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| **Daily Agenda****1st grade R/ELA** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: I, see, a, green Amazing Words: furniture, unwind, middle, yawn, tidy, cozy, straw** |
| **Learning Target** | **I can:** use consonants m,s,l. I can use short a vowel sound.. I can read hfw I, see, a, green. | **I can:** use consonants m,s,l. I can use short a vowel sound.. I can read hfw I, see, a, green. | **I can:**  use consonants m,s,l. I can use short a vowel sound.. I can read hfw I, see, a, green.  | **I can:** use consonants m,s,l. I can use short a vowel sound.. I can read hfw I, see, a, green. | **I can:** use consonants m,s,l. I can use short a vowel sound.. I can read hfw I, see, a, green. |
| **Common Core/ Quality Core** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/sam.pdf> |
| **Instructional Practices** | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* |
| **Bell Ringer****Activities/ Assignments/Exit** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/sam.pdf> |
| **Intended Homework** |  |  |  |  |  |
| **Accommodations** | See attached list | See attached list | See attached list | See attached list | See attached list |
| **Assessment:**\*Formative-F\*Summative-S | F-Reader Writer Notebook pp1-3 | F-Reader Writer Notebook pp 4-7 | F-Reader Writer Notebook pp 8-12 | F-Reader Writer Notebook pp 13-18 | S-Weekly Test |

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| **Daily Agenda****1st Grade Math** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:**  |
| **Learning Target** | **I can:** use pictures to solve “adding to” addition problems. | **I can:** use concrete objects to solve “adding to” problems. | **I can:**  use concrete objects to solve “putting together” problems. | **I can:** solve adding to and putting together situations using the strategy make a model. | **I can:** understand and apply the additive identity property for addition. |
| **Common Core/ Quality Core** | CC.1.OA.1 Use addition & subtraction within 20 to solve word problems. | CC.1.OA.1 Use addition & subtraction within 20 to solve word problems. | CC.1.OA.1 Use addition & subtraction within 20 to solve word problems. | CC.1.OA.1 Use addition & subtraction within 20 to solve word problems. | CC.1.OA.3understand and apply the additive identity property for addition |
| **Instructional Practices** | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* |
| **Bell Ringer****Activities/ Assignments/Exit** | Calendar MathLesson 1.1Animated math modelsFast math | Calendar MathLesson 1.2Mega MathFast Math | Calendar MathLesson 1.3Mega MathFast Math | Calendar MathLesson 1.4Fast Math | Calendar MathLesson 1.5Fast Math |
| **Intended Homework** | None | None | None | None | None |
| **Accommodations** | See attached list | See attached list | See attached list | See attached list | See attached list |
| **Assessment:**\*Formative-F\*Summative-S | F-Student work | F-Student work | F-Student work | F-Student work | F-Student work |

Accommodations:

C.B.-relaxation strategies, visual and verbal prompts, breaks when needed, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

C.F.- verbal & visual prompts, frequent breaks, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

A.A.M.-visual supports for expectations, corrective feedback, direct instruction in replacement behaviors, DI in social skills, frequent positive feedback, repeated directions, reinforcement menu, proximity control, sequential directions, frequent breaks, opportunity for movement.

A.A.-Frequent positive feedback and praise, structured transitions, proximity control, opportunities for movement, signal/ reference cues, positive reinforcement, modeling behaviors.

E.H.- visual timer, redirection, corrective feedback and reteaching, sensory strategies & breaks, first/then strategy, modeling behaviors, reinforcers, verbal & visual cues.

N.B.- visual and verbal prompts and cues, modeling, social stories, visual display for classroom routines and expectations, preferential seating, proximity, advanced warnings, structured transitions.

Accommodations:

C.B.-relaxation strategies, visual and verbal prompts, breaks when needed, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

C.F.- verbal & visual prompts, frequent breaks, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

A.A.M.-visual supports for expectations, corrective feedback, direct instruction in replacement behaviors, DI in social skills, frequent positive feedback, repeated directions, reinforcement menu, proximity control, sequential directions, frequent breaks, opportunity for movement.

A.A.-Frequent positive feedback and praise, structured transitions, proximity control, opportunities for movement, signal/ reference cues, positive reinforcement, modeling behaviors.

E.H.- visual timer, redirection, corrective feedback and reteaching, sensory strategies & breaks, first/then strategy, modeling behaviors, reinforcers, verbal & visual cues.

N.B.- visual and verbal prompts and cues, modeling, social stories, visual display for classroom routines and expectations, preferential seating, proximity, advanced warnings, structured transitions