


<b>Week of Jan 5-8</b>
<b>Grade: 1</b>
<b>PYP Unit &amp; Central Idea:</b>
<b>**Graded items will be highlighted.</b>

	<b>Monday</b> <b>Teacher</b> <b>Workday</b>	<b>Tuesday</b> <b>Teacher</b> <b>Workday</b>	<b>Wednesday</b> <b>Remote</b> <b>Learning</b>	<b>Thursday</b> <b>Remote</b> <b>Learning</b>	<b>Friday</b> <b>Remote</b> <b>Learning</b>
<b>Arrival</b> <b>7:10 – 7:40</b>	AM Routine: Clips, Snacks, Restroom, Red Folders, Notes/Attendance				
<b>Team Time</b> <b>7:40 – 8:10</b>	iReady				
<b>8:15 – 9:00</b>	<b>Specials</b>				
	<b>Special Areas 1<sup>st</sup> Grade lessons for week of Jan 6-8 (All Virtual)</b>				
	Art (Strom)	Music (LeSaicherre)	Music (Badovinac)	PE (Karatassos/ Braddock)	Spanish
<b>Lesson Focus</b>	Found Object Color Sculpture	Expression	Expression	Fitness	Expression of Pain and Illness, Foods
<b>Materials for At-home Learning</b>	<ul style="list-style-type: none"> <li>• 3 or more objects around your home that are similar colors</li> <li>• Device with camera</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Objects from home</li> </ul>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Virtual Teams Channel</b>	T216-Strom 1 <sup>st</sup> Grade Art (In Art Team, find Homeroom Channel by teacher's name and day of the week) @ 8:15-8:45	T216-LeSaicherre 1 <sup>st</sup> Grade Music Team (In Music Team, find Homeroom Channel by teacher's name and day of the week) @ 8:15-8:45	Seesaw T216Friday Ms. Miles 1 <sup>st</sup> Music Team, Homeroom channel by teacher's name and day of the week @ 8:15-8:45	T216- 1st PE Coach K Find Homeroom channel by day of the week and teacher's name. @ 8:15-8:45	T216 1 <sup>st</sup> Grade Spanish (In 1 <sup>st</sup> Grade Spanish Team, find Homeroom Channel by teacher's name and day of the week) @ 8:15-8:45
<b>9:20 – 10:30</b>	<b>Math</b>				
<b>Prioritized Standards:</b>	<b>Math ON:</b> <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> </ul>				

	<ul style="list-style-type: none"> <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>				
<p><b>Math: On Level</b></p>	<p>Teacher Workday</p>	<p>Teacher Workday</p>	<p>Think &amp; Share</p> <p>How many ways can we get the sum 18 using the numbers provided?</p>  <p>Introduce/review vocabulary for adding &amp; subtracting within 20: equation, addends, subtrahend, sums &amp; difference.</p> <p>Watch video, <a href="#">Adding &amp; Subtracting within 20</a></p>	<p><a href="#">Think &amp; Share</a></p> <p>Teacher will demonstrate how to say “True” and “False” using ASL.</p> <p>Teacher will display different equations and students will use their gestures to answer whether the equation is true or false. If the equation is false, students will make the sentence true.</p> <p>As a class, students will complete McGraw-Hill</p>	<p>Think &amp; Share</p> <p>Solve this equation:  <math>15 - 7 = \underline{\quad}</math>.</p> <p>Show your mathematical thinking.</p> <p>Students will share how they solved for the difference.</p> <p>As a class, students will complete McGraw-Hill My Math, Volume 1, Workbook page 112.</p> <p>Students will independently complete</p>

			<p>As a class, students will complete McGraw-Hill My Math, Volume 1, Workbook page 14.</p> <p>Students will independently complete pages 63 (numbers 11-28).</p> <p>**Upload assignment to Seesaw (Math folder)</p>	<p>My Math, Volume 1, Workbook page 90.</p> <p>Students will independently complete pages 88-89 (numbers 1-16).</p> <p>**Upload assignment to Seesaw (Math folder)</p>	<p>pages 122-123 (numbers 1-12).</p> <p>**Upload assignment to Seesaw (Math folder)</p>
<p><b>Math: Accelerated Level</b></p> <p><b>*A ruler for this unit will be helpful!</b></p> <p><b>***Review from first semester concepts: ***</b></p> <p>Workbook Volume 2 Chapter 9 Money Chapter 10 Time</p> <p>Workbook Volume 1 Chapter 1 Addition and Subtraction</p>	Teacher Workday	Teacher Workday	<p>Focus Lesson: <a href="#">Inches and Feet</a></p> <p>--Teacher will display two objects and will discuss estimating the length.</p> <p>-Estimation is an educated guess.</p> <p>-Then students will measure the length in inches.</p> <p>As a class, students will complete McGraw-Hill My Math, Volume 2,</p>	<p>Focus Lesson: <a href="#">Inches And Centimeters and Meters</a></p> <p>--Teacher will display two objects and will discuss estimating the length in centimeters.</p> <p>- Estimation is an educated guess.</p> <p>Then students will measure the length in centimeters.</p> <p>-Then measure the object in inches. Discuss</p>	<p>Focus Lesson: <a href="#">Measuring Length in Different Units</a></p> <p>--Teacher will display an object.</p> <p>Students will estimate the length in centimeters and inches and then the teacher will measure it.</p> <p>Discuss why the object is more centimeters than inches.</p>

<p>Chapter 2 Number Patterns (skip Counting) Chapter 3 Adding Two Digit Numbers Chapter 4 Subtracting 2 Digit Numbers Chapter 5 Place Value Up To 1,000</p>			<p>Workbook page 648.</p> <p>Students will independently complete pages 646-647 (try your best to find these objects around your house or use something close to it 😊)</p>	<p>why the object is more centimeters than inches.</p> <p>As a class, students will complete McGraw-Hill My Math, Volume 2, Workbook page 651 and 654.</p> <p>Students will independently complete pages 650 and 652.</p>	<p>As a class, students will complete McGraw-Hill My Math, Volume 2, Workbook page 660 and 668.</p> <p>Students will independently complete pages 666 and 667.</p>
---	--	--	--	---	--

**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 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.</li> <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> </ul>
-----------------------------------	--

- 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><b>RELA</b> <b>Bend 1: Going on a Reading Adventure</b></p>	<p>Teacher Workday</p>	<p>Teacher Workday</p>	<p><a href="#">Session 5</a></p> <p><b>Readers Reread to Notice Pages That Go Together</b></p> <p>Iris and Walter and</p> <p>the Field Trip by Elissa Guest</p> <p>AI</p> <p><a href="https://www.youtube.com/watch?v=BGrlyCT7nK0">https://www.youtube.com/watch?v=BGrlyCT7nK0</a></p>	<p><a href="#">Session 6</a></p> <p><b>Learning About the Main Character</b></p> <p>A Big Box of Bananas by Jay Dale</p> <p>A Dog Called Prince by Jay Dale</p> <p>A Special Kimono by Jay Dale</p> <p>Mr. Putter and Tabby</p>	<p><a href="#">Session 7</a></p> <p><b>Readers Learn More About Characters by Noticing Their Relationships</b></p> <p>Mr. Putter and Tabby Drop the Ball by Cynthia Rylant</p> <p><a href="#">AI Reading Comprehension</a></p> <p>Read together and highlight the “ai” words to identify</p>
--	------------------------	------------------------	--	---	--

			<a href="https://www.youtube.com/watch?v=ghd898RDjEM">https://www.youtube.com/watch?v=ghd898RDjEM</a>  <a href="#">Intro to AI</a> Look at the AI word poster and discuss what “ai” says in each of the words.	Drop the Ball by Cynthia Rylant  AI <a href="https://www.youtube.com/watch?v=k-n_LHGseNk">https://www.youtube.com/watch?v=k-n_LHGseNk</a>  <a href="https://www.youtube.com/watch?v=M6m_QxBvO48">https://www.youtube.com/watch?v=M6m_QxBvO48</a>  <a href="#">Complete the following activities</a> that ask students to apply their knowledge of the “ai” vowel team	them and give students a cue as to how to pronounce these words. Have students read independently for the second time and then complete the accompanying questions
<b>11:10 – 11:40</b>	<b>Lunch</b>				
<b>11:45 – 12:20</b>	<b>RELA continued</b>				
<b>Writing 12:20 – 1:00</b>	<b>Teacher Workday</b>	<b>Teacher Workday</b>	<b>Introduce “How to Writing” by reading aloud</b> <a href="#">How to Read a Book</a>  <b>Talk about the characteristics of how to writing (steps, directions, etc.) and record to make anchor chart</b>	<b><a href="#">Lesson 1</a></b> <b>Writers Study the Kind of Writing They Plan to Make</b>	<b><a href="#">Lesson 2:</a></b> <b>Writers Use What They Already Know</b>
<b>1:00 – 1:30</b>	<b>Recess</b>				

1:30 – 2:10	IB Unit				
Prioritized Standards:					
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	Teacher Workday	Teacher Workday	<p><b>Create iWonders for this Unit by this picture.</b>          Host a class discussion where students share their thoughts and initial observations.</p> <p><b>Dissect Central Idea:</b>          Innovators create to address challenges and opportunities. Encourage students to make connections between the central idea and the iWonder Picture.</p> <p><b><a href="#">Watch Kid President Video on Inventors.</a></b>          Following the video, provide students with an overview of this unit by telling them that we will be</p>	<p><b><a href="#">Introduce the Learner Profile “Principled” through “Empty Pot” Read Aloud.</a></b></p> <p><b>Dissect Cookies for Character Learner Profile (Principled) in whole group setting through a discussion about the book:</b>          Encourage students to make connections between principled and being an inventor. Show students the other learner profiles for IB and ask them to discuss which ones they think would be helpful for an</p>	<p>Introduce George Washington Carver as the first inventor we will be researching this unit through this <a href="#">Brain Pop Video.</a></p> <p>Take Quiz in a whole group setting.</p> <p><a href="#">Model and explain the following Seesaw Activity</a> to students (5 facts or descriptors about GWC). Have students complete the activity independently .</p>

			<p>studying inventors and becoming inventors ourselves!</p>	<p>inventor and why.</p> <p><u><a href="#">Watch another read aloud called "Rude Cakes!"</a></u></p> <p>With an understanding of the new learner profile, ask students to consider whether or not the main characters are principled and encourage them to explain their reasoning.</p> <p>Pose the discussion question: Why would it be important for an inventor to be principled? Have students brainstorm ideas in a whole group format.</p>	
<p><b>2:10 – 2:45</b></p>	<p><b>Pack up and Dismissal</b></p>				