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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Calendar**  **9:00-9:25**  **(Emily)**  **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 |
| **Core Math K**  **9:25-10:05**  **10:05-11:30**  **(Emily)** |  |  | Standard: SS-EP-1.3.1 Describe and demonstrate your rights and responsibilities as a member of your family, your class, and your school. **Learning Targets:** I will demonstrate proper classroom, bathroom, bus, lunchroom and hallway procedures.  **Critical Vocab:** rules, procedures  **Strategies/Activities:** Teacher will model proper procedures for classroom, hallway, and lunchroom and discuss bathroom and bus procedures. Students will help create a list of what rule following looks like and sounds like.  **Instructional Method:**  one on one or small group  **Assessment:** teacher observation | Standard: SS-EP-1.3.1 Describe and demonstrate your rights and responsibilities as a member of your family, your class, and your school. **Learning Targets:** I will demonstrate proper classroom, bathroom, bus, lunchroom and hallway procedures.  **Critical Vocab:** rules, procedures  **Strategies/Activities:** Teacher will model proper procedures for classroom, hallway, and lunchroom and discuss bathroom and bus procedures. Students will help create a list of what rule following looks like and sounds like.  **Instructional Method:**  one on one or small group  **Assessment:** teacher observation | Standard: SS-EP-1.3.1 Describe and demonstrate your rights and responsibilities as a member of your family, your class, and your school. **Learning Targets:** I will demonstrate proper classroom, bathroom, bus, lunchroom and hallway procedures.  **Critical Vocab:** rules, procedures  **Strategies/Activities:** Teacher will model proper procedures for classroom, hallway, and lunchroom and discuss bathroom and bus procedures. Students will help create a list of what rule following looks like and sounds like.  **Instructional Method:**  one on one or small group  **Assessment:** teacher observation | |
| **Planning**  **10:05-10:55** |  |  | Planning10:05-10:55 | Planning10:05-10:55 | Planning10:05-10:55 | |
| **Reading**  **Social Studies or Character Ed**  **11:30-11:50**  (Emily) |  |  | **Standard: SS-EP-1.1.2** Explain that the purpose of school, club and team rules is for all children/students to be safe.  **Learning Targets:** I will identify school rules and the reasons why they are important.  **Critical Vocab:** rules  **Activities/Strategies:** Schoolhouse rules book: students choose which picture that demonstrates how to walk quietly in the hall.  **Instructional Method:**  one on one or small group  **Assessment:** FA page 1 of book | **Standard: SS-EP-1.1.2** Explain that the purpose of school, club and team rules is for all children/students to be safe.  **Learning Targets:** I will identify school rules and the reasons why they are important.  **Critical Vocab:** rules  **Activities/Strategies:** Schoolhouse rules book: students choose which picture that demonstrates how to walk quietly in the hall.  **Instructional Method:**  one on one or small group  **Assessment:** FA page 2 of book | **Standard: SS-EP-1.1.2** Explain that the purpose of school, club and team rules is for all children/students to be safe.  **Learning Targets:** I will identify school rules and the reasons why they are important.  **Critical Vocab:** rules  **Activities/Strategies:** Schoolhouse rules book: students choose which picture that demonstrates how to walk quietly in the hall.  **Instructional Method:**  one on one or small group  **Assessment:** page 3 of book and cover | |
| **Lunch**  **11:55-12:25** |  |  | **Lunch**  **11:55-12:25** | **Lunch**  **11:55-12:25** | **Lunch**  **11:55-12:25** | |
| **Character Ed or social Studies**  **12:30-1:00**  **Collaboration (Shelby)** |  |  | **Standard: SS-EP-1.1.2** Explain that the purpose of school, club and team rules is for all children/students to be safe.  **Learning Targets:** I will identify school rules and the reasons why they are important.  **Critical Vocab:** rules  **Activities/Strategies:** Schoolhouse rules book: students choose which picture that demonstrates how to walk quietly in the hall.  **Instructional Method:**  one on one or small group  **Assessment:** FA page 1 of book | **Standard: SS-EP-1.1.2** Explain that the purpose of school, club and team rules is for all children/students to be safe.  **Learning Targets:** I will identify school rules and the reasons why they are important.  **Critical Vocab:** rules  **Activities/Strategies:** Schoolhouse rules book: students choose which picture that demonstrates how to walk quietly in the hall.  **Instructional Method:**  one on one or small group  **Assessment:** FA page 2 of book | **Standard: SS-EP-1.1.2** Explain that the purpose of school, club and team rules is for all children/students to be safe.  **Learning Targets:** I will identify school rules and the reasons why they are important.  **Critical Vocab:** rules  **Activities/Strategies:** Schoolhouse rules book: students choose which picture that demonstrates how to walk quietly in the hall.  **Instructional Method:**  one on one or small group  **Assessment:** page 3 of book and cover | |
| **iSteam**  **1:00-1:50** |  |  | **Standard:**  KCC4 count to tell the number of objects. KCC4a Counting with 1 to 1 correspondence. KCC4b Understand that the last number name said tells the number of objects counted. KCC6 Identify objects as greater than, less than or equal to.  **Learning Targets:** I can count to tell the number of objects. I can identify which group is greater than or less than.  **Critical Vocab:** count, greater than, less than  **Activities/Strategies:** Block graph to identify the number of blocks in a group and to identify which group has more blocks.  **Instructional Method:**  one on one or small group  **Assessment:** FA Draw a picture of self. | **Standard:**  KCC4 count to tell the number of objects. KCC4a Counting with 1 to 1 correspondence. KCC4b Understand that the last number name said tells the number of objects counted. KCC6 Identify objects as greater than, less than or equal to.  **Learning Targets:** I can count to tell the number of objects. I can identify which group is greater than or less than.  **Critical Vocab:** count, greater than, less than  **Activities/Strategies:** Transportation graph to compare the different modes of leaving school and to identify which group has more students. (car, bus, walkers, YMCA)  **Instructional Method:**  one on one or small group  **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  **Activities/Strategies:** Given various objects, student will work one on one with teacher to build a stable structure. Student will experiment with which objects are more stable and in what position the object is best suited for building.  **Instructional Method:**  one on one or small group  **Assessment:** teacher observation | |
| **Core Reading**  **1:50-3:40**  **Emily, Noah, Abcde** |  |  | **Standard: RL.K.2** Retell familiar stories including key details. RL.K.3 Identify characters setting and major events in a story.  **Learning Targets:** I can identify the characters in a story. I can identify details in a story.  **Critical Vocab:** characters, sequence, details  **Strategies/Activities:** Read aloud Kissing Hand Discuss characters and story sequence and details in the story.  Assessment: FA /exit slip/main character  Standard: RFK.1d name letters RFK.3a 1 to1letter sound CCK.G.2 Correctly name shapes regardless of their orientations or overall size. KCC3 Know the number names and the count sequence.  **Learning Targets:** I can identify uppercase and lowercase letters. I can identify letter sounds. I can identify shapes. I can identify numbers to 20.  **Critical Vocab:** letters, sounds, shapes, numbers  **Activities/Strategies:** Teacher will assess students individually to gain knowledge for student grouping. Others will be learning to use Activeboard Compass Lessons on beginning reading activities.  **Instructional Method:**  Individual, learning centers  **Assessment:** FA skills assessments | **Standard: RL.K.2** Retell familiar stories including key details. RL.K.3 Identify characters setting and major events in a story.  **Learning Targets:** I can identify the characters in a story. I can identify where the story takes place. I can identify details in a story.  **Critical Vocab:** characters, setting, details  **Strategies/Activities:** Reread Kissing Hand Discuss characters and details in the story.  **Assessment:** FA /story elements  Standard: RFK.1d name letters RFK.3a 1 to1letter sound CCK.G.2 Correctly name shapes regardless of their orientations or overall size. KCC3 Know the number names and the count sequence.  **Learning Targets:** I can identify uppercase and lowercase letters. I can identify letter sounds. I can identify shapes. I can identify numbers to 20.  **Critical Vocab:** letters, sounds, shapes, numbers  **Activities/Strategies:** Teacher will assess students individually to gain knowledge for student grouping. Others will be learning to use Activeboard Compass Lessons on beginning reading activities.  **Instructional Method:**  Individual, learning centers  **Assessment:** FA skills assessments | **Standard: RL.K.2** Retell familiar stories including key details. RL.K.3 Identify characters setting and major events in a story.  **Learning Targets:** I can identify details in a story in the correct sequence.  **Critical Vocab:**, sequence,  **Strategies/Activities:** Reread Kissing Hand Discuss details in the story in sequence.  **Assessment:** FA /sequencing page  Standard: RFK.1d name letters RFK.3a 1 to1letter sound CCK.G.2 Correctly name shapes regardless of their orientations or overall size. KCC3 Know the number names and the count sequence.  **Learning Targets:** I can identify uppercase and lowercase letters. I can identify letter sounds. I can identify shapes. I can identify numbers to 20.  **Critical Vocab:** letters, sounds, shapes, numbers  **Activities/Strategies:** Teacher will assess students individually to gain knowledge for student grouping. Others will be learning to use Activeboard Compass Lessons on beginning reading activities.  **Instructional Method:**  Individual, learning centers  **Assessment:** FA skills assessments | |
| **Math Skills 1st grade**  **2:40- 3:40**  **Connor, Caleb** |  |  |  |  |  | |

# 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 |