1)</p>	<p>organize and interpret data.</p> <p>Watch video, Organizing & Interpreting Data</p> <p>Students will work in pairs or independently complete Seesaw Activity- Winter Counting and Graphing Activity</p>
<p>Math: Accelerated Level</p>	<p>Catch Up from Unit 3 post assessment/ Unit 4 Pretest</p> <p>Small Group: If finished students should practice addition and subtraction flashcards. Addition Flashcards Subtraction Flashcards</p> <p>Independent Work: Workbook pg.358-362</p>	<p>Adding 3 Digit Numbers with Regrouping</p> <p>Small Group: Complete Workbook pg.372 *Discuss grouping and moving a ten</p> <p>Independent Work: Workbook pg.373,375, 376</p>	<p>Using Place Value to Solve 3 Digit Addition</p> <p>Small Group: Workbook pg.374</p> <p>Independent Work: Workbook pg.379-382</p>	<p>Expanded Form Addition (Decomposing Numbers)</p> <p>Small Group: Workbook pg.378</p> <p>Independent Work: CFA#1 Workbook pg.384-385 (This is graded 19pts)</p>	<p>Adding 10 More and 100 More</p> <p>Small Group: Workbook pg.370</p> <p>Independent Work: Workbook pg.364-368</p>
<p>10:30 – 11:10</p>	<p>RELA</p>				
<p>Prioritized Standards:</p>	<p>MATERIALS FOR READING:</p>				

	<p>Links for Anchor Charts</p> <ul style="list-style-type: none"> • Readers Go On Adventures Anchor Chart • Partners Share Their Reading Adventures Anchor Chart • Readers Learn Lessons Anchor Chart • Readers Meet Characters Along the Way 				
<p>RELA Unit 4 Bend 1 Readers Have Important Jobs to Do</p>	<p>Session 1: You Be The Boss! Readers Say I can Do This! P. 2</p> <p>Teaching Point: Today I want to teach you that when readers are the boss of their reading, one of their jobs to stop at the first of the trouble. Then they say “I can solve this! I can try something, using all that I know.”</p> <p>Start anchor chart: Be The Boss of Your Reading</p> <ol style="list-style-type: none"> 1. Stop at the first sign of trouble . 2. Try something <p>Review Anchor Chart: Good Habits for Solving Hard Words</p>	<p>Session 2: Readers Use Everything They Know to Solve A Word. P. 10</p> <p>Teaching Point: Today I want to teach you that if you are really in charge of your reading you do everything it takes to figure out the hard parts. You try something and then try something else to get the job done.</p> <p>Add to the anchor chart: Be The Boss of Your Reading</p> <ol style="list-style-type: none"> 1. Stop at the first sign of trouble . 2. Try something 3. Try something ELSE to get the job done. 	<p>Session 3: Readers Check It To Self-Monitor. P. 17</p> <p>Teaching Point: Today I want to teach you that when you think you've read tricky word correctly, you have to be the boss and check it. You can do a triple check. Ask, “Does it make sense? Does it look right? Does it sound right?” Consider taking a running record in small group</p> <p>Revise Good Habits for Solving Hard Words chart-creating a new chart entitled Tools for Solving and Checking Hard Words By making a T Chart: Try Something /Check It (p. 24)</p>	<p>Session 4: Readers Make A Plan. P. 24</p> <p>Teaching Point: Today I want to teach you that readers who are in charge have big plans for their reading. They think, “What do I do a lot? What can I do even more? And then they make a plan to be the best they can be.</p> <p>Active Engagement. 25 Prompt readers to use the class chart as checklist. Give each student their own copy of Tools for Checking and Solving Hard Words (see online resources)</p> <p>Coach partners to circle 1-2 strategies and</p>	<p>CATCH UP</p>

		Reference Good Habits for Solving Hard Words anchor chart		make a plan for how they will push themselves when they get stuck on a word.	
11:10 – 11:40	Lunch				
RELA 11:45 – 12:20	Bossy R https://jr.brainpop.com/readingandwriting/phonics/bossyr/ Er (most common) Read the ER reading comprehension passage together as a group. Students will identify the er words and practice repeating them in isolation before reading the passage again independently. Students will complete the comprehension questions when finished.	Bossy R Review https://jr.brainpop.com/readingandwriting/phonics/bossyr/ Ar, Ir Complete the er, ar, ir activity attached. Teacher will assist and help students practice the sounds that er, ar, and ir make in the words provided.	Bossy R Read the AR reading comprehension passage together as a group. Students will identify the ar words and practice repeating them in isolation before reading the passage again independently. Students will complete the comprehension questions when finished.	Bossy R Or, Ur (least common) Complete the or, ur activity attached. Teacher will assist and help students practice the sounds that or and ur make in the words provided.	Bossy R
Writing 12:20 – 1:00	Session 8 : Editing, spelling, capitals, punctuation **Create editing anchor	Session 9: Writing Table of Contents	Session 10: Planning & Writing Chapters	Session 11: Writers Write with Details	Catch up

	chart (same one that is in mini-lesson) to help students check for capitals & punctuation				
1:00 – 1:30	Recess				
1:30 – 2:10	IB Unit				
Prioritized Standards:	<p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present</p> <p>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.</p> <p>a. American colonies (Benjamin Franklin)</p> <p>d. Southern U.S. (George Washington Carver and Ruby Bridges)</p> <p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p>				
Unit Summary	<p>Unit #4 How We Express Ourselves</p> <p>Central Idea: Innovators create to address challenges and opportunities.</p> <p>Key Concepts: Form, Causation, Change</p> <p>Learner Profiles: Thinkers, Risk-takers, Reflection</p> <p>Attitudes: Curiosity, Creativity, Confidence</p>				
Social Studies/ Science	<p>Introduction to Black History</p> <p>Hook: American Sign Language - Black History Month Tutorial</p> <p>TW will create an KWL anchor chart for Black History Month. SW help fill out the KW part of the chart.</p> <p>Focus #1:</p>	<p>Black History Inventors Pt.1</p> <p>Hook: Introduction to Black History Month (Cartoon)</p> <p>and/or</p> <p>I am Somebody Song (Intro to Inventors)</p> <p>Focus: Garrett Morgan Overview – Traffic Signal</p>	<p>Black History Inventors Pt.2</p> <p>Hook: Alvin Ailey Dance</p> <p>What types of emotions do you think inventors feel when they are inventing new things?</p> <p>Focus: Madam CJ Walker Overview - Haircare</p> <p>Complete discuss questions at</p>	<p>Black History Inventors Pt.3</p> <p>Hook: What Black History Month means to me (Disney Channel)</p> <p>and/or</p> <p>Hook (Disney Channel Celebrates Black History Month)</p> <p>Focus #1: Alfred L. Cralle Overview –</p>	<p>Black History Innovators Pt.4</p> <p>Focus #1: Michelle Obama Let’s Move Initiative</p> <p>TW will explain that sometimes innovators create new ideas or programs! (Not just new objects) Why would the First Lady’s campaign be considered</p>

	<p>Introduction to Black History Month</p> <p>In whole group format, SW will discuss what things to add to the L column. Identify any misconceptions.</p> <p>Focus #2: ABCs of Black History Month</p> <p>Focus #3: Kid President is all grown up!</p> <p>Let's kick off Black History Month by writing a pep talk to the innovator Kid President!</p> <p>In whole group format, SW will discuss what things to add to the L column.</p> <p>Optional Song: Black History Song</p> <p>Optional Activity: Black History Month Fitness</p>	<p>Complete discuss questions at the end of the video in a whole group setting.</p> <p>Garrett Morgan Song - Stoplight</p> <p>Activity: Complete the Garrett Morgan Portion of this Seesaw Activity.</p> <p>Optional Song: John Legend sings We Come Together Song</p> <p>Optional Activity: Black History Month Fitness Activity</p>	<p>the end of the video in a whole group setting.</p> <p>Madam CJ Walker Song</p> <p>Activity: Complete the Madam CJ Walker Portion of this Seesaw Activity.</p> <p>Optional Song: Janelle Monae sings The Power of Yet</p> <p>Optional Activity: Black History Month Fitness Activity</p>	<p>Ice Cream Scooper</p> <p>Complete discuss questions at the end of the video in a whole group setting.</p> <p>Alfred L. Cralle Song – Ice Cream Scooper</p> <p>Activity: Complete the Alfred L. Cralle Portion of this Seesaw Activity.</p> <p>Optional Video: ABCs of Black Inventors (I'm planning to give the kids ice cream to celebrate Alfred while we watch this video!)</p> <p>Optional Song: Inventors Made by Black Inventors Song</p> <p>Optional Activity: Black History Month Fitness Activity</p>	<p>innovative? (She's coming up with solutions to change/make the world a better place!)</p> <p>Activity: Celebrate Michelle Obama's innovative Let's Move Campaign by dancing with her!</p> <p>Focus #2: Matthew Henson Overview – North Pole</p> <p>Why is Matthew Henson be considered an innovator?</p> <p>Matthew Henson Song – North Pole Expedition</p> <p>Optional Song: Introduction to Ruby Bridges - Song</p> <p>Optional Activity: Black History Month Fitness Activity</p>
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	<p><u>Activity:</u> Students are presented with descriptions and asked to complete the fitness activity under the matching person. This activity could be played over multiple days; encourages students to remember the people learn about over time!</p>				
<p>2:10 – 2:45</p>	<p>Pack up and Dismissal</p>				