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| **Reading /ELA(1)****9:00-10:50****(Carter, Sam)** | **MONDAY****Standard:** CCSS L3 Sequence and summarize; CCSS RF 4.b.Read grade level with accuracy; CCSS W.3. organization CCSS 1.e. action verbs; CCSS L.5.c vocabulary; CCSS RF3.g high frequency words ; CCSS RF 2.b phonemic awareness; CCSS SL4 Speaking and listening; **Learning Target:** I can understand that places grow in size. I can understand that places can be made better by people working together. I can understand that places change to reflect the needs of people. I can develop my skills with syllable patterns, the vowel sounds of *y,* sequencing and summarizing.**Vocabulary:** phonics-muddy, handy, fry, try, puppy, fuzzy, shy, sky, nanny, dandy, my, dryOral vocabulary-growth, population, public**Strategies/Activities:**  Content Knowledge: Discuss the Question of the Week: What is around us at home?Oral Language: Sing with Me/Amazing Words RoutinePhonemic Awareness: Isolate and match initial and final phonemes.Phonics: Associate consonant m with the sound /m/. Recognize and write the letters Mm.- Connect Sound to Letter ; Read Aloud: "A Tidy Room" TE p. 15e; Conventions: Identify and use nouns.Handwriting: Use proper body position when writing.Write consonant Mm.Daily Fix-ItWriting: Produce nouns.Write complete sentences with nouns that name people, animals, and things.Listening and Speaking: Listen Attentively Centers-MyOn Reader, Sounds Abound, Word Work, iPad**Assessment:** Teacher observation; student performance and product**Intructional method:** small group | **TUESDAY****Standard:** CCSS L3 Sequence and summarize; CCSS RF 4.b.Read grade level with accuracy; CCSS W.3. organization CCSS 1.e. action verbs; CCSS L.5.c vocabulary; CCSS RF3.g high frequency words ; CCSS RF 2.b phonemic awareness; CCSS SL4 Speaking and listening; **Learning Target:** I can understand that places grow in size. I can understand that places can be made better by people working together. I can understand that places change to reflect the needs of people. I can develop my skills with syllable patterns, the vowel sounds of *y,* sequencing and summarizing.**Vocabulary:** phonics-muddy, handy, fry, try, puppy, fuzzy, shy, sky, nanny, dandy, my, dryOral vocabulary-growth, population, public**Strategies/Activities:**  Content Knowledge: Discuss the Question of the Week: What is around us at home?Oral Language: Amazing Words RoutinePhonemic Awareness: Match initial and final phonemes.Phonics: Associate the consonant s and the letter pair ss with the sound /s/.Connect Sounds to Letters ; Text-Based Comprehension: Identify and describe reasons for characters' feelings.Vocabulary Skill: Identify and sort words for people, places, animals, and things. Conventions: Identify and use nouns.Handwriting: Use proper paper position when writing.Write consonant Ss.Daily Fix-ItWriting: Write complete sentences with nouns that name people, animals, and things.Listening and Speaking: Speaking When RecognizedCenters-MyOn Reader, Sounds Abound, Word Work, iPad**Assessment:** Teacher observation; student performance and product**Intructional method:** small group | **WEDNESDAY****Standard:** CCSS L3 Sequence and summarize; CCSS RF 4.b.Read grade level with accuracy; CCSS W.3. organization CCSS 1.e. action verbs; CCSS L.5.c vocabulary; CCSS RF3.g high frequency words ; CCSS RF 2.b phonemic awareness; CCSS SL4 Speaking and listening; **Learning Target:** I can understand that places grow in size. I can understand that places can be made better by people working together. I can understand that places change to reflect the needs of people. I can develop my skills with syllable patterns, the vowel sounds of *y,* sequencing and summarizing.**Vocabulary:** phonics-muddy, handy, fry, try, puppy, fuzzy, shy, sky, nanny, dandy, my, dryOral vocabulary-growth, population, public**Strategies/Activities:** Content Knowledge: Discuss the Question of the Week: What is around us at home? Oral Language: Amazing Words Routine Phonemic Awareness: Match initial, medial, and final phonemes.Phonics: Associate the consonant t with the sound /t/. Connect Sounds to Letters Conventions: Identify and use nouns.Handwriting: Use proper pencil position when writing.- Write consonant Tt.- Daily Fix-ItWriting: Write complete sentences with nouns that name people, animals, and things.Listening and Speaking: Participate in a Discussion ; Conventions: Identify and use nouns.Handwriting: Use proper pencil position when writing.- Write consonant Tt.;Daily Fix-ItWriting: Write complete sentences with nouns that name people, animals, and things.Listening and Speaking: Participate in a DiscussionCenters-MyOn Reader, Sounds Abound, Word Work, iPad**Assessment:** Teacher observation; student performance and product**Intructional method:** small group | **THURSDAY****Standard:** CCSS L3 Sequence and summarize; CCSS RF 4.b.Read grade level with accuracy; CCSS W.3. organization CCSS 1.e. action verbs; CCSS L.5.c vocabulary; CCSS RF3.g high frequency words ; CCSS RF 2.b phonemic awareness; CCSS SL4 Speaking and listening; **Learning Target:** I can understand that places grow in size. I can understand that places can be made better by people working together. I can understand that places change to reflect the needs of people. I can develop my skills with syllable patterns, the vowel sounds of *y,* sequencing and summarizing.**Vocabulary:** phonics-muddy, handy, fry, try, puppy, fuzzy, shy, sky, nanny, dandy, my, dryOral vocabulary-growth, population, public**Strategies/Activities:** Content Knowledge: Discuss the Question of the Week: What is around us at home?Oral Language: Amazing Words RoutinePhonemic Awareness: Match initial, medial, and final phonemes.Phonics: Associate the consonant t with the sound /t/.Connect Sounds to Letters Routine Literary Text: Identify the features of fiction.High-Frequency Words ReviewText-Based Comprehension: Realistic Fiction Read for Understanding Routine: Access Text; Main Selection: Read "Sam" pp. 18–27Comprehension Strategy: Ask questions about narrative text to clarify understanding.–Text-Based Comprehension: Identify and describe character in narrative text.Text-Based Comprehension: Check UnderstandingThink Critically: Describe characters. Writing: Write complete sentences with nouns that name animals.Conventions: Identify and produce nouns.Research: Identify and use parts of a book.Handwriting: Use left-to-right progression when writing.Centers-MyOn Reader, Sounds Abound, Word Work, iPad**Assessment:** Teacher observation; student performance and product**Intructional method:** small group | **FRIDAY****Standard:** CCSS L3 Sequence and summarize; CCSS RF 4.b.Read grade level with accuracy; CCSS W.3. organization CCSS 1.e. action verbs; CCSS L.5.c vocabulary; CCSS RF3.g high frequency words ; CCSS RF 2.b phonemic awareness; CCSS SL4 Speaking and listening; **Learning Target:** I can understand that places grow in size. I can understand that places can be made better by people working together. I can understand that places change to reflect the needs of people. I can develop my skills with syllable patterns, the vowel sounds of *y,* sequencing and summarizing.**Vocabulary:** phonics-muddy, handy, fry, try, puppy, fuzzy, shy, sky, nanny, dandy, my, dryOral vocabulary-growth, population, public**Strategies/Activities** Content Knowledge: Discuss the Question of the Week: What is around us at home?Oral Vocabulary:Connect to Amazing Words Phonological Awareness: Blend onsets and rimes.Spelling: Read and spell one-syllable words.Spell high-frequency words.Phonics Practice: Decodable Practice Reader R1BFluency: Oral Rereading Routine;Social Studies in Reading: Recognize structure and elements of a folk tale.Paired Selection: Read "Rip Van Winkle" pp. 32–33.Listening and Speaking: Participate in a DiscussionVocabulary: Sort nouns.Handwriting: Write using proper body position.Conventions: Identify and produce nouns.Writing: Write complete sentences with nouns that name people, animals, and things. Centers-MyOn Reader, Sounds Abound, Word Work, iPad**Assessment:** Teacher observation; student performance and product**Intructional method:** small group |
| **Reading/ELA 3rd****10:00-11:50****(Grant, Braxton @ 10:50)** | **Standard:**

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| CCSS Literature 1. Ask and answer questions about key details in a text. |
| CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CCSS Literature 3. Describe characters, settings, and major events in a story, using key details. |
| CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. |
| CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words. |
| CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| CCSS Language 1.f. Use frequently occurring adjectives. |

**Learning Target:** I can segment and blend phonemes.I can Know final -e and common vowel team conventions for representing long vowel sounds. Recognize and read grade-appropriate irregularly spelled words.**Vocabulary:****Strategies/Activities:**Conventions: Identify and use adjectives. Daily Fix-ItWriting: Understand and recognize the features of a friendly letter. Mini-Lesson: Read Like a Writer Quick Write for Fluency Routine Research and Inquiry: Identify a topic connected to this week's concept High-Frequency Words: Read high-frequency words.- Nondecodable Words RoutineText-Based Comprehension: Draw conclusions from a fictional narrative text.- Envision It! Draw ConclusionsRead Aloud: Read "A Dinner Surprise" TE p. 17b.**Assessment:** Teacher observations**,** student work | **Standard:**

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| CCSS Literature 1. Ask and answer questions about key details in a text. |
| CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CCSS Literature 3. Describe characters, settings, and major events in a story, using key details. |
| CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. |
| CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words. |
| CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| CCSS Language 1.f. Use frequently occurring adjectives. |

**Learning Target:** I can segment and blend phonemes I can Know and apply grade-level phonics and word analysis skills in decoding words..I can Know final -e and common vowel team conventions for representing long vowel sounds. Recognize and read grade-appropriate irregularly spelled words.**Strategies/Activities:**Conventions: Identify and use adjectives.Daily Fix-It; Writing: Generate friendly letter ideas.Mini-Lesson: Sequence Quick Write for Fluency RoutineHandwriting: Write letters legibly, making them the appropriate size.Research and Inquiry: Understand how to read a chart.High-Frequency Words: Review high-frequency words.Selection VocabularyVocabulary: Identify time and order words.Main Selection—First Read: Read "Mama’s Birthday Present" pp. 20–43.Comprehension Skill: Draw ConclusionsComprehension Strategy: Monitor and Clarify Literary Text: Recognize sensory details in a story.**Assessment:** Teacher observations**,** student work | **Standard:**

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| CCSS Literature 1. Ask and answer questions about key details in a text. |
| CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CCSS Literature 3. Describe characters, settings, and major events in a story, using key details. |
| CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. |
| CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words. |
| CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| CCSS Language 1.f. Use frequently occurring adjectives. |

**Learning Target:** I can segment and blend phonemes.I can Know final -e and common vowel team conventions for representing long vowel sounds. Recognize and read grade-appropriate irregularly spelled words.**Strategies/Activities:**High-Frequency and Selection WordsText-Based Comprehension: Check Understanding Read for Understanding Routine: Access Text and Close Reading Main Selection—Second Read: Read "Mama’s Birthday Present" pp. 20–43. Comprehension Skill: Review Cause and Effect;Conventions: Use descriptive adjectives when speaking. Daily Fix-ItLet's Write It!: Connect to Conventions: AdjectivesWriting: Write a draft of a friendly letter.Mini-Lesson: Sequence in a Friendly Letter Quick Write for Fluency RoutineListening and Speaking: Give effective descriptions.**Assessment:** Teacher observations**,** student work | **Standard:**

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| CCSS Literature 1. Ask and answer questions about key details in a text. |
| CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CCSS Literature 3. Describe characters, settings, and major events in a story, using key details. |
| CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. |
| CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words. |
| CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| CCSS Language 1.f. Use frequently occurring adjectives. |

**Learning Target:** I can segment and blend phonemes.I can Know final -e and common vowel team conventions for representing long vowel sounds. Recognize and read grade-appropriate irregularly spelled words.**Strategies/Activities:**Content Knowledge: Discuss the Question of the Week: How can a surprise be a treasure?Oral Vocabulary: Amazing Words Oral Vocabulary RoutinePhonological Awareness: Substitute initial phonemes to make new words.Phonics: Read words with comparative endings -er, -est and words with /j/ spelled -dge.Decodable Practice Reader 19C: Apply knowledge of sound-spellings to decode unknown words when reading.Reread for Fluency: Practice fluency with oral rereading.- Oral Rereading Routine**Assessment:** Teacher observations**,** student work | **Standard:**

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| CCSS Literature 1. Ask and answer questions about key details in a text. |
| CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CCSS Literature 3. Describe characters, settings, and major events in a story, using key details. |
| CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. |
| CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words. |
| CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| CCSS Language 1.f. Use frequently occurring adjectives. |

**Learning Target:** I can segment and blend phonemes.I can Know final -e and common vowel team conventions for representing long vowel sounds. Recognize and read grade-appropriate irregularly spelled words.**Strategies/Activities:**Goal monitoring; Vocabulary: Identify time and order words.Fluency: Read aloud fluently with appropriate expression and intonation.Text-Based Comprehension: Draw conclusions from a fictional narrative text.Vocabulary: Review high-frequency and story words.Procedural Text: Follow directions from a recipe.Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension**Assessment:**Teacher observations**,** student work |

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|  | **Lunch 11:50-12:15** | **Lunch 11:50-12:15** | **Lunch 11:50-12:15** | **Lunch 11:50-12:15** | **Lunch 11:50-12:15** |
| **1st grade Math** **12:20-2:05** | **Standard:** 1.OA.1 Use addition and subtraction to solve word problems. 1.OA.5 Add and subtract within 20 to demonstrate fluency.**Learning Target:** I can add and subtract one digit numbers to 20.**Vocabulary:** add, subtract, altogether, take away, sum, difference**Strategies/Activities:** fast math; math automaticity, addition and subtraction with manipulativesAssessment**:**Teacher observation, student work | **Standard:** 1.OA.1 Use addition and subtraction to solve word problems. 1.OA.5 Add and subtract within 20 to demonstrate fluency.**Learning Target:** I can add and subtract one digit numbers to 20.**Vocabulary:** add, subtract, altogether, take away, sum, difference**Strategies/Activities:** fast math; math automaticity, addition and subtraction with manipulativesAssessment**:**Teacher observation, student work | **Standard:** 1.OA.1 Use addition and subtraction to solve word problems. 1.OA.5 Add and subtract within 20 to demonstrate fluency.**Learning Target:** I can add and subtract one digit numbers to 20.**Vocabulary:** add, subtract, altogether, take away, sum, difference**Strategies/Activities:** fast math; math automaticity, addition and subtraction with manipulativesAssessment**:**Teacher observation, student work | **Standard:** 1.OA.1 Use addition and subtraction to solve word problems. 1.OA.5 Add and subtract within 20 to demonstrate fluency.**Learning Target:** I can add and subtract one digit numbers to 20.**Vocabulary:** add, subtract, altogether, take away, sum, difference**Strategies/Activities:** fast math; math automaticity, addition and subtraction with manipulativesAssessment**:**Teacher observation, student work | **Standard:** 1.OA.1 Use addition and subtraction to solve word problems. 1.OA.5 Add and subtract within 20 to demonstrate fluency.**Learning Target:** I can add and subtract one digit numbers to 20.**Vocabulary:** add, subtract, altogether, take away, sum, difference**Strategies/Activities:** Goal monitoring fast math; math automaticity, addition and subtraction with manipulativesAssessment**:**Teacher observation, student work |
| **Social and Vocational Skills 2:30-3:00****(Carter, Sam, Grant, Landon, O’Leeda, Robert, Connor on Friday)** | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1.RL.2.Retell stories, including key details, and demonstrate understanding of their central message or lesson.CCRA-R.2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**Learning Target:** I can brainstorm characteristics of a safe, fun, and fair learning environment. I can determine what behaviors lead to that goal.**Vocabulary:** Caring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School Rulescaring, sharing, courtesy, honest, respect, school rules**Strategies/Activities:** Discuss what the roles of the students, teacher, parents, and principal would be if students were not ready to behave in the way agreed upon. Try to focus the discussion on consequences that would help the student(s) change the undesirable behavior.**Assessment:**  Teacher observation | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1.RL.2.Retell stories, including key details, and demonstrate understanding of their central message or lesson.CCRA-R.2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**Learning Target:** I can brainstorm characteristics of a safe, fun, and fair learning environment. I can determine what behaviors lead to that goal.**Vocabulary:** Caring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School Rulescaring, sharing, courtesy, honest, respect, school rules**Strategies/Activities:** Review discussion what the roles of the students, teacher, parents, and principal would be if students were not ready to behave in the way agreed upon. Try to focus the discussion on consequences that would help the student(s) change the undesirable behavior.Students will draw a picture of the classroom they envision.**Assessment:**  Teacher observation | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1.RL.2.Retell stories, including key details, and demonstrate understanding of their central message or lesson.CCRA-R.2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**Learning Target:** I can brainstorm characteristics of a safe, fun, and fair learning environment. I can determine what behaviors lead to that goal.**Vocabulary:** Caring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School Rulescaring, sharing, courtesy, honest, respect, school rules**Strategies/Activities:** Review discussion what the roles of the students, teacher, parents, and principal would be if students were not ready to behave in the way agreed upon. Try to focus the discussion on consequences that would help the student(s) change the undesirable behavior.Students will develop rules for the playground.**Assessment:**  Teacher observation | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1.RL.2.Retell stories, including key details, and demonstrate understanding of their central message or lesson.CCRA-R.2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**Learning Target:** I can brainstorm characteristics of a safe, fun, and fair learning environment. I can determine what behaviors lead to that goal.**Vocabulary:** Caring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School Rulescaring, sharing, courtesy, honest, respect, school rules**Strategies/Activities:** Students will develop rules for the school bus.**Assessment:**  Teacher observation | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1.RL.2.Retell stories, including key details, and demonstrate understanding of their central message or lesson.CCRA-R.2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**Learning Target:** I can brainstorm characteristics of a safe, fun, and fair learning environment. I can determine what behaviors lead to that goal.**Vocabulary:** Caring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School Rulescaring, sharing, courtesy, honest, respect, school rules**Strategies/Activities:** Students will develop rules for cafeteria. Goal monitoring. Fun Friday Flea Market.**Assessment:**  Teacher observation |

Accommodations as needed:

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| **Reading ELA****1st** | (C.S.)Visual schedule, first-then strategies , visual timer, sensory regulation strategies and adaptive writing materials asneeded, visual and verbal prompts, repeated directions.(S.O.)One on one or small group instructionSelf-monitoringExtra practice of skillsModified tests, activities and assignmentsreader for assessments above Sam's reading abilityscribe for lengthy assignments and assessments |
| **Reading ELA 3rd** | (B.B.) One on one instruction, Small group instruction, Reader, modeling, repetition, positive reinforcement, visual supports, Audio books, recorded materials, graphic organizers, prompting and cueing, extended time(G.L.) Modified tests and assignments, Environmental modifications, Behavior contract/point sheet, Oral presentation of materials, Verbal prompts and cues, Paraphrasing, Repeated Practice |
| **Math** **1st** | (C.S.)Visual schedule, first-then strategies , visual timer, sensory regulation strategies and adaptive writing materials asneeded, visual and verbal prompts, repeated directions.(S.O.)One on one or small group instructionSelf-monitoringExtra practice of skillsModified tests, activities and assignmentsreader for assessments above Sam's reading abilityscribe for lengthy assignments and assessments |
| **Social and Vocational Skills** | (C.S.)Visual schedule, first-then strategies , visual timer, sensory regulation strategies and adaptive writing materials asneeded, visual and verbal prompts, repeated directions.(S.O.)One on one or small group instructionSelf-monitoringExtra practice of skillsModified tests, activities and assignmentsreader for assessments above Sam's reading abilityscribe for lengthy assignments and assessments(G.L.) Modified tests and assignments, Environmental modifications, Behavior contract/point sheet, Oral presentation of materials, Verbal prompts and cues, Paraphrasing, Repeated Practice(L.J.) Positive and corrective feedback, Preferential seating, Direct instruction for working independently, Modeling appropriate behavior(O.W.) Work system, Redirection and corrective feedback, Use of a timergraphic organizers, cue cards(R.R.) Environmental modifications, behavior contract/ point sheet, verbal prompts and cues, modeling, repeated practice, preferential seat(C.F.) Visual schedule, visual timer, visual and verbal prompts, repeated directions, point sheet, modeling, redirection, prompting and cueing, Direct instruction in how to respond |