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|  | **Monday** | | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **Standard: K.CC.1**. Count to 100 by ones and by tens.  **Learning Targets:** I can count to 100 by ones and by tens.  **Critical Vocab:** one hundred  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end the lesson by referring to the learning target. Lesson 8.5 Touch and count numbers to one hundred.  **Assessment:** Go Math Workbook pgs. 325-328 (SA)one and small group | **Standard:** K.CC.1. Count to 100 by ones and by tens.  **Learning Targets:** I can count to 100 by ones and by tens..  **Critical Vocab:** tens, twenty  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end the lesson by referring to the learning target. Lesson 8.6 count, draw and trace to show how to count to 100 by tens.  **Assessment:** Go Math Workbook pgs. 329-332 (SA)one and small group | | **Standard:** K.CC.1. Count to 100 by ones and by tens.  **Learning Targets:** I canunderstand the count sequence when counting to 100 by tens**.**  **Critical Vocab:** tens, twenty, one hundred  **Activities/Strategies:** Daily Bell ringer: addition review . Begin and end lesson by referring to the learning target. Lesson 8.7 Ciunt ot 100 by tens with counting and tracing.  **Assessment:** Go Math Workbook pgs. 333-336` (SA) | \*Shortened Class time due to Dinosaur school and speech therapy  **learningStandard:** K.NBT.1 Compose and decompose numbers from 11 to 19 into tens and ones.  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.  **Learning Targets:** I can use objects to show 18 and 19 as tens and ones. I can count and write 18 and 19 with words and numbers.  **Critical Vocab:** eighteen, nineteen, tens, ones  **Activities/Strategies:** Go Math resources Mega Math and Animated Math Models to supplement learning targets.  **Instructional Method:**  small group and individual  **Assessment:** Teacher observations | **Standard:** CC.K.CC.1 Count to 100 by ones and tens.  **Learning Targets:** I canuse sets of tens to count to 100.  **Critical Vocab:** tens, one hundred  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end the lesson by referring to the learning target. Lesson 8.8 Build cube towers with base tens blocks, count by tens.  **Assessment:** Go Math Workbook pgs. 337-340(SA) |
| **Reading 1st grade**  **10:00-11:00**  **Connor** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** |
|  | **Lunch/ Planning**  **11:30-11:55** | | **Lunch/ Planning**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** |
| **iSteam Lab/Reading/Math/**  **1:00-1:50**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | \* **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation  deterrent | | \* - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation | \*- **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation | - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation | - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation |
| **1st grade Math**  **1:00-1:50** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** |
| **Core Reading –This lesson, Unit 2 week 6 will be repeated due to student absences.**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | **Standard:** **RFK.1d** name letters. **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **LK1a** print many upper and lowercase letters. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RF.K2.e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant**. RL.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Ww). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that begin with /w/. I can identify and describe story characters.  **Critical Vocab:**  blending, sounds, word family, character, correct letter formation Amazing words: (bears, cottage, middle-sized, porridge, big, small)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How can an adventure cause trouble? Build oral language and review amazing words using Talk With Me/Sing With Me charts 22 A/B Envision It: Character  **Phonemic Awareness**: practice identifying initial sounds /w/ **Phonics**: /w/ spelled Ww ( Sing learning song: Willie and Wanda) **Blend Words**: blending –ed word family words (magnetic letters) **Daily Handwriting**: Ww: correct letter formation  **Conventions:** Telling Sentences **Assessment:**  white board (formative assessment)  **Daily Handwriting**: Jj: correct letter formation  **Conventions:** Complete Sentences **Assessment:**  white board (formative assessment)  correct letter formation  **Conventions:** Sentences **Assessment:**  white board (formative assessment) | | **Standard:** **RFK.1d** name letters. **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **LK1a** print many upper and lowercase letters. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RF.K2.e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant**. RL.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Ww). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that begin with /w/. I can identify and describe story characters.  **Critical Vocab:**  blending, sounds, word family, character, correct letter formation Amazing words: (bears, cottage, middle-sized, porridge, big, small)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How can an adventure cause trouble? Build oral language and review amazing words using Talk With Me/Sing With Me charts 22 A/B Envision It: Character Trade Book Goldilocks and the Three Bears first reading, check retelling  **Phonemic Awareness**: practice identifying initial sounds /w/ **Phonics**: /w/ spelled Ww ( Sing learning song: Willie and Wanda) **Blend Words**: blending –ed word family words (magnetic letters) **Daily Handwriting**: Ww: correct letter formation  **Conventions:** Telling Sentences **Assessment:**  white board (formative assessment) **Conventions:** Sentences **Assessment:**  white board (formative assessment) | **Standard:** **RFK.1d** name letters. **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **LK1a** print many upper and lowercase letters. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RF.K2.e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant**. RL.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Ww). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that begin with /w/. I can identify and describe story characters.  **Critical Vocab:**  blending, sounds, word family, characters, correct letter formation Amazing words: (bears, cottage, middle-sized, porridge, big, small)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How can an adventure cause trouble? Build oral language and review amazing words using Talk With Me/Sing With Me charts 22 A/B Envision It: Character Trade Book Goldilocks and the Three Bears second reading, check retelling with retelling cards as an aid  **Phonemic Awareness**: practice identifying initial sounds /w/ **Phonics**: /w/ spelled Ww ( Sing learning song: Willie and Wanda) **Blend Words**: blending –ed word family words (magnetic letters) **Daily Handwriting**: Ww correct letter formation  **Conventions:** Telling Sentences **Assessment:**  white board (formative assessment) | **Standard:** **RFK.1d** name letters. **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **LK1a** print many upper and lowercase letters. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RF.K2.e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant**. RL.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Ww). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that begin with /w/. I can identify and describe story characters.  **Critical Vocab:**  blending, sounds, word family, character, correct letter formation Amazing words: (bears, cottage, middle-sized, porridge, big, small)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How can an adventure cause trouble? Build oral language and review amazing words using Talk With Me/Sing With Me charts 22 A/B Envision It: Character Trade Book Goldilocks and the Three Bears third reading, review telling sentences  **Phonemic Awareness**: practice identifying initial sounds /w/ **Phonics**: /w/ spelled Ww ( Sing learning song: Willie and Wanda) **Blend Words**: blending –ed word family words (magnetic letters) **Daily Handwriting**: Ww correct letter formation  **Conventions:** Telling Sentences **Assessment:**  white board (formative assessment) | **Standard:** **RFK.1d** name letters. **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **LK1a** print many upper and lowercase letters. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RF.K2.e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RL.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Ww). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that begin with /w/. I can identify and describe story characters.  **Critical Vocab:**  blending, sounds, word family, character, correct letter formation Amazing words: (bears, cottage, middle-sized, porridge, big, small) Let’s Practice It! 398 Folk Tale  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying final sounds /w/ **Phonics**: /w/ spelled Ww ( Sing learning song: Willie and Wanda) **Blend Words**: blending \_ed word family words (magnetic letters or white boards) **Daily Handwriting**: word family assessment (Summative)  **Conventions:** Telling Sentences **Assessment:**  Sight word assessment (SA) Character (SA) |

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| **Literacy Workshop–This lesson**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts.  **Critical Vocab:** letters, sounds, directionality, sight words  **Activities/Strategies:** 1. Teacher: Read with students: Decodable Reader 22 How Many? 2. Students will work on letter and word work. (must, an, help, boy, how, Ww) 3. Read to self to build stamina.  **Assessment:** word work | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts. I can identify rhyming words.  **Critical Vocab:** letters, sounds, directionality, sight words  **Activities/Strategies:** Students will take ***Reading Common Assessment*** covering rhyming, beginning, middle and ending sounds and sight words.  **Assessment:** MC, CR ECR Assessment | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can retell a story.  **Critical Vocab:** retelling  **Activities/Strategies:** ***BENCHMARK ASSESSMENT #3*** Students will listen to Little Red Riding Hood (MyOn) and retelling story on retelling graphic organizer.  **Assessment:** retelling benchmark assessment | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts.  **Critical Vocab:** letters, sounds, directionality, sight words  **Activities/Strategies:** 1. Teacher Read Get Ready Set Roll Reader 22 Can Big Rig Pass? 2. Students will work on letter and word work. (must, an, help, boy, how,Ww) 3. Read to self to build stamina.  **Assessment:** various workbook pages | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts.  **Critical Vocab:** letters, sounds, directionality, sight words  **Activities/Strategies:** 1. Teacher will do running records with students and comprehension quizzes for Reading A-Z stories. 2. Students will work on letter and word work. (must, an, help, boy, how, Ww) 3. Read to self to build stamina. 4.  **Assessment:** running records/comprehension quiz |

# Accommodations as needed:

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| **Calendar, Math, iSteam, Reading**  **Kindergarten** | E.H. visual timer, redirection, corrective feedback, preferential seating, peer buddy, proximity, verbal/visual prompts, model targeted skills, positive reinforcement, adaptive writing materials  A.A.M.structured transitions, verbal prompts, visual schedule, visual supports for classroom expectations, short concise directions, directions in multiple forms, extended response time, preferential seating, proximity control, frequent and positive feedback and specific praise.  S.C. visual daily schedule, visual supports for classroom expectations, visual timer, preferential seating, verbal/visual prompts and cues, structured transitions with advanced warning.  N.B. verbal and visual prompts, modeling of correct oral language, prompting and cueing, modeling, visual display for classroom expectations and routines, preferential seating, proximity, advanced warning with structured transitions. |
| **Math Skills**  **1st grade** | C.F. Redirection, prompting and cueing, visual timer, repeated directions, frequent breaks, opportunities for movement, proximity control, structured transitions  C.B. prompting/cueing both visual and verbal, redirection, repeated direction |