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| **Daily Agenda- 1st grade**  **Reading/ELA** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: HFW: like, the, one, we Amazing Words: adult, depend, gallery, scurry, childhood, portrait, entertain** | | | | | |
| **Learning Target** | **I can:** use consonants c, p, & n. I can read hfw like, the, one, we. I can identify the setting in a story. I can identify nouns for places. I can read for fluency. | **I can:** use consonants c, p, & n. I can read hfw like, the, one, we. I can identify the setting in a story. I can identify nouns for places. I can read for fluency. | **I can:** use consonants c, p, & n. I can read hfw like, the, one, we. I can identify the setting in a story. I can identify nouns for places. I can read for fluency. | **I can:** use consonants c, p, & n. I can read hfw like, the, one, we. I can identify the setting in a story. I can identify nouns for places. I can read for fluency. | **I can:** use consonants c, p, & n. I can read hfw like, the, one, we. I can identify the setting in a story. I can identify nouns for places. I can read for fluency. |
| **Common Core/ Quality Core** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/snap.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/snap.pdf> | | | | |
| **Intended Homework** | Homework packet | Homework packet | Homework packet | Homework packet | HW packet due |
| **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 | *S-Weekly assessment* |

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| **Daily Agenda**  **1st grade Math** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: Add to, sum** | | | | | |
| **Learning Target** | **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. | **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.3  understand and apply the additive identity property for addition | CC.1.OA.3  understand 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 Math  Lesson 1.2  Mega Math  Fast Math | Calendar Math  Lesson 1.3  Mega Math  Fast Math | Calendar Math  Lesson 1.4  Fast Math | Calendar Math  Lesson 1.5  Fast Math | Calendar Math  Lesson 1.6  Fast 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 |

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| **Daily Agenda**  **Social Skills** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: Responsibility, proactive** | | | | | |
| **Learning Target** | **I can:** tell my teacher I need a break. | **I can:**  recall and build my school schedule | **I can:** give examples of expected and unexpected behavior. | **I can:** participate in collaborative conversation. I can take turns. I can share. | **I can:** participate in collaborative conversation. I can take turns. I can share. |
| **Common Core/ Quality Core** | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8 Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8 Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8 Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. |
| **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** | Discussion-worries or concerns  Complete any unfinished daily work.  Social skills interactive notebook pp2-“I need a break” How to tell your teacher you need a break and what you can do on your break. Cooperative game (odd and even soccer). | Discussion-worries or concerns  Complete any unfinished daily work.  Social skills interactive notebook pp-School Schedule builder Cooperative game (Go Fish). | Discussion-worries or concerns  Complete any unfinished daily work.  Social skills interactive notebook- School behavior, Cooperative game (teacher says). | Discussion-worries or concerns. Complete any unfinished daily work. Social skills interactive notebook. | Discussion-worries or concerns  Complete any unfinished daily work.  Fun Friday, Goal monitoring  Cooperative game. |
| **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