

<b>Week of January 11-15</b>
<b>Grade: 1</b>
<b>PYP Unit &amp; Central Idea:</b>
<b>**Graded items will be highlighted.</b>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Arrival 7:10 – 7:40</b>	AM Routine: Clips, Snacks, Restroom, Red Folders, Notes/Attendance				
<b>Team Time 7:40 – 8:10</b>	iReady				
<b>8:15 – 9:00</b>	<b>Specials</b>				
<b>9:20 – 10:30</b>	<b>Math</b>				
Prioritized Standards:	<p>Math ON:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• MGSE1.OA.3 Apply properties of operations as strategies to add and subtract.</li> <li>• MGSE1.OA.4 Understand subtraction as an unknown-addend problem.</li> <li>• MGSE1.OA.5 Relate counting to addition and subtraction.</li> <li>• MGSE1.OA.6 Add and subtract within 20.</li> <li>• MGSE2.OA.3 Determine whether a group of objects has an odd or even number of members.</li> <li>• 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.</li> </ul> <p>Math ACC:</p> <ul style="list-style-type: none"> <li>• MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>• MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. For example, an inch is longer than a centimeter. (Students are not expected to convert between systems of measurement.)</li> <li>• MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</li> </ul>				
<b>Math: On Level</b>	<a href="#">Introduction to Fact Families</a>  Take the quiz.	Watch video, <a href="#">Fact Family Triangles</a>  <a href="#">Fact Family Snow Globes</a>	Watch video, <a href="#">Fact Family Video</a> <a href="#">Fact Family Imposter</a>	Watch video, <a href="#">Khan Academy- Fact Families</a>	<a href="#">CFA- OA.6</a> Adding and Subtracting within 20

	<p><a href="#">Fact Family Triangle</a></p> <p>Teacher will demonstrate how to create fact families.</p>	<p>**Print page 4 for teacher to display. Print page 6 for students to record their answers.</p> <p>Teacher will display a snow globe with 3 numbers. Students will write the 3 numbers on their snow globe and create fact families.</p> <p>**Upload activity to Seesaw (math folder)</p>	<p>As a class, students will identify the imposter posing as a fact family.</p> <p>Students will complete <a href="#">Seesaw Activity-Fact Family Houses Multipage</a></p>	<p>As a class, students will complete <a href="#">Name Fact Family</a></p> <p>Students will use the letters in their name (vowel vs. consonant) to create fact families.</p> <p>**Upload activity to Seesaw (math folder)</p>	<p>**Upload activity to Seesaw (math folder)</p> <p>Students will complete <a href="#">Seesaw Activity- Math Fact Family Practice</a></p>
<p><b>Math: Accelerated Level</b></p> <p><b>*Will need workbook volume 2 and a ruler to measure objects</b></p>	<p><a href="#">Inches, Feet and Yards</a></p> <p>*Make sure to discuss*  12inches = 1ft  3 feet = 1 yard  36inches= 1yd</p> <p>As a small group, complete page 668 together.</p> <p><b>Independent Practice:</b>  Mrs. Strom measured her classroom with a yardstick and found that it</p>	<p><a href="#">12 Inches in a Foot</a></p> <p>As a small group, discuss the tools of measurement at the top of page 658 and then complete page 664 (#10 and #11) together.</p> <p><b>Independent Practice:</b>  Complete page 661 and 662 (#6 and #7)</p>	<p><a href="#">Different Measuring Tools</a></p> <p>*Discuss using a ruler, yardstick, measure tape</p> <p>Discuss that objects of different sizes can be measured using appropriate tools of measurement depending on size.</p> <p>Ask students what tool they</p>	<p><b>Solving Length Word Problems:</b></p> <p>As a small group, complete word problems together.</p> <p>1) Stella measured a rose in her garden on Monday and it was 76 inches tall. On Friday, she measured the rose again and it had grown 14</p>	<p><b>Solving Length Word Problems:</b></p> <p>*Make sure to discuss*  12inches = 1ft  3 feet = 1 yard  36inches= 1yd</p> <p>As a small group, complete word problem together.</p> <p>1) Chef Reggie made a big cookie cake for Sarah’s birthday. The cake is 48</p>

	<p>was 8 yards long. How many feet long is her classroom? How many inches long?</p>		<p>would use to measure the playground? A book? A rug?</p> <p>As a small group, complete page 674 together.</p>	<p>inches over the week. How many inches tall is the rose now?</p> <p>2) The Oak tree in my backyard is 64 feet tall. The Maple tree is 82 feet tall. How much taller is the Maple tree than the Oak tree?</p>	<p>inches long. How many feet long is the cookie cake?</p> <p>2) I have two jump ropes in my closet. The red jump rope is 51 inches long and the green one is 28 inches long. What is the difference in length between the two jump ropes?</p> <p>*Discuss what difference means*</p> <p><b>Independent Practice:</b> CFA: Complete pages 679 and 680 independently and post your work to seesaw.</p>
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**10:30 – 11:10** **RELA**

<p>Prioritized Standards:</p>	<p><b>Prioritized</b></p> <ul style="list-style-type: none"> <li>• <b>ELAGSE1RF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</li> <li>• <b>ELAGSE1RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel</li> </ul>
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	<p>sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.</p> <ul style="list-style-type: none"> <li>• <b>ELAGSE1RL2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• <b>ELAGSE1RL3:</b> Describe characters, settings, and major events in a story, using key details.</li> </ul> <p><b>Supporting:</b></p> <ul style="list-style-type: none"> <li>• <b>ELAGSE1RL1:</b> Ask and answer questions about key details in a text.</li> <li>• <b>ELAGSE1RL4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• <b>ELAGSE1SL1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>• <b>ELAGSE1SL4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• <b>ELAGSE1SL6:</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</li> </ul> <p><b>MATERIALS FOR READING:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b><u>Links for Anchor Charts</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Readers Go On Adventures Anchor Chart</a></li> <li>• <a href="#">Partners Share Their Reading Adventures Anchor Chart</a></li> <li>• <a href="#">Readers Learn Lessons Anchor Chart</a></li> <li>• <a href="#">Readers Meet Characters Along the Way</a></li> </ul> </div>				
<p><b>RELA</b> <b>Bend 1: Going On A Reading Adventure</b></p>	<p><b><u>Session 8</u></b> <b>Rereading to Learn More About the Characters</b> <u>Materials:</u> Mr. Putter and Tabby Drop the Ball by Cynthia Rylant Reading partner</p>	<p><b><u>Session 9</u></b> <b>Readers Become the Character</b> <u>Materials:</u> Putter and Tabby Drop the Ball by Cynthia Rylant</p>	<p><b><u>Session 10</u></b> <b>Characters’ Feelings Change and So Do Readers’ Voices</b> <u>Materials:</u> Mr. Putter and Tabby Drop the Ball by Cynthia Rylant</p>	<p><b><u>Session 11</u></b> <b>Clues Help Readers Know How to Read a Story</b>  <u>Materials:</u> Mr. Putter and Tabby Drop the Ball by Cynthia Rylant</p>	<p>Catch Up</p>

				Ish by Peter Reynolds Iris and Walter and the Field Trip by Elissa • Guest	
<b>11:10 – 11:40</b>	<b>Lunch</b>				
<b>RELA</b> <b>11:45 – 12:20</b>	<p>EE Phonics <a href="https://www.youtube.com/watch?v=IVnYfXCzVd4">https://www.youtube.com/watch?v=IVnYfXCzVd4</a></p> <p><a href="#">Share the introduction poster</a> and talk about the sound of “ee”</p> <p>Complete the introduction activity following the poster</p>	<p>Complete the words with ee and ee identification <a href="https://drive.google.com/file/d/1843qoMrfGLke3SGv38Jxn-6Jrqi2oUeY/viaw?usp=sharing">https://drive.google.com/file/d/1843qoMrfGLke3SGv38Jxn-6Jrqi2oUeY/viaw?usp=sharing</a></p>	<p><a href="#">As a class read the ee reading passage.</a></p> <p>Optional: complete the reading comprehension passage</p> <p><a href="#">Complete the ee words using the picture clues.</a></p>	<p><a href="#">Complete the ee word search</a></p>	<p>Highlight the ee words and create sentences containing words with ee using the accompanying pictures <a href="https://drive.google.com/file/d/1dm7Z6aRrOaYoSbKyPomUtKBPs9In2h-k/view?usp=sharing">https://drive.google.com/file/d/1dm7Z6aRrOaYoSbKyPomUtKBPs9In2h-k/view?usp=sharing</a></p>
<b>Writing</b> <b>12:20 – 1:00</b>	<b><a href="#">Lesson 3</a> :</b> Writers Become Readers by Asking, “Can I Follow This?”	<b><a href="#">Lesson 4</a> :</b> Writers Answer a Partners Questions	<b><a href="#">Lesson 5</a>:</b> Writers Label Their Diagrams To Teach Even More Information	<b><a href="#">Lesson 6</a>:</b> Writers Write as Many Books as They Can	<b>Catch Up Day</b>
<b>1:00 – 1:30</b>	<b>Recess</b>				
<b>1:30 – 2:10</b>	<b>IB Unit</b>				
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) 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><b>GWC Pt.1</b></p> <p><a href="#">Introduction through BrainPop Video</a></p> <p>Take Quiz in whole group setting</p> <p>Complete Workbook Pages 44, 45, and 46.</p> <p>Printable Workbook if needed: <a href="#">Workbook Pages Set 1</a></p> <p><a href="#">Workbook Pages Set 2</a></p> <p><a href="#">Workbook Pages Set 3</a></p> <p>(All three sets will be used this week)</p>	<p><b>GWC Pt. 2</b></p> <p><a href="#">Introduce the George Washington Carver Song</a></p> <p><a href="#">Quick GWC Review – StoryBots Video</a></p> <p>Complete Workbook Pages 47, 48, and 49.</p>	<p><b>GWC Pt.3</b></p> <p><a href="#">Play this read aloud: In the Garden with Dr. Carver</a></p> <p>Stop throughout the reading to check for understanding &amp; allow students to share their thoughts.</p> <p>Catch-Up on any workbook pages that are not completed.</p> <p><b>Take completion grade for workbook pages out 6 points (one for each page).</b></p> <p><a href="#">If time permits, you can begin to</a></p>	<p><b>MLK Pt. 1</b></p> <p>Discuss this picture of Martin Luther King, Jr. Have students share their thoughts, observations and previous knowledge.</p> <p><a href="#">Introduce MLK with this video from Kid President</a></p> <p><a href="#">Complete the “Eggperiment” to introduce the concept of diversity.</a></p> <p><a href="#">Play Numberock’s MLK Song and discuss in a whole group setting.</a></p>	<p><b>MLK Pt.2</b></p> <p><a href="#">Play Numberock’s MLK Song and review content from prior day.</a></p> <p><a href="#">Watch Video to learn more about MLK.</a></p> <p>Discuss vocabulary terms and his life in a whole group setting.</p> <p>Complete one of the following activities:</p> <p><a href="#">I Have Dream Class Wreath</a></p> <p>OR</p> <p><a href="#">I can dream like Dr. King! Craftivity</a></p>

			<a href="#"><u>introduce MLK through the Numberock song.</u></a>		
<b>2:10 – 2:45</b>	<b>Pack up and Dismissal</b>				