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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading /ELA(1)****9:00-10:50****(Carter, Sam)** | **See attached information and plans from Reading Street** | **See attached information and plans from Reading Street** | **See attached information and plans from Reading Street** | **See attached information and plans from Reading Street** | **See attached information and plans from Reading Street** |
| **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 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 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 Language 1.f. Use frequently occurring adjectives. |

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| 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 manipulatives, *Touch Math Addition* workbookAssessment**:**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 manipulatives, *Touch Math Addition* workbookAssessment**:**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 manipulatives, *Touch Math Addition* workbookAssessment**:**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 manipulatives, *Touch Math Addition* workbookAssessment**:**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 manipulatives, *Touch Math Addition* workbookAssessment**:**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 increase my listening comprehension and critical thinking skills. I can take turns. I can show respect for the work of others. I can build a structure block cooperatively.**Vocabulary:**personal sp respect**Strategies/Activities**: modeling; Students will take turns, show respect for the work of others, and cooperatively build a project.**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 understand how understand how name calling hurts others.**Vocabulary:** harassmentCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School Rules**Strategies/Activities:** Students will role play a short story to understand how name calling is hurtful to others. Comprehension assessment**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 understand how understand how name calling hurts others.**Vocabulary:** harassmentCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School RulesCaring/Sharing; Courtesy; Honesty; Respect; School Climate; School Rules**Strategies/Activities: (continued)** Students will role play a short story to understand how name calling is hurtful to others. Comprehension assessment**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 increase my listening comprehension and critical thinking skills. I can take turns. I can show respect for the work of others. I can build a structure block cooperatively.**Vocabulary:**personal sp respect**Strategies/Activities**: modeling; Students will work together to cooperatively create a visual display and, show respect for the work of others, and a project.**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 respect the personal space of others on the carpet or moving about the classroom. **Vocabulary:**personal sp personal space**Strategies/Activities**: modeling, role playing, writing-create a personal space ship to demonstrate the need to respect the personal space of others.**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 |