

Discovery Charter School: Lesson Plans

Grade: 1		Week: 7			Module 1		Lunch Time: 11:00-11:30 Prep Time: 9:00-9:45	
Monday	Tuesday	Wednesday	Thursday	Friday				
Fundations (RELA)	Fundations (RELA)	Fundations (RELA)	Fundations (RELA)	Fundations (RELA)				
Time: 9:45-1230	Time: 9:45-1230	Time: 9:45-1230	Time: 9:45-1230	Time: 9:45-1230				
Standards:	Standards:	Standards:	Standards:	Standards:				
CC.1.1.1.B, CC.1.1.1.C,	CC.1.1.1.B, CC.1.1.1.C,	CC.1.1.1.B, CC.1.1.1.C,	CC.1.1.1.B, CC.1.1.1.C,	CC.1.1.1.B, CC.1.1.1.C,				
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:				
Teach Phonemic awareness skills and sound manipulation, blending and reading three sound short vowel words, segmenting and spelling three osund short vowel words	Teach Phonemic awareness skills and sound manipulation, blending and reading three sound short vowel words, segmenting and spelling three osund short vowel words	Teach Phonemic awareness skills and sound manipulation, blending and reading three sound short vowel words, segmenting and spelling three osund short vowel words	Teach Phonemic awareness skills and sound manipulation, blending and reading three sound short vowel words, segmenting and spelling three osund short vowel words	Teach Phonemic awareness skills and sound manipulation, blending and reading three sound short vowel words, segmenting and spelling three osund short vowel words				
mat	sad	nut	Word Play:lit, lip, lap, rap, rip, nip, sip, sit, set	Decoding "Who is here today?"				
Materials:	Materials:	Materials:	Materials:	Materials:				
Large sound cards, standard sound cards, letter formation guide, large writing grid, student notebook, dry erase tablets	Large sound cards, standard sound cards, letter formation guide, large writing grid, student notebook, dry erase tablets	Large sound cards, standard sound cards, letter formation guide, large writing grid, student notebook, dry erase tablets	Large sound cards, standard sound cards, letter formation guide, large writing grid, student notebook, dry erase tablets	Large sound cards, standard sound cards, letter formation guide, large writing grid, student notebook, dry erase tablets				
Vowel extension poster	Vowel extension poster	Vowel extension poster	Vowel extension poster	Vowel extension poster				
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:				
Begin with a warm up of sounds, DRILL SOUNDS WARM UP, Standard sound card review, and vowel extension chart	Teachers will intro letter-keyword-sound using large sound cards.	Teachers will intro letter-keyword-sound using large sound cards.	Teachers will intro letter-keyword-sound using large sound cards.	Teachers will intro letter-keyword-sound using large sound cards.				
Intro. New Concepts ,TEACH TAPPING TO READ WORDS, teach students hoq to blend words with three sounds (MAT) Use standard sound cards to make the word (mat)	Intro. New Concepts ,RETEACH tapping to read words.Use standard sound cards to make the word (sad) Teach Tapping to spell, explain that now we are going to say a word and tap it without seeing the word. Say MAP, tell students to picture the three cards in their mind. Repeat procedure using the words (lip, mat, nap, mud, sat) Refer to pg.108-109 for explicit direction)	Make it fun: Have student point to a standard sound card, ask what is the name of the letter? What is the sound of the letter? Name three words that start with this letter and sound. Have students sky write the letters as you provide verbalization.	Word Play: Make words for decoding, make each word then say and tap each sound. Have students tap with you. Point under each card as you say each sound, (Use standard sound cards to make the words) lit, lip, lap, rap, rip, nip, sip, sit, se	Word Play: Standard sound cards to display and make 5-6 unit words (See Unit Resources) Tap sounds, blend with the students (mop,nut, lug,mad,rap,sit, rip, lip)				

Say each sounds seperatley then blend the sounds together (Please refer to pg.107 in teachers manual for tapping instructional strategies)	Echo Find Letters/Words: students will tap out sounds and build the word with thier letter tiles Students will say "spell away" or "clear the deck" when complete Spell the words: sad, sat, sap, sip, sit, mop, map, mad, mud) pg. 109	Intro New Concepts: Use standard sound cards to display 4-5 new unit words. Have students tap and blend the sounds independently. Dictate and tap the word NUT.	Echo Letter Formation: Say /z/ What says /z/? Have student come up and make z on the writing grid. Students write on their dry erase boards. Dictate previous sounds to practice.	Introduce New Concepts: Word Awareness, sentences are made up of words, write words in Sentence frames, Ask "Who is here today?" Write Maria is here today, Explain this is a sentence and sentences put together words to say something, Sentences begin with an upper case letter and end with a period. Ask "Who else is here today?" Write, Andre is here today, etc. Read with fluency, scoop under each word line (refer to pg. 115) Write other sentences on the board and demonstrate how to read the sentences with fluency.	
Alphabetical Order: Students start with their magnetic letter tiles randomly placedon the blank side of their letter boardsand have them sequentially match Letter Tiles on letter squares. Once students have their tiles placed, say the entire alphabet together, emphasize each row pausing for a deep breath at the end of each row (refer to pg.107)		Teach Word Dictation: DRY ERASE BOARDS, dictate 4-5 words: mop, sad, sip, log, mat (pg. 111) students will tap out and write words on white boards.	Dictation (Dry Erase): Dictate 3 sounds and 3 current words, sit, rip, lap students tap words out and write on their white boards pg.113	Refer to pg. 115	
Echo Find Letters: Magnetic letter tiles, begin with the /t/ sound. Dictate 3-5 constonant sounds (See Echo sounds in Unit Resources) pg.107					
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	
Participation	Participation	Participation	Participation	Participation	
Method of Co-Teaching:		Sped. Paperwork Day	Method of Co-Teaching:		
small group			parallel teaching		
IEP Goals & Accommodations and Modifications:					

<p>Christopher Ensley By 11/20/17, when given 10 words with up to three sounds and Foundations sound cards, Christopher will blend the sounds orally into words (e.g. cat, man, sad) with 70% accuracy in 6 out of 7 blending activities as measured by progress monitoring checklist.</p> <p>By 11/20/17, when given a list of 10 Consonant-Vowel-Consonant words and Foundations sound cards (e.g. cat, man, sad), Christopher will segment the sounds (e.g. c/a/t) correctly with 65% accuracy in 6 out of 7 consecutive trials as measured by progress monitoring checklist.</p> <p>Modifications/Accommodations: Foundations Whole Group Instruction (Explicit, Systematic Phonics) Vocabulary Rich Environment Phonological Games Multisensory Techniques Model verbalizing planning before beginning work tasks Two minute warning before changes in routine Notify student of changes to schedule in advance Model self-talk to problem solve peer difficulties Frequent Rewards Frequent Breaks Praise Student for Appropriate Participation Skills Extended Time to Complete Assignments Small Group Instruction Double Dose of Foundations Repeated Instruction of Weekly Skills and Pre-teaching with Special Education Teacher</p> <p>Raven Pate By 5/9/18, when given a list of 10 Consonant-Vowel- Consonant (CVC) words (e.g. cat, man, sad), Raven will segment the sounds (e.g. c/a/t) correctly, scoring 9 out of 10 in 6 out of 7 consecutive trials as measured by teacher- charted observations with 90% accuracy.</p> <p>By 5/9/18, when grade-level text is read aloud, Raven will verbally explain the main topic and retell (2) key details in 6 out of 7 trials as measured by teacher observation with 80% accuracy.</p>	<p>Christopher Ensley By 11/20/17, when given 10 words with up to three sounds and Foundations sound cards, Christopher will blend the sounds orally into words (e.g. cat, man, sad) with 70% accuracy in 6 out of 7 blending activities as measured by progress monitoring checklist.</p> <p>By 11/20/17, when given a list of 10 Consonant-Vowel-Consonant words and Foundations sound cards (e.g. cat, man, sad), Christopher will segment the sounds (e.g. c/a/t) correctly with 65% accuracy in 6 out of 7 consecutive trials as measured by progress monitoring checklist.</p> <p>Modifications/Accommodations: Foundations Whole Group Instruction (Explicit, Systematic Phonics) Vocabulary Rich Environment Phonological Games Multisensory Techniques Model verbalizing planning before beginning work tasks Two minute warning before changes in routine Notify student of changes to schedule in advance Model self-talk to problem solve peer difficulties Frequent Rewards Frequent Breaks Praise Student for Appropriate Participation Skills Extended Time to Complete Assignments Small Group Instruction Double Dose of Foundations Repeated Instruction of Weekly Skills and Pre-teaching with Special Education Teacher</p> <p>Raven Pate By 5/9/18, when given a list of 10 Consonant-Vowel- Consonant (CVC) words (e.g. cat, man, sad), Raven will segment the sounds (e.g. c/a/t) correctly, scoring 9 out of 10 in 6 out of 7 consecutive trials as measured by teacher- charted observations with 90% accuracy.</p> <p>By 5/9/18, when grade-level text is read aloud, Raven will verbally explain the main topic and retell (2) key details in 6 out of 7 trials as measured by teacher observation with 80% accuracy.</p>	<p>Christopher Ensley By 11/20/17, when given 10 words with up to three sounds and Foundations sound cards, Christopher will blend the sounds orally into words (e.g. cat, man, sad) with 70% accuracy in 6 out of 7 blending activities as measured by progress monitoring checklist. 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By 5/9/18, when grade-level text is read aloud, Raven will verbally explain the main topic and retell (2) key details in 6 out of 7 trials as measured by teacher observation with 80% accuracy. By 5/9/18, when given an emergent reader/grade level text, Raven will read the passage fluently with 90% accuracy (excluding self corrections) in 6 out of 7 consecutive trials as measured by teacher running record</p>	<p>Christopher Ensley By 11/20/17, when given 10 words with up to three sounds and Foundations sound cards, Christopher will blend the sounds orally into words (e.g. cat, man, sad) with 70% accuracy in 6 out of 7 blending activities as measured by progress monitoring checklist.</p> <p>By 11/20/17, when given a list of 10 Consonant-Vowel-Consonant words and Foundations sound cards (e.g. cat, man, sad), Christopher will segment the sounds (e.g. c/a/t) correctly with 65% accuracy in 6 out of 7 consecutive trials as measured by progress monitoring checklist.</p> <p>Modifications/Accommodations: Foundations Whole Group Instruction (Explicit, Systematic Phonics) Vocabulary Rich Environment Phonological Games Multisensory Techniques Model verbalizing planning before beginning work tasks Two minute warning before changes in routine Notify student of changes to schedule in advance Model self-talk to problem solve peer difficulties Frequent Rewards Frequent Breaks Praise Student for Appropriate Participation Skills Extended Time to Complete Assignments Small Group Instruction Double Dose of Foundations Repeated Instruction of Weekly Skills and Pre-teaching with Special Education Teacher</p> <p>Raven Pate By 5/9/18, when given a list of 10 Consonant-Vowel- Consonant (CVC) words (e.g. cat, man, sad), Raven will segment the sounds (e.g. c/a/t) correctly, scoring 9 out of 10 in 6 out of 7 consecutive trials as measured by teacher- charted observations with 90% accuracy.</p> <p>By 5/9/18, when grade-level text is read aloud, Raven will verbally explain the main topic and retell (2) key details in 6 out of 7 trials as</p>	<p>Christopher Ensley By 11/20/17, when given 10 words with up to three sounds and Foundations sound cards, Christopher will blend the sounds orally into words (e.g. cat, man, sad) with 70% accuracy in 6 out of 7 blending activities as measured by progress monitoring checklist.</p> <p>By 11/20/17, when given a list of 10 Consonant-Vowel-Consonant words and Foundations sound cards (e.g. cat, man, sad), Christopher will segment the sounds (e.g. c/a/t) correctly with 65% accuracy in 6 out of 7 consecutive trials as measured by progress monitoring checklist.</p> <p>Modifications/Accommodations: Foundations Whole Group Instruction (Explicit, Systematic Phonics) Vocabulary Rich Environment Phonological Games Multisensory Techniques Model verbalizing planning before beginning work tasks Two minute warning before changes in routine Notify student of changes to schedule in advance Model self-talk to problem solve peer difficulties Frequent Rewards Frequent Breaks Praise Student for Appropriate Participation Skills Extended Time to Complete Assignments Small Group Instruction Double Dose of Foundations Repeated Instruction of Weekly Skills and Pre-teaching with Special Education Teacher</p> <p>Raven Pate By 5/9/18, when given a list of 10 Consonant-Vowel- Consonant (CVC) words (e.g. cat, man, sad), Raven will segment the sounds (e.g. c/a/t) correctly, scoring 9 out of 10 in 6 out of 7 consecutive trials as measured by teacher- charted observations with 90% accuracy.</p> <p>By 5/9/18, when grade-level text is read aloud, Raven will verbally explain the main topic and retell (2) key details in 6 out of 7 trials as</p>
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| Literacy Block (ELA) |
|--|--|--|--|--|
| Time: 9:45-12:30 |
Standards:	Standards:	Standards:	Standards:	Standards:
CC.1.2.1.B, CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.G, CC.1.4.1.M, CC.1.4.1.T, CC.1.5.1.A, CC.1.3.1.J, CC.1.5.1.E, CC.1.4.1.F	CC.1.2.1.B, CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.G, CC.1.4.1.M, CC.1.4.1.T, CC.1.5.1.A, CC.1.3.1.J, CC.1.5.1.E, CC.1.4.1.F	CC.1.2.1.B, CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.G, CC.1.4.1.M, CC.1.4.1.T, CC.1.5.1.A, CC.1.3.1.J, CC.1.5.1.E, CC.1.4.1.F	CC.1.2.1.B, CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.G, CC.1.4.1.M, CC.1.4.1.T, CC.1.5.1.A, CC.1.3.1.J, CC.1.5.1.E, CC.1.4.1.F	CC.1.2.1.B, CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.G, CC.1.4.1.M, CC.1.4.1.T, CC.1.5.1.A, CC.1.3.1.J, CC.1.5.1.E, CC.1.4.1.F
Module/Lesson	Module/Lesson	Module/Lesson	Module/Lesson	Module/Lesson
Module 1, Lesson 9 (deep dive- adding ed to verbs)	Module 1, Lesson 10 (deep dive- adding ing to verbs)	Module 1, Lesson 10 (drafting a simple sentence)	Module 1, Lesson 10 (drafting a simple sentence day 2)	Reading Comprehension activity
Essential Question:				
How do books change lives around us?				
Focusing Question:				
How does Biblioburro change life for Ana?				
Content Framing Question/Craft Question:	Style and Conventions Craft Question:	Content Framing Question/Craft Question:	Content Framing Question/Craft Question:	Content Framing Question/Craft Question:
<i>What is happening in Waiting for the Biblioburro</i>	<i>What does a deeper exploration of the main character reveal in Waiting for the Biblioburro?</i>	<i>What does a deeper exploration of the main character reveal in Waiting for the Biblioburro?</i>	<i>What does a deeper exploration of the main character reveal in Waiting for the Biblioburro?</i>	<i>What does a deeper exploration of the main character reveal in Waiting for the Biblioburro?</i>
Materials:	Materials:	Materials:	Materials:	Materials:
Fluent Readers Chart, One problem and resolution Story Stone for each pair of students, verbs chart	-Ing worksheets -Eno board, wit and wisdom books, response journals	Eno board, songs, links, brainpop, naming and telling part powerpoint	Same materials as yesterday, silly sentence activity	Various differentiated and leveled reading comprehension worksheets and activities
Procedure/ Learning Goals				

SW review verbs and discuss how verbs and nouns differ.	Review yesterdays lesson and discuss what happens when you add ed to a verb. Review with ed powerpoint.	Discuss with the students what makes a sentence complete. Explain how every sentence has a naming part (noun) and telling part (verb or action).	SW review the parts of a sentence from yesterday. Students can play a game identifying which part of the teachers sentence is the naming or telling part.	TW discuss the importance of remembering what you read and how to do this. Teacher will seperate students into groups by reading level. One group will be with the teacher who needs extra support. TW first discuss strategies for answering questions after a reading passage and then students will practice doing this on their own.	
SW learn how to add -ed to verbs to make it past tense.	Introduce -ing and what that does to a verb when it comes at the end with "-ING" powerpoint.	Also emphasize the importance of a capital letter and a period at the end of a declarative sentence.	SW continue practicing how to draft a simple sentence through eno board activities.		
Introduce students to -ed anchor chart (Uncle Ed) and explain its significance.	SW now discuss the importance of the -ed and -ing anchor chart in relation to each other.	Complete "Writing a star sentence" whole class emphasizing the importance of a naming and telling part.	SW complete the "silly sentence" activity at their table group.		
		SW complete their own "star sentence" independently. (Cut and paste on the back to continue practicing)			
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	
SW complete -ed worksheet	SW complete differentiated -ing worksheets	file:///Users/kristenmcgee/Downloads/Writing%20a%20star%20sentence%20(1).pdf	https://www.teacherspayteachers.co	Reading Comprehension differentiated worksheets (in email)	
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	
Coteching Method: small group		Special Ed. Paperwork Day	Coteching Method: parallel teaching		
IEP Goals & Accommodations/Modifications:	IEP Goals & Accommodations/Modifications:	IEP Goals & Accommodations/Modifications:	IEP Goals & Accommodations/Modifications:	IEP Goals & Accommodations/Modifications:	

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Math	Math	Math	Math	Math
Time: 12:15-1:15 Module 1/Lesson 15	Time: 12:15-1:15 Module 1/Lesson 16	Time: 12:15-1:15 Review	Time: 12:15-1:15 Review	Time: 12:15-1:15 Topic D Quiz
Standards: CC.2.2.1.A.2, CC.2.2.1.A.4	Standards: 1.OA.5 1.OA.6 1.OA.8	Standards: 1.OA.5 1.OA.6 1.OA.8	Standards: 1.OA.5 1.OA.6 1.OA.8	Standards: 1.OA.5 1.OA.6 1.OA.8
Objectives: SWBAT count on up to 3 more using numeral and 5-group cards and fingers to track the change.	Objectives: SW count on to find the unknown part in missing addend equations such as $6 + \underline{\quad} = 9$. Answer, "How many more to make 6, 7, 8, 9, and 10?"	Objectives: SW complete centers to review material learned during Topic D	Objectives: SW complete centers to review material learned during Topic D	Objectives: SW complete Topic D quiz
Materials: S) 5-group cards (Lesson 5 Template 1), number sentence cards per pair with sticky note covering the total, personal white board, cubes, counters, math story booklets, pencils,	Materials: 7 disks, personal white board, shake those disks 7 board, 5-group cards, mystery box, enlarged blank number sentence and number bond, blank number sentence and number bond, sticky notes, exit tickets, problem set, pencils	Materials: Center pages, counters, math story booklet, pencils	Materials: Center pages, counters, math story booklet, pencils	Materials: Topic D quiz, pencils
Procedure: TSW complete fluency activities that include Happy Counting the Say Way Ten and a Sprint. Then they will complete an application problem. During the concept development, SW play the game Count On and using their fingers to count on and solve the addition problem. Then they will work with a partner playing the count on game. TSW complete a problem set and a debrief and exit ticket will conclude the lesson.	Procedure: The lesson will start with fluency activities shake the disks, count on drums, and 10 bowling pins. Following the fluency, they will complete an application problem before going into concept development. During CD, SW play mystery box where they find out how many beans are missing and try to look for a pattern. Following that, SW complete a problem set and finish the lesson with the completion of an exit ticket.	Procedure: SWB divided into 4 heterogeneous groups. There will be 4 centers that will review topics learned during Topic C. and the groups will switch so they are able to get to all centers.	Procedure: SWB divided into 4 heterogeneous groups. There will be 4 centers that will review topics learned during Topic C. and the groups will switch so they are able to get to all centers.	Procedure: SW complete Topic D Quiz
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:

Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket	Topic D Quiz	
Links:	Links:	Links:	Links:	Links:	
https://eureka.greatminds.org/maps/math/grade-1/module-1/topic-d/lesson-16	https://eureka.greatminds.org/maps/math/grade-1/module-1/topic-d/lesson-16			https://embarc.online/mod/page/view	
Coteaching Method: team teaching		Special Ed. Paperwork Day	Coteaching Method: small group		
IEP Goals & Accommodations/Modifications:	IEP Goals & Accommodations/Modifications:		IEP Goals & Accommodations/Modifications:	IEP Goals & Accommodations/Modifications:	

<p>Christopher Ensley By 11/20/17, given a set of 0 to 20 math manipulatives, Christopher will count the number of objects and write the corresponding numeral with 60% accuracy in 6 out of 7 student work samples.</p>	<p>Christopher Ensley By 11/20/17, given a set of 0 to 20 math manipulatives, Christopher will count the number of objects and write the corresponding numeral with 60% accuracy in 6 out of 7 student work samples.</p>	<p>Christopher Ensley By 11/20/17, given a set of 0 to 20 math manipulatives, Christopher will count the number of objects and write the corresponding numeral with 60% accuracy in 6 out of 7 student work samples.</p>	<p>Christopher Ensley By 11/20/17, given a set of 0 to 20 math manipulatives, Christopher will count the number of objects and write the corresponding numeral with 60% accuracy in 6 out of 7 student work samples.</p>	<p>Christopher Ensley By 11/20/17, given a set of 0 to 20 math manipulatives, Christopher will count the number of objects and write the corresponding numeral with 60% accuracy in 6 out of 7 student work samples.</p>
<p>By 11/20/17, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Christopher will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>	<p>By 11/20/17, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Christopher will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>	<p>By 11/20/17, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Christopher will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>	<p>By 11/20/17, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Christopher will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>	<p>By 11/20/17, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Christopher will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>
<p>Modifications/Accommodations: Use of Manipulatives to Model Math Operations Use of Stations Multisensory Techniques to Rehearse Numeral Knowledge Model verbalizing planning before beginning work tasks Two minute warning before changes in routine Notify student of changes to schedule in advance Model self-talk to problem solve peer difficulties Frequent Rewards Frequent Breaks Praise Student for Appropriate Participation Skills Extended Time to Complete Assignments Small Group Instruction Repeated Instruction of Weekly Skills and Pre-teaching</p>	<p>Modifications/Accommodations: Use of Manipulatives to Model Math Operations Use of Stations Multisensory Techniques to Rehearse Numeral Knowledge Model verbalizing planning before beginning work tasks Two minute warning before changes in routine Notify student of changes to schedule in advance Model self-talk to problem solve peer difficulties Frequent Rewards Frequent Breaks Praise Student for Appropriate Participation Skills Extended Time to Complete Assignments Small Group Instruction Repeated Instruction of Weekly Skills and Pre-teaching</p>	<p>Modifications/Accommodations: Use of Manipulatives to Model Math Operations Use of Stations Multisensory Techniques to Rehearse Numeral Knowledge Model verbalizing planning before beginning work tasks Two minute warning before changes in routine Notify student of changes to schedule in advance Model self-talk to problem solve peer difficulties Frequent Rewards Frequent Breaks Praise Student for Appropriate Participation Skills Extended Time to Complete Assignments Small Group Instruction Repeated Instruction of Weekly Skills and Pre-teaching</p>	<p>Modifications/Accommodations: Use of Manipulatives to Model Math Operations Use of Stations Multisensory Techniques to Rehearse Numeral Knowledge Model verbalizing planning before beginning work tasks Two minute warning before changes in routine Notify student of changes to schedule in advance Model self-talk to problem solve peer difficulties Frequent Rewards Frequent Breaks Praise Student for Appropriate Participation Skills Extended Time to Complete Assignments Small Group Instruction Repeated Instruction of Weekly Skills and Pre-teaching</p>	<p>Modifications/Accommodations: Use of Manipulatives to Model Math Operations Use of Stations Multisensory Techniques to Rehearse Numeral Knowledge Model verbalizing planning before beginning work tasks Two minute warning before changes in routine Notify student of changes to schedule in advance Model self-talk to problem solve peer difficulties Frequent Rewards Frequent Breaks Praise Student for Appropriate Participation Skills Extended Time to Complete Assignments Small Group Instruction Repeated Instruction of Weekly Skills and Pre-teaching</p>
<p>Raven Pate By 5/9/18, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Raven will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>	<p>Raven Pate By 5/9/18, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Raven will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>	<p>Raven Pate By 5/9/18, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Raven will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>	<p>Raven Pate By 5/9/18, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Raven will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>	<p>Raven Pate By 5/9/18, given 10 subtraction and addition word problems with picture cues, and the words, "take away", "fewer", "all together", "join", or "in all", Raven will select the appropriate operation and solve by finding the sum or difference with 90% accuracy problems in 6 out of 7 student work samples.</p>
<p>Modifications/Accommodations: Use of manipulatives when representing numbers Pair word problems with visual cues Use of centers to rehearse new skills Use of number lines Pre-teaching or re-teaching of academic skills</p>	<p>Modifications/Accommodations: Use of manipulatives when representing numbers Pair word problems with visual cues Use of centers to rehearse new skills Use of number lines Pre-teaching or re-teaching of</p>	<p>Modifications/Accommodations: Use of manipulatives when representing numbers Pair word problems with visual cues Use of centers to rehearse new skills Use of number lines Pre-teaching or re-teaching of</p>	<p>Modifications/Accommodations: Use of manipulatives when representing numbers Pair word problems with visual cues Use of centers to rehearse new skills Use of number lines Pre-teaching or re-teaching of</p>	<p>Modifications/Accommodations: Use of manipulatives when representing numbers Pair word problems with visual cues Use of centers to rehearse new skills Use of number lines Pre-teaching or re-teaching of</p>

Science	Science	Writing Workshop	Science	Science
Time: 2:15 - 3:10 pm	Time: 2:15 - 3:10 pm	Time: 2:15 - 3:10 pm	Time: 2:15 - 3:10 pm	Time: 2:15 - 3:10 pm
Standards	Standards	Standards	Standards	Standards
10.4A	10. 4 A	CC.1.4.1.E	10.1.3E	10.1.3E
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Students observe muscles as they contract. Students view a video discussing how muscles and bones work together.	Students test out their strength and muscle usage.	Students will write about something they know "All About" Students will write the sounds they hear independently.	Students will demonstrate the importance of washing the hands.	Students will understand how rapid germs can spread.
Materials:	Materials:	Materials:	Materials:	Materials:
Student book, Magic School Bus: Flexes Its Muscles video	eno board, exercise videos	projects	Wet wipes (2 ea.), soap & water, paper towels, hand washing activity	<u>Lotion, glitter, paper towels, soap & water, Eno board, book or video of Germs Make Me Sick</u>
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:
-Discuss muscles, bones, and joints	Review muscles and bones.	Students will refer back to their heart maps	-Predict whether your hands are clean or dirty	
-What do you feel? Where else on our bodies can we flex our muscles?	-Why is it important to stay active? View Exercise BPjr. video.	Students will choose one thing they know All About, and begin writing their "All About" books	-Record	-Whole class rubs lotion on their hands
-Discuss flexed vs. relaxed muscles	-Discuss how many minutes we should exercise a day.	Students will listen to the sounds they hear, students will tap out sounds, students will use word wall for words they may not know how to spell	-Wipe your hands w/ wet wipe; Observe, discuss, and record findings	-Some of students rub glitter on hands
-Discuss how and why muscles get bigger/smaller	-Let's exercise.		What are germs? Can we see them?	-Everyone shakes each others hands
-Watch video; discuss	-Using workout video links, students will get up and move along with the video.		-Wash hands w/ soap & water	What happened to your hands? How did the glitter get there?
When your muscles are flexing your are exercising	-We will check our heart rates and discuss how we feel after working out.		-Wipe hands w/ wet wipe; Observe, discuss, and record findings	-Have class try to wipe glitter of w. paper towel
			-Which wipe is cleaner? Why is it important to wash your hands?	Is the glitter gone? Why not? What does the glitter represent? How easy was it to spread the "germs"?
				Read aloud book (if available)
				Show real images of germs what happens when they spread?
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Use your muscles and bones together. Act out your favorite animal!	Draw your favorite way to exercise; label it.	All About books	Why it is important to wash your hands? Put hand washing steps in order.	Draw a picture of what you think a germ looks like. Be creative. OR Complete Glitter Germ page in germ book.
Links:	Links:	Links:	Links:	Links:

