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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****Sight Words: a, away, and, big, blue,**  |
| **Learning Target** | No School-Teacher Planning Day | **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>This week we will continue our unit on families. |
| **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-No School** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: Add to, sum** |
| **Learning Target** | **I can:**  | **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.3understand and apply the additive identity property for addition | 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** | No School-Teacher Planning Day | Calendar MathLesson 1.6Fast Math | Calendar MathLesson 1.7Fast Math | Calendar MathLesson 1.8Fast Math | Calendar MathLesson 1.9Data binders |
| **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-No School** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: Responsibility, proactive** |
| **Learning Target** | **I can:**  | **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.2.8 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 concernsComplete any unfinished daily work.Social skills interactive notebook pp-School Schedule builder Cooperative game (Tomato, Captain’s Ship). | Discussion-worries or concernsComplete any unfinished daily work.Social skills interactive notebook- School behavior, Cooperative game (Story building). | Discussion-worries or concerns. Complete any unfinished daily work. Social skills interactive notebook.Angry tornado-Anger management activity | Discussion-worries or concernsComplete any unfinished daily work.Fun Friday, Goal monitoringCooperative game-student choice. |
| **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