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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading 1st grade**  **9:00-10:00**  **Connor** | **Standard:**  **See attached information and plans from Reading Street**  **“Snap”**  Learning Targets: I can use consonants c, p, n  **Critical Vocab:** We, like, one, the  **Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation | **Standard:**  **See attached information and plans from Reading Street**  **“Snap”**  Learning Targets: I can use consonants c, p, n  **Critical Vocab:** We, like, one, the  **Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation | **Standard:**  **See attached information and plans from Reading Street**  **“Snap”**  Learning Targets: I can use consonants c, p, n  **Critical Vocab:** We, like, one, the  **Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation | **Standard:**  **See attached information and plans from Reading Street**  **“Snap”**  Learning Targets: I can use consonants c, p, n  **Critical Vocab:** We, like, one, the  **Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation | **Standard:**  **See attached information and plans from Reading Street**  **“Snap”**  Learning Targets: I can use consonants c, p, n  **Critical Vocab:** We, like, one, the  **Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation |
| **Core Math K**  **9:25-10:05**  **10:05-11:30**  **(Emily)** | **Standard:** CCK.G.4 Analyze and compare two and three dimensional shapes.  **Learning Targets:** I can identify, describe and name triangles.  **Critical Vocab:** triangle, two dimensional shapes  **Instructional Method**: Individual/small group  **Activities/Strategies:** Count numbers 11-19; count 1-50 on a chart; HMH Mega Math; glue sticks on paper to make triangles; student workbook pages 377-380  **Formative/Summative Assessment:** workbook pages  **Assessment**: Teacher Observation | **Standard:**  CCK.G.2 Correctly name shapes regardless of their orientations or overall size..  **Learning Targets:** I can describe attributes of rectangles.  **Critical Vocab:** rectangle  **Instructional Method**: Individual/small group  **Activities/Strategies:** Problem of the day; Fluency builder; HMH Megamath; trace objects and identify as rectangle or not a rectangle; animated math models; 381-384  **Formative/Summative Assessment:** workbook pages  **Assessment**: Teacher Observation | **Standard: Standard:** CC.K.G4 Analyze and compare two-dimensional shapes.  **Learning Targets:** I can identify, describe and name rectangles.  **Critical Vocab:** corners, sides, rectangle, vertex, vertices, two dimensional shapes  **Instructional Method**: Individual/small group  **Activities/Strategies:** Problem of the day; Fluency builder; pgs 385- 388  **Formative/Summative Assessment:** workbook pages  **Assessment**: Teacher Observation | **Standard:** CCK.G.2 Correctly name shapes regardless of their orientations or overall size.  **Learning Targets:** I can describe attributes of hexagons.  **Critical Vocab:** hexgon  **Instructional Method**: Individual/small group  **Activities/Strategies:** Fluency builder; HMH MegaMath; enrich activity-shape search in magazine; pgs 389-392  **Assessment:** workbook pages  **Formative/Summative Assessment**: Teacher Observation | **Standard: Standard:** CC.K.G4 Analyze and compare two-dimensional shapes.  **Learning Targets:** I can identify attributes of hexagons  **Critical Vocab:** hexagon, two dimensional shapes  **Instructional Method**: Individual/small group  **Activities/Strategies:** Build hexagons with play-doh and straws, HMH MegaMath; Fluency builder counting chart; Enrishment activity-shape coloring sheet; pgs 393-396  **Assessment:** workbook pages  **Formative/Summative Assessment**: Teacher Observation | |
|  | Special Area with Emily **10:05-10:55** | Special Area with Emily **10:05-10:55** | Special Area with Emily10:05-10:55 | Special Area with Emily10:05-10:55 | Special Area with Emily10:05-10:55 | |
| **Reading**  **Social Studies or Character Ed**  **11:30-11:50**  (Emily) | **Standard: RL.K.2** Retell familiar stories including key details. RL.K.3 Identify characters setting and major events in a story. **PL-04-1.1.2** Conflict Resolution **PL-04-1.1.9** Feelings  **Learning Targets:** I can identify the characters in a story. I can identify details in a story. I can identify the conflicts and feelings the characters had in the stories.  **Critical Vocab:** characters, sequence, details, conflicts, feelings  **Instructional Method**: Individual/small group  **Strategies/Activities:** Read aloud Gingerbread man Discuss characters and story sequence and details in the story. Students will write or dictate where the gingerbread man would run if they were a gingerbread man.  **F & S Assessment:** Teacher observation | **Standard: RL.K.2** Retell familiar stories including key details. RL.K.3 Identify characters setting and major events in a story. **PL-04-1.1.2** Conflict Resolution **PL-04-1.1.9** Feelings  **Learning Targets:** I can identify the characters in a story. I can identify details in a story. I can identify the conflicts and feelings the characters had in the stories.  **Critical Vocab:** characters, sequence, details, conflicts, feelings  **Instructional Method**: Individual/small group  **Strategies/Activities:** Read aloud Gingerbread Girl Discuss characters and story sequence and details in the story. Students will discuss the similarities and differences between the two stories.  **F&S Assessment:** Teacher observation | **Standard: RL.K.2** Retell familiar stories including key details. RL.K.3 Identify characters setting and major events in a story. **PL-04-1.1.2** Conflict Resolution **PL-04-1.1.9** Feelings  **Learning Targets:** I can identify the characters in a story. I can identify details in a story. I can identify the conflicts and feelings the characters had in the stories.  **Critical Vocab:** characters, sequence, details, conflicts, feelings  **Instructional Method**: Individual/small group  **Strategies/Activities:** Read aloud Gingerbread Baby Discuss characters and story sequence and details in the story. Students will discuss the similarities and differences between the two stories.  **F&SAssessment:** Teacher observation | **Standard: RL.K.2** Retell familiar stories including key details. RL.K.3 Identify characters setting and major events in a story. **PL-04-1.1.2** Conflict Resolution **PL-04-1.1.9** Feelings  **Learning Targets:** I can identify the characters in a story. I can identify details in a story. I can identify the conflicts and feelings the characters had in the stories.  **Critical Vocab:** characters, sequence, details, conflicts, feelings  **Instructional Method**: Individual/small group  **Strategies/Activities:** Students will create their own gingerbread man from paper and other craft materials.  **F&S Assessment:** Teacher observation | **Standard: RL.K.2** Retell familiar stories including key details. RL.K.3 Identify characters setting and major events in a story. **PL-04-1.1.2** Conflict Resolution **PL-04-1.1.9** Feelings  **Learning Targets:** I can identify the characters in a story. I can identify details in a story. I can identify the conflicts and feelings the characters had in the stories.  **Critical Vocab:** characters, sequence, details, conflicts, feelings  **Instructional Method**: Individual/small group  **Strategies/Activities:** Students will visit various parts of the school on their hunt for the Gingerbread man who has run away from their classroom and discuss the possible reasons as to why he might have run away from the classroom.  **F&S Assessment:** Teacher observation | |
|  | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | |
| **iSteam**  **1:00-1:50** | **See iSTEAM plans attached** | **See iSTEAM plans attached** | **See iSTEAM plans attached** | **See iSTEAM plans attached** | **See iSTEAM plans attached** | |
| **1st grade Math**  **1:00-1:50** | **Learning Targets:** I can add  **Common Core:**  1.0A.5 relate counting to add & sub./1.0A.3 commutative & associative property of addition  **Critical Vocabulary:** addition, altogether, total  **Instructional Method:** One on one  **Activity/Strategies:** less1.5  -pg 29-32 add zero  **Assessment:**  Teacher observation, student product | **Learning Targets:** I can add  **Common Core:**  1.0A.5 relate counting to add & sub./1.0A.3 commutative & associative property of addition  **Critical Vocabulary:** addition, altogether, total  **Instructional Method:** One on one  **Activity/Strategies:** **:** less 1.6  Pg 33-36 add in any order  **Assessment:**  Teacher observation, student product | **Learning Targets: :** I can add  **Common Core:**  1.0A.5 relate counting to add & sub./1.0A.3 commutative & associative property of addition  **Critical Vocabulary:** addition, altogether, total  **Instructional Method:** One on one  **Activity/Strategies:** less1.7  pg 37-40 put # to 10  **Assessment:**  Teacher observation, student product | **Learning Targets:** I can add  **Common Core:**  1.0A.5 relate counting to add & sub./1.0A.3 commutative & associative property of addition  **Critical Vocabulary:** addition, altogether, total  **Instructional Method:** One on one  **Activity/Strategies** less 1.8  Pg 41-44  **Assessment:**  Teacher observation, student product | **Learning Targets: :** I can add  **Common Core:**  1.0A.5 relate counting to add & sub./1.0A.3 commutative & associative property of addition  **Critical Vocabulary:** addition, altogether, total  **Instructional Method:** One on one  **Activity/Strategies:** chapter 1 review  Pg 45-48  **Assessment:**  Teacher observation, student product | |
| **Core Reading**  **1:50-3:40**  **Emily, Noah, Abcde** | **Standard:**  RF.K 3.c. Read common high-frequency words by sight RL.K 3. With prompting and support, identify characters, settings, and major events in a story RF.K1.d. Recognize and name all upper- and lowercase letters of the alphabet SL.K 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **Learning Targets:** I can identify sight words. I can identify setting in a story. I can converse with peers and adults about kindergarten topics. I can identify the letter Ff, Gg.  **Critical Vocab:** sight words, characters, conversation, uppercase, lowercase, letters, sounds, shapes, numbers,  **Instructional Method**: Individual/small group  **Activities/Strategies:** Reading Street Envision It! Text Based strategy using characters as a tool to build comprehension. Introduce Letter Ff, Gg Phonics Songs and Rhymes Chart 1 Introduce color word . Sing and read color song. Decodable story ; Students will work individually on letter and color word work.  **Assessment:** Teacher Observation; FA Reader/Writer Notebook p.3/4 FA skills assessments | **Standard:**  RF.K 3.c. Read common high-frequency words by sight RL.K 3. With prompting and support, identify characters, settings, and major events in a story RF.K1.d. Recognize and name all upper- and lowercase letters of the alphabet SL.K 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **Learning Targets:** I can identify sight words. I can identify characters in a story. I can converse with peers and adults about kindergarten topics. I can identify the letter Hh, Ii.  **Critical Vocab:** sight words, characters, conversation, uppercase, lowercase  **Instructional Method**: Individual/small group  **Activities/Strategies:** Introduce Letter Hh, Ii. Review color word red. Sing and read color song. Big Book: First Read - "We Are So Prouds" - Preview and predict based on the cover and title.- Read for Understanding Routine: Build Interest- Retell the story.  **Assessment:** Teacher Observation | **Standard:**  RF.K 3.c. Read common high-frequency words by sight RL.K 3. With prompting and support, identify characters, settings, and major events in a story RF.K1.d. Recognize and name all upper- and lowercase letters of the alphabet SL.K 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **Learning Targets:** I can identify sight words. I can identify characters in a story. I can converse with peers and adults about kindergarten topics. I can identify the letter Jj, Kk.  **Critical Vocab:** sight words, characters, conversation, uppercase, lowercase  **Instructional Method**: Individual/small group  **Activities/Strategies:** Introduce Letter Jj, Kk. Review color word red. Sing and read color song Kindergarten Student Reader K.1.1: Read eReader- Read high-frequency words.Text-Based Comprehension: Retell "We Are So Proud." - Practice setting. Big Book: Second Read - Read for Understanding Routine: Develop Vocabulary  **Assessment:** Teacher Observation | **Standard:**  RF.K 3.c. Read common high-frequency words by sight RL.K 3. With prompting and support, identify characters, settings, and major events in a story RF.K1.d. Recognize and name all upper- and lowercase letters of the alphabet SL.K 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **Learning Targets:** I can identify sight words. I can identify characters in a story. I can converse with peers and adults about kindergarten topics. I can identify the letter ll, Mm.  **Critical Vocab:** sight words, characters, conversation, uppercase, lowercase  **Instructional Method**: Individual/small group  **Activities/Strategies:** Introduce Letter Ll, Mm. Review color word red. Sing and read color song TM 87Get Set, Roll! Reader 1: Read high-frequency words: I, am.- Read story." TM 88 Text-Based Comprehension: Practice characters. Big Book: Third Read - Read for Understanding Routine: Develop Comprehension  **Assessment:** Teacher Observation | **Standard:**  RF.K 3.c. Read common high-frequency words by sight RL.K 3. With prompting and support, identify characters, settings, and major events in a story RF.K1.d. Recognize and name all upper- and lowercase letters of the alphabet SL.K 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **Learning Targets:** I can identify sight words. I can identify characters in a story. I can converse with peers and adults about kindergarten topics. I can identify the letter Nn.  **Critical Vocab:** sight words, characters, conversation, uppercase, lowercase  **Instructional Method**: Individual/small group  **Activities/Strategies:** TM 86-Introduce Letter Nn. Let's Practice It!: Recognize a myth. Read Aloud: Read "King Midas and the Golden Touch" TE p. 101, continued on p. 108a. Comprehension Assessment: Monitor Progress - Review and assess understanding of setting.  **Assessment:** SA Progress Monitor From Reading Street Letter Identification, sight word recognition, and setting | |
| **Math Skills 1st grade**  **2:40- 3:40**  **Connor, Caleb** | Practice with addition math manipulatives | Practice with addition math manipulatives | Practice with addition math manipulatives | Practice with addition math manipulatives | Practice with addition math manipulatives | |

# 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 |