

Week of: 4/18/22

# ELA

## Fundations

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson/Truths Taught</b>	<ol style="list-style-type: none"><li>1. Closed-syllable concept with short vowels</li><li>2. Closed syllable vs. open syllable</li><li>3. Vowel team sounds for ai, ay, ee, ea, ey, oi, oy</li><li>4. Narrative fiction vs. informational books</li><li>5. Rreading with accuracy and prosody</li></ol>				
<b>Questions Asked/ Method</b>	<ol style="list-style-type: none"><li>1. Drill sounds/Warm-up</li><li>2. Storytime</li><li>3. Word of the day</li><li>4. Find letters and words</li></ol>	<ol style="list-style-type: none"><li>1. Drill Sounds/Warm-Up</li><li>2. Word Play</li><li>3. Teach trick words-reading</li><li>4. Teach trick words-spelling</li></ol>	<ol style="list-style-type: none"><li>1. Drill sounds/Warm-up</li><li>2. Make it fun!</li><li>3. Word of the day</li><li>4. Dictation (Composition Book)</li></ol>	<ol style="list-style-type: none"><li>1. Drill sounds/Warm-up</li><li>2. Word Talk</li><li>3. Find Letters and Words</li></ol>	<ol style="list-style-type: none"><li>1. Drill Sounds/Warm-Up</li><li>2. Storytime</li><li>3. 5-Day Check-Up</li></ol>
<b>Teacher Materials</b>	<ol style="list-style-type: none"><li>1. Echo and baby Echo</li><li>2. Large Sound Cards</li><li>3. Standard Sound Cards</li><li>4. Word off the day flashcards</li><li>5. Chart paper</li></ol>	<ol style="list-style-type: none"><li>1. Echo and baby Echo</li><li>2. Large Sound Cards</li><li>3. Standard Sound Cards</li><li>4. Trick word flashcards</li></ol>	<ol style="list-style-type: none"><li>1. Echo and baby Echo</li><li>2. Large Sound Cards</li><li>3. Standard Sound Cards</li><li>4. Large Dictation Grid</li><li>5. Word of the day cards</li></ol>	<ol style="list-style-type: none"><li>1. Echo and baby Echo</li><li>2. Large Sound Cards</li><li>3. Standard Sound Cards</li><li>4. Trick word flashcards</li><li>5. Suffix frames</li><li>6. Sentence frames</li></ol>	<ol style="list-style-type: none"><li>1. Echo and baby Echo</li><li>2. Large Sound Cards</li><li>3. Standard Sound Cards</li></ol>

				7. Large Dictation Grid 8. Word of the Day Cards	
<b>Student Materials</b>	1. Student Notebook 2. Student Composition book 3. Letter Board and tiles	1. Student Notebook 2. Dry Erase Tablets	1. Student Notebook 2. Composition Book	1. Student Notebook 2. Student Composition book	1. Student Composition Book
<b>Assessment</b>	Observation	Observation	Observation	Observation	Observation
<b>Homework/ Notes</b>	Dictation	Dictation	Dictation	Dictation	No Homework
<b>NWEA Skill Area</b>	<b>Listening Comprehension</b>  <b>Identifies the setting in an illustration and a story read aloud</b>  <b>Understands the central idea of a story read aloud</b>  <b>Identifies details in a story read aloud</b>  <b>Understands sequence in a story read aloud</b>				

# Math

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>TEKS</b>	Geometry and Measurement—1.7.C Measure the same object/distance with units of two different lengths and describe how and why the measurements differ Also 1.7.A		Geometry and Measurement—1.7.E Tell time to the hour and half hour using analog and digital clocks	Geometry and Measurement—1.7.E Tell time to the hour and half hour using analog and digital clocks	Field Trip
<b>Lesson/Truths Taught</b>	How can acting it out help you solve a problem about nonstandard units to measure length?	REVIEW AND TEST	How do you tell time to the hour?	How do you tell time to the half hour?	Field Trip
<b>Questions Asked/ Method</b>	How can we find the length of an object? (Possible answer: by lining up same size objects along the length of another object, then counting how many of those objects are used in the line)	REVIEW AND TEST	Invite children to tell you what they know about time. What tool can help you tell time? (a clock) What are some parts of a clock? (Possible answers: numbers, hands)	Invite children to tell you what they know about clocks. What do the numbers on a clock tell you? (Possible answer: the hours of the day) How many hours are shown on a clock? (12)	Field Trip

<b>Teacher Materials</b>	Go Math teacher edition	Go Math teacher edition	Go Math teacher edition	Go Math teacher edition	
<b>Student Materials</b>	Go Math student edition	Go Math student edition	Go Math student edition	Go Math student edition	
<b>Assessment</b>	Observation	Observation	Observation	Observation	
<b>Homework/ Notes</b>	17.4		18.1	18.2	
<b>NWEA Skill Area</b>	<p><b>Data Analysis</b></p> <p><i>Reads pictographs with single-unit scales to determine how many in a category</i></p> <p><i>Counts sets of objects by category</i></p> <p><i>Reads bar graphs with single-unit scales to determine how many in a category</i></p> <p><i>Compares values in a pictograph with single-unit scale</i></p> <p><i>Compares values in a bar graph with single-unit scale</i></p> <p><i>Sorts objects into categories</i></p> <p><b>Data Representation</b></p> <p><i>Represents data in a picture graph</i></p> <p><i>Represents data in pictographs with single-unit scales</i></p> <p><i>Determines category labels for sets of objects</i></p> <p><b>Patterns/Sequences/Series</b></p> <p><i>Extends a repeating ABC pattern</i></p>				

	<i>Extends a repeating ABB pattern</i>
	<i>Identifies the repeating core in an ABC pattern</i>
	<i>Extends a repeating AB pattern</i>

## Religion

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson/Truths Taught</b>	1. The different forms of prayer come from the traditions of the Church, Scripture, and the Holy Spirit 2. The five forms, or types of prayer are blessing and adoration, praise, petition, intercession, and thanksgiving.				Field Trip
<b>Questions Asked/ Method</b>	1. Practice for Mass readings 2. Vocations worksheet activity	1. Begin with prayer 2. Jacob Wrestles an Angel (page 160). Ask: How does the artwork illustrate the story of Jacob? Why do you think Jacob and the	1. Practice for Mass readings		

		angel wrestled? Needs vs. Wants sort			
<b>Teacher Materials</b>	<i>Spirit of Truth</i> teacher guide	<i>Spirit of Truth</i> teacher guide			<i>Spirit of Truth</i> teacher guide
<b>Student Materials</b>	<i>Spirit of Truth</i> student edition				<i>Spirit of Truth</i> student edition Pencils Wonderful Ways God Provides for Our Needs worksheet
<b>Assessment</b>					Wonderful Ways God Provides for Our Needs worksheet
<b>Homework/ Notes</b>					

# History

## Story of Civilization

	Monday <b>(no class)</b>	Tuesday	Wednesday <b>(no class)</b>	Thursday	Friday
	Monday <b>(no class)</b>				

<b>Lesson/Truths Taught</b>	Greek Against Greek: Conflict and strife, the Delian League, Pericles, the Peloponnesian War
<b>Questions Asked/ Method</b>	<ol style="list-style-type: none"> <li>1. What is the Delian League?</li> <li>2. What caused the Peloponnesian War?</li> <li>3. Who is Pericles?</li> </ol>
<b>Teacher Materials</b>	<i>The Story of Civilization</i> Audible
<b>Student Materials</b>	Listening ears
<b>Assessment</b>	Discussion

## Science

	Monday	Tuesday (no class)	Wednesday	Thursday (no class)	Friday
<b>TEKS</b>	TEKS.b.2.A, TEKS.b.2.B, TEKS.b.2.C, TEKS.b.2.D, TEKS.b.2.E, TEKS.b.3.A, TEKS.b.3.B, TEKS.b.3.C, TEKS.b.4.A				

<b>Lesson/Truths Taught</b>	<ol style="list-style-type: none"> <li>1. Ask questions about organisms, objects, and events observed in the natural world.</li> <li>2. Plan and conduct simple descriptive investigations such as ways objects move.</li> <li>3. Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools.</li> <li>4. Record and organize data using pictures, numbers, and words.</li> <li>5. Communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.</li> <li>6. Identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words.</li> <li>7. Make predictions based on observable patterns.</li> <li>8. Describe what scientists do.</li> <li>9. Sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring,</li> <li>10. Analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver.</li> </ol>
<b>Questions Asked/ Method</b>	<p>Discuss some of the adults who help us stay healthy and take care of us when we get sick, e.g., doctors, nurses, parents, etc. How do we stay healthy at school? LOW/1 What is medicine? LOW/1 • Ask students to name foods that are not healthy. Have them explain why they are not healthy. • Have students look at the picture in the Look &amp; Learn section and read the text. Ask students to think about when they lost, or think they will lose, their teeth. Explain that after we lose our baby teeth, new adult teeth come in, even though we are still children. What is floss? LOW/1 Talk with students about why it is important to brush and floss our teeth. Ask the students to predict what would happen if we never brushed our teeth.</p>
<b>Teacher Materials</b>	<p>Science Packet Big Edition</p>
<b>Student Materials</b>	<p>Week 6 Be Healthy packet</p>



<b>Assessment</b>	<a href="https://cdn.studiesweekly.com/online/resources/panels_media/Weekly%20Assessment237.pdf">https://cdn.studiesweekly.com/online/resources/panels_media/Weekly%20Assessment237.pdf</a>
<b>Homework/ Notes</b>	none