

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Work/Bellringer 7:00-7:30	Morning Work/Bellringer 7:00-7:30	Morning Work/Bellringer 7:00-7:30	Morning Work/Bellringer 7:00-7:30	Morning Work/Bellringer 7:00-7:30
Lesson: SW unpack and complete a morning work (Literacy/Math 22) on spiral review of letter names & sounds, word families, rhyming, numbers, counting, shapes. SW work independently and collaboratively.	Lesson: SW unpack and complete a morning work (Literacy/Math 22) on spiral review of letter names & sounds, word families, rhyming, numbers, counting, shapes. SW work independently and collaboratively.	Lesson: SW unpack and complete a morning work (Literacy/Math 22) on spiral review of letter names & sounds, word families, rhyming, numbers, counting, shapes. SW work independently and collaboratively.	Lesson: SW unpack and complete a morning work (Literacy/Math 22) on spiral review of letter names & sounds, word families, rhyming, numbers, counting, shapes. SW work independently and collaboratively.	Lesson: SW unpack and complete a morning work (Literacy/Math 22) on spiral review of letter names & sounds, word families, rhyming, numbers, counting, shapes. SW work independently and collaboratively.
Morning Meeting & Calendar 7:30-7:50	Morning Meeting & Calendar 7:30-7:50	Morning Meeting & Calendar 7:30-7:50	Morning Meeting & Calendar 7:30-7:50	Morning Meeting & Calendar 7:30-7:50
Lesson: Morning Meeting T/SW review routines and procedures. T/SW discuss classroom/school expectations. T/SW complete Mindset Monday morning meeting and the calendar activity.	Lesson: Morning Meeting T/SW review routines and procedures. T/SW discuss classroom/school expectations. T/SW complete Teamwork Tuesday morning meeting and the calendar activity.	Lesson: Morning Meeting T/SW review routines and procedures. T/SW discuss classroom/school expectations. T/SW complete Win It Wednesday morning meeting and the calendar activity.	Lesson: Morning Meeting T/SW review routines and procedures. T/SW discuss classroom/school expectations. T/SW complete Thankful Thursday morning meeting and the calendar activity.	Lesson: Morning Meeting T/SW review routines and procedures. T/SW discuss classroom/school expectations. T/SW complete Future Friday morning meeting and the calendar activity.
Standards: 1. SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups. 1. SL.1a Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.)				
RCC Math 7:50-9:20	RCC Math 7:50-9:20	RCC Math 7:50-9:20	RCC Math 7:50-9:20	RCC Math 7:50-9:20
E.Q.: How do you tell time to the hour and half hour on analog and digital clocks?				
Lesson 23: Tell Time- Session 1 TQ: How can you explore and observe the positions of the minute and hour hands on a clock? <u>Anticipatory Set</u> T/SW say the hours on the clock together. <u>Guided Practice</u>	Lesson 23: Tell Time- Session 2 TQ: How can you explore the position of the hour hand for times other than "on the hour"? <u>Anticipatory Set</u>	Lesson 23: Tell Time- Session 3 TQ: How can you tell time to the half hour on analog and digital clocks? <u>Anticipatory Set</u> T/SW show the clock that is just after 7 o'clock. <u>Guided Practice</u>	Lesson 23: Tell Time- Session 4 TQ: How can you identify and represent times to the hour and half hour on analog and digital clocks? <u>Anticipatory Set</u>	Lesson 23: Tell Time- Session 5 TQ: How can you tell time to the hour and half hour? <u>Anticipatory Set</u> T/SW identify a clock that shows 1 o'clock. <u>Guided Practice</u> T/SW review vocabulary for

<p>TW introduce vocabulary for telling time. T/SW Try-Discuss-Connect routine to explore telling time. T/SW discuss/act out how to explore the positions of the hour hand on a clock.</p> <p>Independent Work SW explore telling time, pages 515-516. SW create a clock with the clock face, hands, and numbers. SW color code a clock according to the hours.</p> <p>Closure SW draw hands on a clock to show 5 o'clock.</p>	<p>T/SW show time (8 o'clock, 3 o'clock, 10 o'clock) on a clock.</p> <p>Guided Practice TW review vocabulary for telling time. T/SW Try-Discuss-Connect routine to explore telling time. T/SW discuss/explain how to understand the positions of the hour hand before and after the hour.</p> <p>Independent Work SW explore telling time, pages 519-522. SW complete the MATH DCA.</p> <p>Closure SW show specific times on their clocks, 11 o'clock and almost 4 o'clock.</p>	<p>TW review vocabulary for telling time. T/SW Try-Discuss-Connect routine to explore telling time. T/SW discuss/explain how to tell time to the half hour on an analog and digital clock.</p> <p>Independent Work SW explore telling time, pages 525-528. SW match clocks to the correct time in analog and digital times.</p> <p>Closure SW show half past ten on an analog and digital clock.</p>	<p>T/SW match the correct times to a time shown on analog and digital clocks.</p> <p>Guided Practice TW review vocabulary for telling time. T/SW explore telling time to the hour and half hour on digital and analog clocks.</p> <p>Independent Work SW explore telling time, pages 531-532. SW solve a time puzzle with clocks showing time to the hour and half hour.</p> <p>Closure SW draw a time on an analog clock from the given time on a digital clock.</p>	<p>telling time. T/SW refine telling time to the hour and half hour.</p> <p>Independent Work SW use strategies for telling time, pages 535-536, and Mixed Practice, reviewing skills from the previous weeks. SW play I have, Who has with time cards.</p> <p>Closure T/SW write a time on an analog and digital clock then use words to explain the times.</p>
<p>Standards: 1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks.</p>				
Recess/Restroom 9:20-9:45	Recess/Restroom 9:20-9:45	Recess/Restroom 9:20-9:45	Recess/Restroom 9:20-9:45	Recess/Restroom 9:20-9:45
Computer Science 9:45-10:00	Computer Science 9:45-10:00	Computer Science 9:45-10:00	Computer Science 9:45-10:00	Computer Science 9:45-10:00
<p>Digital Traits TW discuss digital traits with students, Follow the Digital Traits. (video/slides) SW explore information that should and shouldn't be shared online.</p>	<p>Digital Traits TW discuss digital traits with students, Follow the Digital Traits. (video/slides) SW explore information that should and shouldn't be shared online.</p>	<p>Digital Traits TW discuss digital traits with students, Animal Tracks. (video/slides) SW explore information that should and shouldn't be shared online.</p>	<p>Digital Traits TW discuss digital traits with students, Okay to Share?. (video/slides) SW explore information that should and shouldn't be shared online.</p>	<p>Digital Traits TW discuss digital traits with students, Wrap Up:Pause & Think Moment. (video/slides) SW explore information that should and shouldn't be shared online.</p>
Magnetic/Project Read Phonics 10:00-10:25	Magnetic/Project Read 10:00-10:25	Magnetic/Project Read 10:00-10:25	Magnetic/Project Read 10:00-10:25	Magnetic/Project Read 10:00-10:25
E.Q. What is an open syllable?				
<p>Lesson: PR Unit 20 L 1 TQ: What is an open syllable? Anticipatory Set</p>	<p>Lesson: PR Unit 20 L 1 TQ: Can I distinguish open and closed syllables? Anticipatory Set</p>	<p>Lesson: PR Unit 20 L 1 TQ: Can I distinguish open and closed syllables? Anticipatory Set</p>	<p>Lesson: PR Unit 20 L 2 TQ: How can you read words that are irregularly spelled? Anticipatory Set TW review PR red words previously taught.</p>	<p>Lesson: PR Unit 20 Review TQ: How can you read words that are irregularly spelled? Anticipatory Set TW review Bossy R rules. Guided Practice</p>

<p>TW display a closed syllable and review the rule for closed vowel sounds, encouraging students to inference what is an open syllable.</p> <p><u>Guided Practice</u> TW display a one syllable, open vowel word and explain why the vowel makes its long sound. TW mark with a diacritical mark. T/SW read open/closed syllables using syllable houses.</p> <p><u>Independent Practice</u> SW transfer knowledge to 20A. SW create an open and closed syllable door with examples of each ty[e of syllable.</p> <p><u>Closure</u> SW write an example of an open syllable word on a post it.</p>	<p>TW display a closed syllable and review the rule for open/closed vowel sounds.</p> <p><u>Guided Practice</u> TW display different open and closed syllables and review the rules to read the syllable modeling for students with finger blending. TW mark with a diacritical mark. T/SW read words on cards and sort based on open or closed syllables.</p> <p><u>Independent Practice</u> SW transfer knowledge to 20B-C. SW read sentences and mark the vowels for the underlined words, telling if the word in an opened or closed syllable.</p> <p><u>Closure</u> SW write an example of an open syllable word on a post it.</p>	<p>TW display a closed syllable and review the rule for open/closed vowel sounds.</p> <p><u>Guided Practice</u> TW display a one syllable, open vowel word and explain why the vowel makes its long sound. TW mark with a diacritical mark. T/SW read words and sentences and sort based on open or closed syllables.</p> <p><u>Independent Practice</u> SW highlight and sort words based on open or closed syllables. SW create a tree map for each syllable type.</p> <p><u>Closure</u> SW write an example of an open syllable word on a post it.</p>	<p><u>Guided Practice</u> TW introduce the red words whose, very and once. TW complete the Red Word Steps. T/SW practice letter formation, word building.</p> <p><u>Independent Practice</u> SW transfer knowledge to 20D-E.</p> <p><u>Closure</u> SW identify the red words by finding them in sentences they have read.</p>	<p>TW review bossy r and model finger blending words. T/SW finger blend bossy r words and use them in sentences.</p> <p><u>Independent Practice</u> SW build bossy r words using sound boxes. SW use their words to write sentences. Spelling Test/ Sentence Dictation</p> <p><u>Closure</u> SW share an example of a bossy r word for the tree map.</p>
<p>Standards: 1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words. 1.RF.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables. 1.RF.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>				
Whole Group Reading 10:25-10:40	Whole Group Reading 10:25-10:40	Whole Group Reading 10:25-10:40	Whole Group Reading 10:25-10:40	Whole Group Reading 10:25-10:40
E.Q. How can you compare and contrast characters and story elements in two different stories?				
Weekly Stories (Mentor Text): Fictional texts				
<p><u>Compare and Contrast Fiction Texts</u> TQ: How can you compare and contrast two things? <u>Anticipatory Set</u> TW create an anchor chart about comparing and contrasting two things. <u>Guided Lesson</u> TW display two things on the board. SW compare and</p>	<p><u>Compare and Contrast Fiction Texts</u> TQ: How can you compare and contrast two things? <u>Anticipatory Set</u> T/SW review the anchor chart on comparing and contrasting. <u>Guided Lesson</u></p>	<p><u>Compare and Contrast Fiction Texts</u> TQ: How can you compare and contrast two things? <u>Anticipatory Set</u> T/SW review the anchor chart on comparing and contrasting. <u>Guided Lesson</u></p>	<p><u>Compare and Contrast Fiction Texts</u> TQ: How can you compare and contrast two stories? <u>Anticipatory Set</u> TW read the story of the three little pigs, a traditional version and a nontraditional version. <u>Guided Lesson</u> SW work in a small group to compare both stories.</p>	<p><u>Compare and Contrast Fiction Texts</u> TQ: How can you compare and contrast two stories? <u>Anticipatory Set</u> TW choose a comparison fairytale to read aloud. <u>Guided Lesson</u> SW work in groups and use a bubble map to compare the two stories.</p>

<p>contrast the two things on the board with a partner.</p> <p><u>Independent Practice</u> SW create a double bubble map on the two things and write their similarities and differences.</p> <p><u>Closure</u> SW share their venn diagrams with a partner.</p>	<p>T/SW read two short passages (Ant and the Grasshopper and Cardinal and Robin).</p> <p><u>Independent Practice</u> SW answer questions comparing the two passages.</p> <p><u>Closure</u> SW share their responses with a partner.</p>	<p>T/SW read two short passages (Becca's First Day and Becca's Last Day)</p> <p><u>Independent Practice</u> SW answer questions comparing the two passages.</p> <p><u>Closure</u> SW share their responses with a partner.</p>	<p><u>Independent Practice</u> SW work on a graphic organizer to compare the two stories.</p> <p><u>Closure</u> SW compare their graphic organizers with someone from another group.</p>	<p><u>Independent Practice</u> SW independently work on a graphic organizer and answer questions about the story.</p> <p><u>Closure</u> SW share their response with a partner.</p>
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Standards:

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Language/Writing	Language/Writing	Language/Writing	Language/Writing	Language/Writing
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E.Q. How can the suffixes **-ed and **-ing** add meaning to a base word?**

<p>Lesson:Inflectional Endings - ed</p> <p>TQ: How can I use the suffix -ed?</p> <p><u>Anticipatory Set</u> TW create an anchor chart with the meaning and examples of inflectional endings and root words.</p> <p><u>Guided Lesson</u> TW introduce the 3 sounds of -ed and sw read examples of each.</p> <p><u>Independent Work</u> SW practice reading and writing words with the 3 sounds of -ed.</p> <p><u>Closure</u> SW share a word they spelled with a partner.</p>	<p>Lesson:Inflectional Endings - ed</p> <p>TQ: How can I use the suffix -ed?</p> <p><u>Anticipatory Set</u> TW review the anchor chart and examples of inflectional endings.</p> <p><u>Guided Lesson</u> TW introduce the 3 sounds of -ed and sw read examples of each.</p> <p><u>Independent Work</u> SW practice reading and writing words with the 3 sounds of -ed.</p> <p><u>Closure</u> SW share their answers with a partner.</p>	<p>Lesson:Inflectional Endings - ed</p> <p>TQ: How can I use the suffix -ed?</p> <p><u>Anticipatory Set</u> TW review the anchor chart and examples of inflectional endings.</p> <p><u>Guided Lesson</u> TW display a base word, then add suffixes -s and -ed to the word.</p> <p><u>Independent Work</u> SW match up root words to the same word with an inflectional ending.</p> <p><u>Closure</u> SW share one of their answers with a partner.</p>	<p>Lesson:Inflectional Endings - ed</p> <p>TQ: How can I use the suffix -ed?</p> <p><u>Anticipatory Set</u> TW review the anchor chart and examples of inflectional endings.</p> <p><u>Guided Lesson</u> T/SW add the suffix -ed to the end of a word on the board. They will discuss which of the three sounds they hear at the end of the word.</p> <p><u>Independent Work</u> SW draw word cards from a pile. Then, they will sort them into words with or without inflectional endings.</p> <p><u>Closure</u> SW share their answers with a partner.</p>	<p>Lesson:Inflectional Endings - ed</p> <p>TQ: How can I use the suffix -ed?</p> <p><u>Anticipatory Set</u> TW review the anchor chart and examples of inflectional endings.</p> <p><u>Guided Lesson</u> T/SW add the suffix -ed to the end of a word on the board. They will discuss which of the three sounds they hear at the end of the word.</p> <p><u>Independent Work</u> SW draw a sentence strip from a pile at their desk. They will read the sentence aloud, then circle the word with an inflectional ending.</p> <p><u>Closure</u> SW share their answers with a partner.</p>
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Standards:

L.1.4c Identify frequently occurring root words and their inflectional forms.

Guided Reading Centers 10:40-11:00	Guided Reading Centers 10:40-11:00	Guided Reading Centers 10:40-11:00	Guided Reading Centers 10:40-11:00	Guided Reading Centers 10:40-11:00
Computer Lab (Reading) 11:00-11:30	Computer Lab (Math) 11:00-11:30	Computer Lab (Reading) 11:00-11:30	Computer Lab (Math) 11:00-11:30	Computer Lab (Rdg/M) 11:00-11:30
Lunch 11:30-12:00	Lunch 11:30-12:00	Lunch 11:30-12:00	Lunch 11:30-12:00	Lunch 11:30-12:00
Activity 12:00-12:50	Activity 12:00-12:50	Activity 12:00-12:50	Activity 12:00-12:50	Activity 12:00-12:50
Guided ELA/R Centers 12:50-2:05	Guided ELA/R Centers 12:50-2:05	Guided ELA/R Centers 12:50-2:05	Guided ELA/R Centers 12:50-2:05	Guided ELA/R Centers 12:50-2:05
**See Center Plans below.				
D.E.A.R. 2:05-2:25	D.E.A.R. 2:05-2:25	D.E.A.R. 2:05-2:25	D.E.A.R. 2:05-2:25	D.E.A.R. 2:05-2:25

Group 1	Group 2	Group 3	Group 4
Ava Kace Emmanuel Aubrie King	Angel Bert Michael Akeem Brian	Anakah Kache James Saniyah Jackson Nakhyri	MaKyah Zipporah Ryker Quincy

Math/Literacy Centers:	Mon.	Tues.	Wed.	Thurs.	Fri.
Math Skill Drill	SWV complete telling and writing time for the hour and half hour.	SWV complete telling and writing time for the hour and half hour.	SWV complete telling and writing time for the hour and half hour.	SWV complete telling and writing time for the hour and half hour.	SWV complete telling and writing time for the hour and half hour.

Math Green Pages	SW complete page 517-518 from math book	SW complete page 523-524 from math book	SW complete page 529-530 from math book	SW complete page 532-533 from math book	SW complete addition fluency.
Math Computer	-----i-Ready-----				
Language	SW rewrite and edit sentences correctly using correct capitalization/punctuation/spacing.	SW rewrite and edit sentences correctly using correct capitalization/punctuation/spacing.	SW rewrite and edit sentences correctly using correct capitalization/punctuation/spacing.	SW add the correct verb to match the picture. SW edit sentences. (capitalization/punctuation)	SW match the action to the picture. SW edit sentences. (capitalization/punctuation)
Phonics	SW build words using that contain open and closed syllables.	SW build words using that contain open and closed syllables.	SW build words using that contain open and closed syllables.	SW build words using that contain open and closed syllables.	SW build words using that contain open and closed syllables.
Spelling	SW practice writing spelling words	SW "red, write, & blue" spelling words & sentence. Red-vowels, blue-consonants	SW rainbow write spelling words and sentence.	SW pyramid write spelling words and sentence.	SW finger blend spelling words and sentence.
ELA Computer	-----i-Ready-----				

Spelling Words

jumped	banjo	she	once
jumbo	darted	very	whose
grabbed	he		

Sentence Dictation

He grabbed his banjo.

Vocabulary

tens	Point of view	-ing
ones	narrator	
digit	audience	
place value		

Reading Group Plans-Teacher Center

Mon.	Tues.	Wed.	Thurs.	Fri.
Leveled Word building, sight words, and fluency	Leveled Word building, sight words, and fluency	Leveled Word building, sight words, and fluency	Leveled Word building, sight words, and fluency	Leveled Word building, sight words, and fluency
Sight words review and check				

Math Group Plans-Teacher Center

Mon.	Tues.	Wed.	Thurs.	Fri.
Telling time	Telling time	Telling time	Telling time	Telling time