

Week of January
Grade: January 25-29
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> <ul style="list-style-type: none"> • MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. • 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.) • MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. • MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. • MGSE2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 				

	<ul style="list-style-type: none"> MGSE2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units 				
Math: On Level	<p>Watch video, Missing Addends</p> <p>Missing Addends Word Problems (Page 1)</p> <p>As a class, students will complete questions 1-4.</p> <p>Students will independently complete questions 5 and 6.</p> <p>**Upload to Seesaw (math folder)</p>	<p>Missing Addends Word Problems (Page 2)</p> <p>As a class, students will complete questions 1-3.</p> <p>Students will independently complete questions 4-6.</p> <p>**Upload to Seesaw (math folder)</p>	<p>Missing Addends: Sums to 20</p> <p>Students print page 19. Teachers print 19 and 21-26.</p> <p>Students will practice using subtraction as an unknown-addend problem.</p> <p>**Upload to Seesaw (math folder)</p>	<p>Watch video, Finding Unknown Addends and Missing Numbers</p> <p>Suggested Materials: manipulatives</p> <p>Students will complete Seesaw Activity- Missing Addends</p> <p>Students will complete McGraw-Hill My Math Workbook Volume 1 page 326-327 (#s 1-10).</p> <p>**Upload to Seesaw (math folder)</p>	<p>Watch video, Missing Addends Concept</p> <p>Suggested Materials: manipulatives</p> <p>Students will complete Color by Number- Missing Addends (page 6- Lion)</p> <p>**Upload to Seesaw (math folder)</p>
Math: Accelerated Level *Will need workbook volume 2 and ruler with inches/cm	<p>Represent and Interpret Data: Line Plots for Kids</p> <p>Small Group: Discuss "See and Show" at the top of</p>	<p>Using a Number Line to Find the Difference in Length</p> <p>Small Group: Discuss and complete pages 710 and 711</p>	<p>Review unit /Catch up on workbook pages</p> <p>*Discuss addition and subtraction with and without regrouping</p>	<p>Unit 3: Post Assessment Measurement and Length Word Problems</p>	<p>Unit 4 Pretest</p>

	page 716 and complete 718.	Independent Work: Complete pages 712 and 713	Small Group: Complete Vocabulary Check on page 721 Independent Work: Complete page 723		
10:30 – 11:10	RELA				
Prioritized Standards:	<p>Prioritized</p> <ul style="list-style-type: none"> • ELAGSE1RF2: 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) • ELAGSE1RF3: 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 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. • ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. • ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details. <p>Supporting:</p> <ul style="list-style-type: none"> • ELAGSE1RL1: Ask and answer questions about key details in a text. • ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • ELAGSE1SL1: 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. • ELAGSE1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 				

- ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

MATERIALS FOR READING:

Links for Anchor Charts

- [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 Bend 3</p>	<p>Session 15 Readers Make Comparisons</p> <p><u>Materials:</u> Readers Learn Lessons! anchor chart</p> <p>Two different shoes to compare and contrast Mr. Putter and Tabby Drop the Ball by Cynthia Rylant</p> <p>Ish by Peter Reynolds</p> <p>-ke for long vowel sounds like in take</p> <p>Review the rules of magic e</p> <p>Have students brainstorm a list of as many -ke words as they can</p>	<p>Session 16 Readers Group Books by the Lessons They Teach</p> <p><u>Materials:</u> Frog and Toad are Friends by Arnold Lobel The Carrot Seed by Ruth Krauss</p> <p>Iris and Walter and the Field Trip by Elissa Guest</p> <p>Ish by Peter Reynolds</p> <p>Post-it note</p> <p>-ck for short vowel sounds like in kick</p> <p>Teacher will write down the following words on the document camera</p> <p>Kick Pack</p>	<p>Session 17 Readers Share Their Opinions about Book</p> <p><u>Materials:</u> Recommend Books You Love chart</p> <p>Upstairs Mouse, Downstairs Mole by Wong Yee</p> <p>SW have: Recommend Books You Love char</p> <p>-ck for short vowel sounds like in kick</p> <p>Students will take a piece of paper and fold it in half and then half again so they have 4 equal boxes. They will use their knowledge of ck words to write a</p>	<p><u>Celebration Day</u></p> <p>-k for all other vowel sounds/vowel teams like in cook/when a consonant comes right before k like in milk</p> <p>Students will take a piece of paper and fold it in half and then half again so they have 4 equal boxes. They will use their knowledge of k words to write a different k word in each box and illustrate it. They will share with a buddy when they are finished.</p>	<p>CATCH UP</p> <p>-k for all other vowel sounds/vowel teams like in cook/when a consonant comes right before k like in milk</p> <p>Students will get out a piece of paper or a white board. Teacher will use the dictation words to give students a random assortment of k and ck words. Using all they have learned this week, students will work to correctly</p>
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		<p>Sock Rock Peck Lick Snack Truck</p> <p>Once the teacher has written down those words, they will ask the students to see if they notice a pattern. Talk about how when a short vowel sound is immediately followed by the "c/k" sound, it will be written as ck</p>	<p>different ck word in each box and illustrate it. They will share with a buddy when they are finished.</p> <p>Introduce -k for all other vowel sounds/vowel teams like in cook/when a consonant comes right before k like in milk</p> <p>Using the ck and k journal, guide students in filling out this note sheet to help them remember the difference between ck and k</p>		<p>write the dictated words. **This can also be played in partners if students have the lists printed for them**</p>
11:10 – 11:40	Lunch				
11:45 – 12:20	RELA Continued				
Writing 12:20 – 1:00	Session 4: Writers Teach with Pictures as well as Words	Session 5: Being Brave Enough to Spell Words	Session 6: Nonfiction Writers Use Readers	Session 7: Self Assessing & Setting Goals	Catch Up
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. a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), George Washington Carver (science), and Ruby Bridges (civil rights). 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. a. American colonies (Benjamin Franklin)</p>				

	d. Southern U.S. (George Washington Carver and Ruby Bridges)				
	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.				
Unit Summary	Unit #4 How We Express Ourselves Central Idea: Innovators create to address challenges and opportunities. Key Concepts: Form, Causation, Change Learner Profiles: Thinkers, Risk-takers, Reflection Attitudes: Curiosity, Creativity, Confidence				
Social Studies/ Science	<p>Introduction to Invention Project</p> <p>Optional Song: Mother Necessity School House Rock (Inventors)</p> <p>Caine’s Video Arcade Pt.1</p> <p>In a whole group setting, introduce students to their inventor’s notebook. Explain to students that it is their turn to become an inventor!</p> <p>In a whole group setting, have students share different problems that they would love to solve or improve. TW will record student thoughts on an anchor chart.</p>	<p>Introduction to Invention Project</p> <p>Optional Song: Mother Necessity School House Rock (Inventors)</p> <p>Caine’s Video Arcade Pt.2</p> <p>Students will work on their brainstorm sheet, diagram, and materials sheet of their inventor’s notebook. TW will approve their invention and sign their pending patent form.</p>	<p>Old Inventors</p> <p>Discover different inventors and have students complete inventor research page for each one in their inventor’s notebook.</p> <p>James Naismith: Basketball</p> <p>Louis Braille: Braille Printing Company</p> <p>Edward Binney: Crayons (Read Aloud)</p> <p>*I am going to have students draw a picture of the invention in the photo section and then write the name of the invention</p>	<p>Modern Inventors</p> <p>Discover different inventors and have students record notes about each one in their inventor’s “notebook!”</p> <p>What was the problem each inventor identified? What solution did each one develop to help the world? How would you describe the inventor?</p> <p>James Dyson: Vacuum</p> <p>Elon Musk: Tesla</p> <p>Jeff Bezos: Amazon</p>	<p>Women Inventor Introduction</p> <p>Discover different inventors and have students record notes about each one in their inventor’s “notebook!”</p> <p>9 Women Inventors</p> <p>*Stop after each inventor has been presented & discuss with students. What was the problem each inventor identified? What solution did each one develop to help the world? How would you describe the inventor?</p> <p>Make sure students document #8 Mary Anderson, #6</p>

	<p>In an individual setting, students will complete the brainstorm page of the inventor's notebook. TW will help student one of the three ideas. Students can begin their Prototype drawing/diagram.</p>		<p>below it. For inventors who created more than one famous invention, I'm just going to pick one invention for them to write down.</p>		<p>Josephine Cochran, and #5 Shirley Ann Jackson in their inventor's notebook.</p> <p>Optional Addition: Patricia Billings (Geobond)</p>
<p>2:10 – 2:45</p>	<p>Pack up and Dismissal</p>				