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| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **6:55-7:00** | **Assembly** | **Homeroom** | **Homeroom** | **Homeroom** | **Homeroom** |
| **7:00-7:15** | **DEAR**  **Calendar** | **DEAR**  **Calendar** | **DEAR**  **Calendar** | **DEAR**  **Calendar** | **DEAR**  **Calendar** |
| 7:15-8:05 | **Reading**  High Yield Strategy: 7 Setting objectives and providing feedback  Introduce Words to Know: across, ball, cried, head, heard, large, second, should  Log I spelling patterns igh, y, ie  **Standard:** L.1.5c Identify real-life connections between words and their use.  *Supporting Standards*:  RF1.3c Know final –e and common vowel team conventions for representing long vowel sounds  **Goal:**  To use Word Wall to identify, read and write sight words. To identify, read and write long i words  **Accessing Prior Knowledge:** Present students with the Word Wall and ask what words we see on the wall. Students take Lesson 28 spelling pre-test.  **New Information:** Present students with new words this week and have volunteers add to Word Wall. Students correct own spelling pre-test. Tell students that the words this week have the i long vowel sound  **Applying Knowledge:** Students complete Spelling Pre-Test and Practice Book p. 167-169.  **Generalize/Goal/Review/Grade:** Students will be assessed based on their participation in the Word Wall activities/sight words and Spelling Pre-Test. Students will continue to work on Words to Know, inflections and base words in their centers and class assignments. | **Reading**  High Yield Strategy: 1 Identifying similarities and differences 4 Homework and practice  Review Words to Know and long vowel spelling patterns  **Standard:**  RF1.3c Know final –e and common vowel team conventions for representing long vowel sounds  *Supporting Standards*:  L.1.5c Identify real-life connections between words and their use.  **Goal:** To identify, read and write long i words  **Accessing Prior Knowledge:** Present the students with this week’s spelling words and words to know and have them read aloud.  **New Information:** Assign students to Daily 5 centers.  **Applying Knowledge:** Students will participate in one of following Daily 5: Read to self, Phonics, Word Work, Guided Reading, and Skills Practice.  Vocabulary: Homographs packet from Mastering First Grade Skills  Reading: Practice Book p. 167 (Words to Know), 168-169 (Spelling Words ending in –igh, -y, -ie).  Guided Reading: Mrs. Degonda reads with leveled reading groups. Review question packets for “A Bag of Tricks” and “Charlie and Kate Go on a Museum Hunt”  Word Work: Spelling Skills p. 28 (adding –ing) and p. 14 (-ow words)  Reading Comprehension Game  **Generalize/Goal/Review/Grade:** Students hand in Daily 5 work for grading and assessment. Yiselle will monitor groups for understanding and reinforcement/enrichment. | **Reading**  High Yield Strategy: 1 Identifying similarities and differences 4 Homework and practice  Review Words to Know and long vowel spelling patterns  **Standard:**  RF1.3c Know final –e and common vowel team conventions for representing long vowel sounds  *Supporting Standards*:  L.1.5c Identify real-life connections between words and their use.  **Goal:** To identify, read and write long i words  **Accessing Prior Knowledge:** Present the students with this week’s spelling words and words to know and have them read aloud.  **New Information:** Assign students to Daily 5 centers.  **Applying Knowledge:** Students will participate in one of following Daily 5: Read to self, Phonics, Word Work, Guided Reading, and Skills Practice.  Vocabulary: Homographs packet from Mastering First Grade Skills  Reading: Practice Book p. 167 (Words to Know), 168-169 (Spelling Words ending in –igh, -y, -ie).  Guided Reading: Mrs. Degonda reads with leveled reading groups. Review question packets for “A Bag of Tricks” and “Charlie and Kate Go on a Museum Hunt”  Word Work: Spelling Skills p. 28 (adding –ing) and p. 14 (-ow words)  Reading Comprehension Game  **Generalize/Goal/Review/Grade:** Students hand in Daily 5 work for grading and assessment. Yiselle will monitor groups for understanding and reinforcement/enrichment. | **Reading**  High Yield Strategy: 1 Identifying similarities and differences 4 Homework and practice  Review Words to Know and long vowel spelling patterns  **Standard:**  RF1.3c Know final –e and common vowel team conventions for representing long vowel sounds  *Supporting Standards*:  L.1.5c Identify real-life connections between words and their use.  **Goal:** To identify, read and write long i words  **Accessing Prior Knowledge:** Present the students with this week’s spelling words and words to know and have them read aloud.  **New Information:** Assign students to Daily 5 centers.  **Applying Knowledge:** Students will participate in one of following Daily 5: Read to self, Phonics, Word Work, Guided Reading, and Skills Practice.  Vocabulary: Homographs packet from Mastering First Grade Skills  Reading: Practice Book p. 167 (Words to Know), 168-169 (Spelling Words ending in –igh, -y, -ie).  Guided Reading: Mrs. Degonda reads with leveled reading groups. Review question packets for “A Bag of Tricks” and “Charlie and Kate Go on a Museum Hunt”  Word Work: Spelling Skills p. 28 (adding –ing) and p. 14 (-ow words)  Reading Comprehension Game  **Generalize/Goal/Review/Grade:** Students hand in Daily 5 work for grading and assessment. Yiselle will monitor groups for understanding and reinforcement/enrichment. | **Reading**  High Yield Strategy: 3 Reinforcing Effort and providing recognition  Spelling Test Lesson 28  Spiral Review and Grammar in Writing  **Standard: Standard:**  RF1.3f Read words with inflectional endings  *Supporting Standard* L.1.1j Produce and expand simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts  **Goal:**  To identify, read and write inflections and long e words.  **Accessing Prior Knowledge:** N/A  **New Information:** N/A  **Applying Knowledge:** Students complete Lesson 27 Spelling Test and unfinished Practice Book pages 179 (Spiral Review) and 180 (Grammar in Writing).  **Generalize/Goal/Review/Grade:** Students hand in Spelling Test and Practice Book packet for grading and assessment. |
| **8:05-8:30** | **Recess** | **Recess** | **Recess** | **Recess** | **Recess** |
| 8:30-9:20 | **Science**  High Yield Strategy: 1 Identifying similarities and differences 5 Nonlinguistic representation 9 Questions, Cues and advanced organizers 4 Homework and practice  High Yield Strategy:  HSP Science Unit D Weather, Seasons, and the Sky Chapter 9 Objects in the Sky Lesson 3 What can we observe about the moon?  **Standard:**  Students will model how the moon’s rotation around the earth causes changes in the moon’s shape  **Goal**: Students will model how the moon’s rotation around the earth causes changes in the moon’s shape  **Accessing Prior Knowledge:** Show students moon rotation around earth video on Youtube and ask them, to observe how the moon looks at different points.  **New Information:** Tell students that the moon appears to change shape because the light from the sun shines on it differently as it travels around the earth. Demonstrate with moon, globe and iPhone (sun). Show students moon phase diagram and model how to put together.  **Applying Knowledge:** Students complete moon phase diagram. Students cut and paste the moon’s shape as it travels around the earth.  **Generalize/Goal/Review/Grade:** Students complete moon phase diagram for homework and hand in for grading and assessment. Remind students that we will continue to talk about the moon this week and that our diagram swill be on display for the art festival this Friday. | **Reading**  High Yield Strategy: 1 Identifying similarities and differences 10 Questions, Cues and Advanced Organizers 4 Homework and practice  Read “The Kite”  **Standard:**  RF1.7 Use the illustrations and details in a text to describe its key ideas  **Goal:** To form an opinion about a character  **Accessing Prior Knowledge:** Present the students with this week’s Essential Question: How does a problem make a story interesting?  **New Information:** Tell students that today we will read a fantasy text that has a problem. Inform students to listen for the problem that the two friends have in the text as we read aloud together. Read aloud “The Kite”. Ask students to identify the problem and say how it was solved. Note how the friends were able to solve the problem together.  **Applying Knowledge:** Tell students that they will now form an opinion about if Frog is a good friend or not a good friend.Model two ways the frog is and is not a good friend.Students complete Practice Book p. 177 (Planning My Sentences) to answer the following question: “Is Frog a good friend?”  **Generalize/Goal/Review/Grade:**  During the last ten minutes of class we will share student answers to Practice Book p 177. Students will hand in their Practice Book for grading and assessment. | **Reading**  High Yield Strategy: 1 Identifying similarities and differences 10 Questions, Cues and Advanced Organizers 4 Homework and practice  Read “The Kite”  **Standard:**  RL1.3 Describe characters, settings, and major events in a story using key details  **Goal:** To create a story map  **Accessing Prior Knowledge:** Present the students with this week’s Essential Question: How does a problem make a story interesting?  **New Information:** Tell students that today we will create a story map for “The Kite”. Review characters and setting. Ask students to identify the problem and demonstrate how the problem goes in the middle of the story map. The end is the solution – how the problem is solved. Model for students how to identify the adjective for  **Applying Knowledge:** Students complete Practice Book p. 174 (Story Structure) with their reading buddies to identify characters, setting, beginning, middle (problem) and end (solution).  **Generalize/Goal/Review/Grade:**  During the last ten minutes of class we will review and revise student answers to Practice Book p 174. Students will hand in their Practice Book for grading and assessment. | **Language**  High Yield Strategy: 1 Identifying similarities and differences 4 Homework and practice  Adjectives for taste, sound, smell and texture  **Standard:**  L1.1f Use frequently occurring adjectives  **Goal:** To identify and use adjectives for taste, sound, smell and texture  **Accessing Prior Knowledge:** Present students with the following sentences and have them locate the adjective: My dog, Fluffy, is big. This morning I ate a yellow banana. The girl is very smart.  **New Information:** Tell students that today we will learn about adjectives that describe how something smells, sounds, tastes and feels. Model how to ask for and locate the word that describes how an object smells, tastes, fells and sounds.  **Applying Knowledge:** Students complete Practice Book p. 171 and 176 (Adjectives) and 180 (Grammar in Writing).  **Generalize/Goal/Review/Grade:** Students hand in Practice Book for grading and assessment. Individual feedback and reinforcement will be given as needed. | **Reading**  High Yield Strategy: 1 Identifying similarities and differences 4 Homework and practice  Review base words and inflections –er, -est, -ed, -ing, -es  **Standard:**  RF1.3f Read words with inflectional endings  **Goal:** To identify, read and write –ed, -ing, –er, -est and –es words  **Accessing Prior Knowledge:** Ask students what endings we can add to base words. Present students with previous weeks spelling words and have them classify and categorize into inflectional endings.  **New Information:** Tell students that today we will review base words and endings.  **Applying Knowledge:** Students complete Practice Book p. 173, 179 (Words with endings –ed, -ing, –er, -est, -es). Students complete any unfinished practice book pages.  **Generalize/Goal/Review/Grade:** Students hand in Practice Book for grading and assessment. Individual feedback and reinforcement will be given as needed. Remind students to study for tomorrow’s test |
| 9:20-10:10 | **Math:**  High Yield Strategy: 7 Setting objectives and providing feedback 4 Homework and practice  Lesson 13-1 Understanding the hour and minute hands  **Standard: 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks**  **Accessing Prior Knowledge:** Students play Time Counts topic opener with a friend.  **New Information:** Tell students that today we will learn how to tell time on a clock to the hour and half hour. Demonstrate for students how to read time on a analog clock with the minute and hour had. Have students model times on their own analog clocks to the nearest hour and half hour.  **Applying Knowledge:** Students complete Workmat 13-1 in partners using their analog clocks..  **Generalize/Goal/Review/Grade:** Students will turn in Workmat 13-1 for assessment and grading. If further help is needed, teacher will provide during work time, in the form of small groups and immediate feedback. | **Math:**  High Yield Strategy: 7 Setting objectives and providing feedback 4 Homework and practice  Lesson 13-2 Telling and Writing time to the hour  **Standard: 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks**  **Accessing Prior Knowledge:** Students complete Lesson 13-1 Quick Check for Assessment Sourcebook. Review hour and minute hands as a large group.  **New Information:** Tell students that today we will learn how to tell time on an analog and digital clock. Model how to show 1:00 on an analog and digital clock with student manipulatives. Present students with class times to demonstrate on both analog and digital clock manipulatives (.e. lunch is at 11:00. What does that look like on a digital clock? An analog clock?)  **Applying Knowledge:** Students complete Workmat 13-2 individually using digital and analog manipulatives.  **Generalize/Goal/Review/Grade:** Students will turn in Workmat 13-2 for assessment and grading. If further help is needed, teacher will provide during work time, in the form of small groups and immediate feedback. | **Math:**  High Yield Strategy: 7 Setting objectives and providing feedback 4 Homework and practice  Lesson 13-3 Telling and Writing Time to the Half Hour  **Standard: 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks**  **Accessing Prior Knowledge:** Students complete Lesson 13-2 Quick Check for Assessment Sourcebook. Review writing time to the hour as a class.  **New Information:** Tell students that today we will learn how to tell time on an analog and digital clock to the half hour. Demonstrate the position of the minute and hour hands to indicate half hour. Model how to show 11:30 (end of lunch time) on an analog and digital clock with student manipulatives. Present students with class times to demonstrate on both analog and digital clock manipulatives (.e. Recess ends at 8:30. What does that look like on a digital clock? An analog clock?)  **Applying Knowledge:** Students complete Workmat 13-3 individually using digital and analog manipulatives.  **Generalize/Goal/Review/Grade:** Students will turn in Workmat 13-3 for assessment and grading. If further help is needed, teacher will provide during work time, in the form of small groups and immediate feedback. | **Math:**  High Yield Strategy: 7 Setting objectives and providing feedback 4 Homework and practice  Lesson 13-4 Problem Solving: Use Data From a Table  **Standard: 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks**  **Accessing Prior Knowledge:** Students complete Lesson 13-3 Quick Check for Assessment Sourcebook. Review telling time to the nearest half hour s a class. Present students with the following question: When might you need to know what time something starts?  **New Information:** Tell students that today we will learn how to read and make a schedule. Show students our daily schedule and note how it is organized from earliest to latest activities. Guide students through workmat p. 427 for writing a schedule of activities they do after school (sports, big brother, big sisters, snack, homework, dinner, etc) using hour and half hour times.  **Applying Knowledge:** Students complete Workmat 13-4 individually using digital and analog manipulatives.  **Generalize/Goal/Review/Grade:** Students will turn in Workmat 13-4 for assessment and grading. If further help is needed, teacher will provide during work time, in the form of small groups and immediate feedback. | **Math:**  High Yield Strategy: 7 Setting objectives and providing feedback 4 Homework and practice  Topic 13 Review  **Standard: 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks**  **Accessing Prior Knowledge:** Students complete Lesson 13-4 Quick Check for Assessment Sourcebook. Review AM and PM with students. Ask Do you go to bed in the AM or PM? Do you go to school in the AM or PM?  **New Information:** Tell students that today we review telling time for our test on Monday.  **Applying Knowledge:** Students complete What Time is It? And Telling Time worksheets from Mastering 1st Grade Skills p. 171-172. When completed, they work with the Time Counts game or Computer Center for Telling Time. Mrs. Degonda and Miss Yiselle will work in small groups for reinforcement.  **Generalize/Goal/Review/Grade:** Students will complete Topic 13 practice test for homework. Remind students to study for the Topic 13 Test on Monday. |
| 10:10-11:00 | **Spanish** | **Language**  High Yield Strategy: 7 Setting objectives and providing feedback 4 Homework and practice  Writing Trait: Conventions  **Standard:** W1.5 With guidance and support from adults, focus on a topic, respond to questions and add details  **Goal:**  To use appropriate conventions in writing. We can use capital letters, periods, question marks and exclamations and correct spelling in our writing.  **Accessing Prior Knowledge:** Ask students what every sentence needs at the beginning and end (capital letter and punctuation). Ask students why it is important that we spell words correctly (so that others can read and understand our writing).  **New Information:** Tell students that today we will revise our Flat Stanley letters for Capital letters, appropriate punctuation and correct spelling. Review editing symbols.  **Applying Knowledge** Students edit Flat Stanley letters for capital letters, punctuation and correct spelling. When they are finished they are to continue their turtle writings from last weeks class.  **Generalize/Goal/Review/Grade:** Students will hand in edited writings for grading and assessment. We will then send our letters in the mail to Flat Stanley’s first grade class in Wisconsin. | **Spanish** | **P.E.** | **Social Studies**  High Yield Strategy: 5 Nonlinguistic Representations  All Together Unit 5 This Is Our Country  Lesson 4 Symbols in our Country  **Standard:**  Explain selected national patriotic symbols such as the United States flag  **Goal**: Students will explain the importance and history of the American flag  **Accessing Prior Knowledge:** Ask students to explain what the stars and stripes mean on the Honduran flag.  **New Information:** Tell students that today we will learn about the United States flag and what the stars and stripes mean. Read Our Country’s Flag Then and Now p. 210-211. Ask students to describe how the flag has changed since the beginning of the country to now.  **Applying Knowledge:** Students color and complete Symbols in our Country worksheet p. 55. Students will paste the symbols to a poster with labels and add a description below the American flag regarding what they learned in today’s lesson.  **Generalize/Goal/Review/Grade:** Students will continue to add details to poster next week in Social Studies. Students will hand in poster for grading and assessment at the end of the unit. |
| **11:00-11:30** | **Recess** | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **11:30-12:20** | **Computer** | **P.E.** | **Library I** | **Music** | **Spanish** |
| 12:20-1:10 | **“Frozen” movie party for students that have completed 50 points in their Reading Log.**  High Yield Strategy: 3 Reinforcing Effort and providing recognition  Students will watch the film Frozen. Students that have not reached 50 points will be allowed to participate in the movie viewing according to the amount of points obtained (i.e. 30 points = 30 minutes of viewing). While not viewing, students will be sent to the library for reading time. | **Spanish** | **Language**  High Yield Strategy: 7 Setting objectives and providing feedback 4 Homework and practice  Writing Trait: Sentence Fluency Review  **Standard:** W1.5 With guidance and support from adults, focus on a topic, respond to questions and add details  Supporting Standard: L1.1g Use frequently occurring conjunctions (and, but, or, so, because)  **Goal:**  To write fluent sentences using the word because  **Accessing Prior Knowledge:** Ask students why an elephant would be scared of a mouse. Check student responses for the use of because.  **New Information:** Tell students that today we will be writing about why an elephant would be scared of a mouse. Have students first brainstorm with a classmate why an elephant would be scared of a mouse. Remind students that they must use two because statements in their reasonings.  **Applying Knowledge** Students complete writing for Draw then Write p. 15 (Elephant) for why an elephant would be scared of a mouse.  **Generalize/Goal/Review/Grade:** Students will share writings with class during last ten minutes and continue to revise their work in tomorrow’s class. | **Estudios Sociales** | **Estudios Sociales** |
| 1:10-2:00 | **“Frozen” movie party continued** | **Social Studies**  High Yield Strategy: 5 Nonlinguistic Representations  All Together Unit 5 This Is Our Country  **Standard:**  Identify US states and geography on a map  **Goal**: Students will read a natural resource map for Alaska.  **Accessing Prior Knowledge:** Ask students to recall the kinds of maps we have seen about the United States already (country, state, land and water, and weather).  **New Information:** Tell students that today we will learn how to read a natural resource map for one state in the US: Alaska. Guide students through map key for Natural Resources of Alaska p. 139 from Daily Geography Practice.  **Applying Knowledge:** Students color and complete p. 139-141 (Natural Resources of Alaska) from Daily Geography Week 36.  **Generalize/Goal/Review/Grade:** Students hand in pages 139-141 for grading and assessment. Tell students that we will continue to talk about the US and its many wonderful states next week. | **Science**  High Yield Strategy: 1 Identifying similarities and differences 5 Nonlinguistic representation 9 Questions, Cues and advanced organizers 4 Homework and practice  High Yield Strategy:  HSP Science Unit D Weather, Seasons, and the Sky Chapter 9 Objects in the Sky Lesson 3 What can we observe about the moon?  **Standard:**  Students will model how the moon’s rotation around the earth causes changes in the moon’s shape  **Goal**: Students will model how the moon’s rotation around the earth causes changes in the moon’s shape  **Accessing Prior Knowledge:** Ask students what the moon is like. Make a list of student answers ion the board. Present students with the following question: How do you think a crater is formed?  **New Information:** Tell students that today we will investigate how craters are formed. Explain how to complete Guided Inquiry p. 368-369.  **Applying Knowledge:** Students complete Guided Inquiry p. 389-369 in their table groups. Students will compare and contrast the moon’s surface with the Earth’s surface by completing a Venn Diagram and infer why people do not live on the moon.  **Generalize/Goal/Review/Grade:** Students turn in moon Venn Diagram for grading and assessment. Remind students to study for our Chapter Test tomorrow. | **Science**  High Yield Strategy: 1 Identifying similarities and differences 5 Nonlinguistic representation 9 Questions, Cues and advanced organizers 4 Homework and practice  High Yield Strategy:  HSP Science Unit D Weather, Seasons, and the Sky Chapter 9 Objects in the Sky Test  **Standard:**  Students identify and describe the effect of the earth, sun and moon rotation  **Goal**: Students can describe why we have day and night and why the moon appears to have different shapes  **Accessing Prior Knowledge:** Review study guide questions for Chapter 9.  **New Information:** N/A  **Applying Knowledge:** Students complete Chapter 9 assessment.  **Generalize/Goal/Review/Grade:** Students turn in Chapter 9 assessment for grading. Remind students to continue to observe the moon this month for changes in its shape. | **Art**  5 Nonlinguistic representation 3 Reinforcing Effort and providing recognition  Dot Art  **Standard:** Students explore various forms of art for visual communication  **Goal:**  Students create images by using dots as outlines  **Accessing Prior Knowledge:** Ask students to recall what kind of artwork Vashti made form our Journey’s reading.  **New Information:** Tell students that today we will make our own dot art. Model how to use Q-tips and paint to create dot art from an image of a US symbol.  **Applying Knowledge:** Students create their own dot art utilizing Q-tips, paint and image outline.  **Generalize/Goal/Review/Grade:** Students will be assessed based on their final product (neatness, creativity and technique incorporation). Student artwork will be displayed in the classroom. |
| Homework | Moon phase diagram |  | Chapter 9 Review and Test prep #1-8 p. 376-377 |  | Topic 13 Practice Test |