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| **Standards**  McKenzie Math 3/28/22 | | | **Essential Question(s):** | | **Assessments Used to Measure Learning:** | |
| MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.  MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g.,70 – 30, 30 – 10, 60 – 60) MGSE1.NB | | | Why is important to know how to tell time? | | Iready unit test  Teacher assessment | |
| **Strategies Incorporated with Lesson:** | | | **Academic Vocabulary** | | **Resources Included with**  **Lesson:** | |
| **Strategies: pair**  **One on one**  **Small group**  **Whole group** | | | **Whole hour**  **Half hour**  **Minute hand**  **Hour hand** | | **Resources:**  **IReady Text** | |
| **AVID Strategies:**  One pager | | |
|  | **Lesson Focus:**  **(Daily Learning Targets)** | **Learning Experiences:**  **(Instructional Expectations)** | | **Response to Data: (**Differentiation of lesson and student groupings based on various assessment data and classroom observations**)** | | **Homework: (aligned with the learning target)** |
| **Mon** | I can tell time to the whole hour. | ***I Ready Testing – review all math concepts*** | | **Intervention: number charts – writing & counting to 120.**  **On-Level: Subtracting from 20**  **Advanced: Subtraction 2 digit numbers** | | HW sheet |
| **Tues** | I can tell time to the whole hour.  I can tell time to the half hour. | ***I Ready Testing – review all math concepts*** | | **Intervention: number charts – writing & counting to 120.**  **On-Level: Subtracting from 20**  **Advanced: Subtraction 2 digit numbers** | | HW sheet |
| **Wed** | I can tell time to the whole hour.  I can tell time to the half hour. | ***I Ready Testing – review all math concepts*** | | **Intervention: number charts – writing & counting to 120.**  **On-Level: Subtracting from 20**  **Advanced: Subtraction 2 digit numbers** | | Hw sheet |
| **Thur** |  | ***I Ready Testing – review all math concepts*** | |  | |  |
| **Fri** |  | ***I Ready Testing – review all math concepts*** | |  | |  |

**McKenzie ELA 3/14/22**

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| **Standards** | | | **Essential Question(s):** | | **Assessments Used to Measure Learning:** | |
| ELAGSE2ri9 - Compare and contrast two or more versions of the same story | | | Why do we compare and contrast stories? | | Teacher created assessment | |
| **Strategies Incorporated with Lesson:** | | | **Academic Vocabulary** | | **Resources Included with**  **Lesson:** | |
| **Strategies:**  **Small group**  **One to one**  **Whole group** | | | **Compare**  **Contrast**  **Similar**  **Alike**  **different** | | **Resources:**  **IReady**  **Teacher made resources** | |
| **AVID Strategies:**  **One pager** | | |
|  | **Lesson Focus:**  **(Daily Learning Targets)** | **Learning Experiences:**  **(Instructional Expectations)** | | **Response to Data: (**Differentiation of lesson and student groupings based on various assessment data and classroom observations**)** | | **Homework: (aligned with the learning target)** |
| **Mon** | I can compare 2 informational stories.  Fundations:  Lesson 9 w1  Ai ay ea ee oi/oy | ***I Ready Testing – review all Reading skills*** | | **Intervention: number charts – abc sounds/cvc words**  **On-Level: cvc/fluency/sight words**  **Advanced: vocabulary** | | HW sheet |
| **Tues** | I can compare 2 informational stories.  Fundations:  Lesson 9 w1  Ai ay ea ee oi/oy | ***I Ready Testing – review all Reading skills*** | | **Intervention: – abc sounds/cvc words**  **On-Level: cvc/fluency/sight words**  **Advanced: vocabulary** | | HW sheet |
| **Wed** | I can contrast 2 informational stories.  Fundations:  Lesson 9 w1  Ai ay ea ee oi/oy | ***I Ready Testing – review all Reading skills*** | | **Intervention: – abc sounds/cvc words**  **On-Level: cvc/fluency/sight words**  **Advanced: vocabulary** | | HW sheet |
| **Thur** |  | ***I Ready Testing – review all Reading skills*** | |  | |  |
| **Fri** |  | ***I Ready Testing – review all Reading skills*** | |  | |  |

**McKenzie Science/Social Studies 3/14/22**

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| **Standards** | | | **Essential Question(s):** | | **Assessments Used to Measure Learning:** | |
| SS1E1 Identify goods that people make and services that people provide for each other.  I can explain what goods and services are. | | | What are goods?  What are services?  What are needs?  What are wants?  What are consumers?  What are producers? | | Teacher assessment  Observations  Oral Response | |
| **Strategies Incorporated with Lesson:** | | | **Academic Vocabulary** | | **Resources Included with**  **Lesson:** | |
| **Strategies:**  **Whole group**  **Partner work** | | | **Goods**  **Serices**  **Needs**  **Wants**  **Producers**  **consumers** | | **Resources:**  **Youtube video**  **Weekly reader**  **Other Resources** | |
| **AVID Strategies:**  One pager | | |
|  | **Lesson Focus:**  **(Daily Learning Targets)** | **Learning Experiences:**  **(Instructional Expectations)** | | **Response to Data: (**Differentiation of lesson and student groupings based on various assessment data and classroom observations**)** | | **Homework: (aligned with the learning target)** |
| **Mon** | LT:  What is a good? | ***Activating Strategy:*** [***https://www.youtube.com/watch?v=Yxibq\_vskRA***](https://www.youtube.com/watch?v=Yxibq_vskRA)  **Mini-Lesson:**  Discuss video & explain goods.  **Work Session (**Stations/Collaborative Groups**):**  **Complete worksheet**  **Closing: Review goods** | | **Intervention: small group – complete worksheet**  **On-Level: partner work**  **Advanced: partner work** | | No HW |
| **Tues** | LT:  What is a good? | ***Activating Strategy:*** [***https://www.youtube.com/watch?v=Yxibq\_vskRA***](https://www.youtube.com/watch?v=Yxibq_vskRA)  **Mini-Lesson:**  Discuss video & explain goods.  **Work Session (**Stations/Collaborative Groups**):**  **Complete worksheet**  **Closing: Review goods** | | **Intervention: small group – complete worksheet**  **On-Level: partner work**  **Advanced: partner work** | | No HW |
| **Wed** | LT: What is a service? | ***Activating Strategy:*** [***https://www.youtube.com/watch?v=Yxibq\_vskRA***](https://www.youtube.com/watch?v=Yxibq_vskRA)  **Mini-Lesson:**  Discuss video & explain goods.  **Work Session (**Stations/Collaborative Groups**):**  **Complete worksheet**  **Closing: Review goods** | | **Intervention: small group – complete worksheet**  **On-Level: partner work**  **Advanced: partner work** | | No HW |
| **Thur** |  | Early Release | |  | |  |
| **Fri** |  | Teacher Workday | |  | |  |