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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Calendar****9:00-9:25****(Emily, Abcde, Shelby, Noah)****Collaboration**  | **Standard:** **SC-EP-2.3.2 Observe** and record weather on a daily basis using appropriate vocabulary.  **KCC3** Know the number names and the count sequence. **KCC1** Count to 100 by 1’s and 10’s. **K NBT 1** work with numbers 11-19 to gain place value **WK 5** peer suggestions when writing (morning message)Learning Targets: I can identify the day, date, month, and year. I can identify yesterday, today, tomorrow. I can name the days of the week in order. I can name the months of the year. I can count how many days we have been in school. I can represent the number of days in school with ones, tens, and hundreds.**Critical Vocab:** days, date, month, year, yesterday, today, tomorrow, ones, tens, and hundreds**Instructional Method:**Whole group or small group**Formative and summative assessment:**Teacher observation | **Standard:** **SC-EP-2.3.2 Observe** and record weather on a daily basis using appropriate vocabulary.  **KCC3** Know the number names and the count sequence. **KCC1** Count to 100 by 1’s and 10’s. **K NBT 1** work with numbers 11-19 to gain place value **WK 5** peer suggestions when writing (morning message)Learning Targets: I can identify the day, date, month, and year. I can identify yesterday, today, tomorrow. I can name the days of the week in order. I can name the months of the year. I can count how many days we have been in school. I can represent the number of days in school with ones, tens, and hundreds.**Critical Vocab:** days, date, month, year, yesterday, today, tomorrow, ones, tens, and hundreds**Instructional Method:**Whole group or small group**Formative and summative assessment:**Teacher observation | **Standard:** **SC-EP-2.3.2 Observe** and record weather on a daily basis using appropriate vocabulary.  **KCC3** Know the number names and the count sequence. **KCC1** Count to 100 by 1’s and 10’s. **K NBT 1** work with numbers 11-19 to gain place value **WK 5** peer suggestions when writing (morning message)Learning Targets: I can identify the day, date, month, and year. I can identify yesterday, today, tomorrow. I can name the days of the week in order. I can name the months of the year. I can count how many days we have been in school. I can represent the number of days in school with ones, tens, and hundreds.**Critical Vocab:** days, date, month, year, yesterday, today, tomorrow, ones, tens, and hundreds**Instructional Method:**Whole group or small group**Formative and summative assessment:**Teacher observation | **Standard:** **SC-EP-2.3.2 Observe** and record weather on a daily basis using appropriate vocabulary.  **KCC3** Know the number names and the count sequence. **KCC1** Count to 100 by 1’s and 10’s. **K NBT 1** work with numbers 11-19 to gain place value **WK 5** peer suggestions when writing (morning message)Learning Targets: I can identify the day, date, month, and year. I can identify yesterday, today, tomorrow. I can name the days of the week in order. I can name the months of the year. I can count how many days we have been in school. I can represent the number of days in school with ones, tens, and hundreds.**Critical Vocab:** days, date, month, year, yesterday, today, tomorrow, ones, tens, and hundreds**Instructional Method:**Whole group or small group**Formative and summative assessment:**Teacher observation | **Standard:** **SC-EP-2.3.2 Observe** and record weather on a daily basis using appropriate vocabulary.  **KCC3** Know the number names and the count sequence. **KCC1** Count to 100 by 1’s and 10’s. **K NBT 1** work with numbers 11-19 to gain place value **WK 5** peer suggestions when writing (morning message)Learning Targets: I can identify the day, date, month, and year. I can identify yesterday, today, tomorrow. I can name the days of the week in order. I can name the months of the year. I can count how many days we have been in school. I can represent the number of days in school with ones, tens, and hundreds.**Critical Vocab:** days, date, month, year, yesterday, today, tomorrow, ones, tens, and hundreds**Instructional Method:**Whole group or small group**Formative and summative assessment:**Teacher observation |
| **Core Math K****9:25-10:05****10:05-11:30****(Emily)** | **Standard:** CCK.G.2 Correctly name shapes regardless of their orientations or overall size.**Learning Targets:** I can identify and name circles. **Critical Vocab:** circle, two dimensional shapes**Instructional Method**: Individual/small group**Activities/Strategies:** Using two-dimensional shapes, sort a handful of shapes on sorting mat. Use pp. 357-360 to find circles**Assessment:** workbook pages**Formative/Summative Assessment**: Teacher Observation | **Standard:** CC.K.G4 Analyze and compare two-dimensional shapes.**Learning Targets:** I can describe attributes of circles.**Critical Vocab:** curve, circle**Instructional Method**: Individual/small group**Activities/Strategies:** Discuss how circles are curved…name real world objects that are shaped like circles. Name letters that use circles . Complete workbook pp.361-364**Assessment:** workbook pages**Formative/Summative Assessment**: Teacher Observation | **Standard:** CCK.G.2 Correctly name shapes regardless of their orientations or overall size.**Learning Targets:** I can identify and name squares. **Critical Vocab:** corners, sides, squares, vertex, vertices, two dimensional shapes **Instructional Method**: Individual/small group**Activities/Strategies:** Using two-dimensional shapes, sort a handful of shapes on sorting mat. Use pp. 365-368 to find squares**Assessment:** workbook pages**Formative/Summative Assessment**: Teacher Observation | **Standard:** CC.K.G4 Analyze and compare two-dimensional shapes.**Learning Targets:** I can describe attributes of squares.**Critical Vocab:** sides of equal length, corners, sides, square, vertex, vertices**Instructional Method**: Individual/small group**Activities/Strategies:** Discuss how squares have four sides that are the same…name real world objects that are shaped like squares. . Complete workbook pp.369-372**Assessment:** workbook pages**Formative/Summative Assessment**: Teacher Observation | **Standard:** CCK.G.2 Correctly name shapes regardless of their orientations or overall size.**Learning Targets:** I can identify and name triangles. **Critical Vocab:** triangle, two dimensional shapes**Instructional Method**: Individual/small group**Activities/Strategies:** Using two-dimensional shapes, sort a handful of shapes on sorting mat. Use pp. 373-376 to find triangles**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 Emily 10:05-10:55 | Special Area with Emily  10:05-10:55 | Special Area with Emily  10:05-10:55 |
| **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** | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.**Learning Targets:** I can build a stable structure with objects provided.**Critical Vocab:** stable, structure**Instructional Method**: Individual/small group**Activities/Strategies:** Given various objects, students will work in small groups to build a stable structure. Students will experiment with which objects are more stable and in what position the object is best suited for building. **Assessment:** teacher observation | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.**Learning Targets:** I can build a stable structure with objects provided.**Critical Vocab:** stable, structure**Instructional Method**: Individual/small group**Activities/Strategies:** Given various objects, students will work in small groups to build a stable structure. Students will experiment with which objects are more stable and in what position the object is best suited for building. **PACK TO COMPUTER LAB for digital citizenship and computer intro****Assessment:** teacher observation | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.**Learning Targets:** I can build a stable structure with objects provided.**Critical Vocab:** stable, structure**Instructional Method**: Individual/small group**Activities/Strategies:** Given various objects, students will work in small groups to build a stable structure. Students will experiment with which objects are more stable and in what position the object is best suited for building. **STEVENS TO COMPUTER LAB for digital citizenship and computer intro****Assessment:** teacher observation | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.**Learning Targets:** I can build a stable structure with objects provided.**Critical Vocab:** stable, structure**Instructional Method**: Individual/small group**Activities/Strategies:** Given various objects, students will work in small groups to build a stable structure. Students will experiment with which objects are more stable and in what position the object is best suited for building. **MCCARTY TO COMPUTER LAB for digital citizenship and computer intro****Assessment:** teacher observation | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.**Learning Targets:** I can build a stable structure with objects provided.**Critical Vocab:** stable, structure**Instructional Method**: Individual/small group**Activities/Strategies:** Given various objects, students will work in small groups to build a stable structure. Students will experiment with which objects are more stable and in what position the object is best suited for building. **PACK TO STEAM LAB****Assessment:** teacher observation |
| **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 characters in a story. I can converse with peers and adults about kindergarten topics. I can identify the letter Aa.**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 Aa. Phonics Songs and Rhymes Chart 1 Introduce color word red. Sing and read RED song. Decodable story I Am; 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 Bb.**Critical Vocab:** sight words, characters, conversation, uppercase, lowercase**Instructional Method**: Individual/small group**Activities/Strategies:** Introduce Letter Bb. Review color word red. Sing and read RED song. Big Book: First Read - "The Little School Bus" - 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 Cc.**Critical Vocab:** sight words, characters, conversation, uppercase, lowercase**Instructional Method**: Individual/small group**Activities/Strategies:** Introduce Letter Cc. Review color word red. Sing and read RED song Kindergarten Student Reader K.1.1: Read "Cat and Dog at School."- Read high-frequency words.Text-Based Comprehension: Retell "The Little School Bus." - Practice character. 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 Dd.**Critical Vocab:** sight words, characters, conversation, uppercase, lowercase**Instructional Method**: Individual/small group**Activities/Strategies:** Introduce Letter Dd. Review color word red. Sing and read RED song TM 87Get Set, Roll! Reader 1: Read high-frequency words: I, am.- Read story: "Jack and Max." 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 Ee.**Critical Vocab:** sight words, characters, conversation, uppercase, lowercase**Instructional Method**: Individual/small group**Activities/Strategies:** TM 86-Introduce Letter Ee. 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 character.**Assessment:** SA Progress Monitor From Reading Street Letter Identification, sight word recognition, and character |
| **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 materialsA.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 transitionsC.B. prompting/cueing both visual and verbal, redirection, repeated direction |