General: Introduce student of the week, Introduce stations, Introduce student jobs and assign

 Daily: Reading Reinforcement is an out-of-classroom block of daily instruction.

 ELA Block

 Stage One: What do I want students to know and be able to do?

*Prior Knowledge*

 1. Identify who and does what to create a sentence.

 2. Know to start a sentence with a capital letter and ends with punctuation.

 3. Be able to sound out words phonemically. (/ck/ sound may be spelled with a letter k)

 4. Be able to identify character, setting, major events and climax in a story.

 5. Be able to identify 40 sight words.

*During*

 1. I can build/break down words when orally provided the syllables. I can identify rhyming words orally. I can identify vowels and vowel sounds.

 2. I can write a sentence that starts with a capital letter and ends with punctuation.

 3. I can identify a major event, characters, setting, problem/solution of an on-level text and at-level text.

*After*

 1. I know 4 additional sight words.

 2. I can spell words with the digraph /ck/.

 3. I can identify the climax in a story.

 Stage Two: How will I know they can do it?

 Daily formative assessment of each task. Students' formation of sounds during phonemic awareness with mouth. Students development of sentences, student responses during group and small group activities (using roster with a graph to check levels). Sight word assessment. Exit slip assessment that is multiple choice and read to students asking them to identify a description of the climax.

 Summative:

 Assessment on Friday of ability to spell words with digraph /ck/ (also assess phonemic development), ability to identify climax in a familiar story.

 Stage Three: What do I need to make this happen?

 Setup and prepare stations, large visual organizer and replica of visual organizer for individual use. Word wall, projector, technology (internet and computers), listening center.

 STANDARDS

 RL.1.3 Describe characters, settings, and major events in a story using key details.

 W 1.3 Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

 INSTRUCTIONAL ACTIVITIES

 Monday

 Heggerty - 10 minutes

 Review spelling words

 (OBJECTIVES) Identify Objectives: We can identify climax in a story. Review and reinforce identifying character(s), setting, major events, problem/solution, beginning, middle and end.

 I do: anchor text "Miss Nelson is Missing", read portion and identify key details (major events).

 Sight word practice (introduce game, play as a class)

 Assess 6 students for sight word proficiency (first 30 words)

 Tuesday

 Phonics book (Sadlier) Page 301. Complete #1-6 as a class.

 Sentence structure, write a sentence about your family. We will add to every day an additional detail about their family. How many people are in your family?

 I do, anchor text, read portion and identify key details (major events) We do: "Henry's Homework Folder" at-level (1st grade) will read story to students and they will work as a small heterogeneous group and with teacher to identify key details.

 Spelling word review.

 Assess 6 students for sight word proficiency (first 30 words)

 Wednesday

 Heggery - 10 minutes

 Introduce stations: Sight word study, literacy center, technology (listening center and razkids.com), writing center.

 Break into homogeneous groups and rehearse skills at centers.

 Assess 6 students for sight word proficiency (first 30 words)

 I do, We do and if students are proficient, move on to you do by breaking into small homogeneous groups and begin identifying key details for on-level text

 GROUPS:

 Kiwi: "Jacob's Sandcastle" Level A

 Blueberries: "The Hungry Goat" Level B

 Grapefruits: "Feelings" Level C

 Oranges "Billy Gets Lost" Level G

 Sentence structure, write another sentence about your family. Is your family a big family or a small family? What are your family members' names?

 Exit slip: Multiple choice, What is a major event?

 Assess 5 students for sight word proficiency (first 30 words)

 Thursday

 Literacy stations

 Write a sentence about student family. What are your family members' jobs?

 Pre-test for spelling & self correct

 Students will practice spelling words by writing each letter of a misspelled word in a different colored crayon 3x each.

 Finish We Do with at-level story in homogeneous grouping.

 Assess 5 students for sight word proficiency (first 30 words)

 Friday

 Heggerty - 10 minutes

 Phonics, complete page 301 and 302 in Sadlier text

 Spelling test

 Complete We Do portion of identifying climax (previous elements also included) using graphic organizer.

 Assessment of students' ability to identify climax using previous week's on-level story. Read to class and have them write down the climax of the story.

 Math Block

 Stage One:

*Prior Knowledge*

 1. I can identify words that dictate the operation of a word problem. I can identify the minuend, subtrahend and difference in a math problem.

 2. I can identify the pattern of a number sentence. (Largest number will be what we start with or will match number being taken away)

*During*

 1. I can use grouping to create groups of 5, 10 and 25.

 2. I can compute addition and subtraction with numbers at or below 5.

 3. I can identify features of a calendar.

 4. I can count forward or backwards when given a random number within 120.

 5. I can count from 1 to 120.

*After*

 1. I can identify ones place value and tens place value. I can regroup to add or subtract with 2-digit numbers.

 2. I can solve addition and subtraction problems with 2-digit minuends and subtrahends.

 3. Use one or more strategies (estimate subtrahend or minuend using the identified pattern. Use fingers, compute mentally, draw a picture.)

 Stage Two:

 1. Responses during whole group (I use popsicle method of randomly calling on students and mark a chart when student answers, all students will be called on to provide an answer during math meeting).

 Formative and Summative assessment (see within instructional outline)

 Stage Three:

 Materials:5 Problems of the day, homework packet with additional practice for math skills. manipulatives (plastic coins, dice)

 STANDARDS

 1.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, e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

 OBJECTIVES

 I can use different strategies to compute addition and subtraction operations. I can derive/create a number sentence/equation from a number problem. I can identify the subtrahend, minuend and difference in a number sentence.

 INSTRUCTIONAL ACTIVITIES

 Daily Math Meeting (Whole group): Emphasis on increments of money (pennies, nickels, dimes and quarters) develop students' sense of grouping. How many pennies fit into a nickel, dime, quarter? How many nickels fit into a dime, quarter, etc...

 We will now regroup another group of ten days of school - use this as a teaching point also.

 MONDAY

 Class activity: the bank. Have 3 students come to front of class and provide them with a baggie of an unknown amount of pennies, nickels and dimes. They will need to exchange their coins so that they have the least amount. Demonstrate how to group pennies into sets of ten or five, nickels into sets of ten. When they complete grouping their coins, exchange for dimes and nickels. Release students to conduct same at heterogenous table, one set of coins only. Once a students groups and exchanges, they pass to next student. If student has wrong amount, they will not complete an exchange and thus will have to watch the other students group to identify their shortcomings.

 I do: Pizza Party example. How many pizza's will I need for my birthday party guests? Create a number sentence, group by 8's and count the amount of pizza's I will need to order.

 We do: students will complete the problem of the day (POD) and then we review as a class.

 You do: Activity sheet in which students will group drawings of coins.

 TUESDAY

 I do: Conduct a subtraction problem in which I need to break a group of ten to complete. Show appropriate markings to make that indicate each step of the regrouping process.

 We Do: POD & Students will sell me items for 5 cents or a few pennies. I will have to break my dimes to be able to pay them the appropriate amount. Walk through 1-3 examples.

 You do: Independent, activity sheet, problem #1.

 WEDNESDAY

 I do: Based on assessment from last week. Students need to complete the portion in which they identify the subtrahend, minuend and difference of a problem.

 We Do: POD

 You Do: Class Bingo (Students must compute mentally)

 Introduce stations. Break into stations. (Technology, Bingo, Match number sentence to solution on graphic organizer, addition machine, activity sheet, Math sentence yatzee, addition/subtration checkers). Have time for one rotation.

 THURSDAY

 I Do: Demonstrate regrouping using 1-digit numbers that have a sum of 10 or more.

 We Do: POD

 You do: Stations

 FRIDAY

 Review

 POD Quiz

 Stations

 SOCIAL STUDIES BLOCK

 Stage One:

*Prior Knowledge*

 Be able to identify individual cultural features such as holidays, what they eat at home that is specific to their culture, how they greet, how they revere children, elders, etc.

*During*

 Students will share and categorize aspects of their culture into traditions and customs.

*After*

 Students will be able to identify a cultural feature of many African cultures - Dress, values and symbology.

 Make Adire Cloth: See attached powerpoint and symbol explanations. Photos of student finished adire cloth forthcoming.

 "All Together" Macmillan/McGraw-Hill Timelinks text as supplemental and complimentary material. Page 16 discusses school culture.