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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **Standard:** K.CC.2, K.CC.3 Know number names and the count sequence. K.OA.4 Understand addition as putting together and adding to. K.CC.5 Count to tell the number of objects.K.CC.6,K.CC.7 Compare Numbers **Learning Targets:** I can show, count, and compare numbers to 10.  **Critical Vocab:** ten, compare, forward, strategy, addition  **Activities/Strategies:** Use counters, drawings, and writing to show, count, and compare numbers to 10. Chapter Four Review  **Assessment:** workbook pages 161-164 | **Standard:** K.CC.2, K.CC.3 Know number names and the count sequence. K.OA.4 Understand addition as putting together and adding to. K.CC.5 Count to tell the number of objects.K.CC.6,K.CC.7 Compare Numbers  **Learning Targets:** I can show, count, and compare numbers to 10.  **Critical Vocab:** ten, compare, forward, strategy, addition  **Activities/Strategies:** Use counters, drawings, and writing to show, count, and compare numbers to 10. Chapter Four Test  **Assessment:** workbook pages AG65-AG68, AG73 | **Standard:** K.OA.1 – K.OA.5 Understand addition as putting together and adding to. **Standard:** K.OA.1 Represent addition with objects, drawings, sounds, acting out, verbally, or with equations.  **Learning Targets:** I can represent, relate, and operate on whole numbers. I can show addition as adding to.  **Critical Vocab:** add, plus, is equal to,  **Activities/Strategies:** Administer chapter five pre-test.  5.1 Use acting out and written numbers to represent addition.  **Assessment:** Test pages AG79-AG83; workbook pages 169-172 | **Standard:** K.OA.1 Represent addition with objects, drawings, sounds, acting out, verbally, or with equations.  **Learning Targets:** I can show addition as putting together  **Critical Vocab:** plus  **Activities/Strategies:** 5.2 Use counters, drawings, and numbers to show addition.  **Assessment:** workbook pages 173-176 | | **Standard:** K.OA.1 Understand addition as putting together and adding to.  **Learning Targets:** I can solve problems using the strategy *act it out*.  **Critical Vocab:** is equal to  **Activities/Strategies:** Lesson 5.3 Problem Solving: Act Out Addition Problems – Listen to and act out, then write addition problems.  **Assessment:** Workbook pgs. 177-180 |
| **Reading 1st grade**  **10:00-11:00**  **Connor** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | |
|  | **Lunch/ Planning**  **11:55-12:50** | **Lunch/ Planning**  **11:55-12:50** | **Lunch/ Planning**  **11:55-12:50** | **Lunch/ Planning**  **11:55-12:50** | | **Lunch/ Planning**  **11:55-12:50** | |
| **iSteam Lab/Reading/Math/**  **1:00-1:50**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | | \*Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | |
| **1st grade Math**  **1:00-1:50** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | |
| **Core Reading**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | **Standard:** **RFK.1d** name letters **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **RL.K.7** Illustrations in stories **LK1a** print many upper and lowercase letters. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RF.K2.e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).RF.K2a rhyming words  **Learning Targets:**  I can identify uppercase and lowercase letters (Ii). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words that begin with /i/. I can identify rhyming words. I can sequence a story.  **Critical Vocab:** sequencing, rhyming, blending, sounds, word family (Amazing words: nest, stump, hive, meadow, tree trunk, den)  **Activities/Strategies:** **Content Knowledge:** Discuss the Question of the Week: What kind of home does an animal need? **Oral Vocabulary**: Talk with Me/Sing with Me - Introduce Amazing Words **Phonemic Awareness**: Identify and discriminate words with initial /i/. - Review rhyming words. **Phonics**: Recognize uppercase I and lowercase i. - Associate the sound /i/ with the spelling i. **Blend Words**: Blend and read words with /i/. **Daily Handwriting**: Write uppercase I and lowercase i. **Text-Based Comprehension**: Identify and describe sequence. Read Aloud: Read "The Beaver's Lodge" TE p. 427  **Assessment:**  Reader's and Writer's Notebook pp. 129–132 | **Standard:** **RFK.1d** name letters **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **RL.K.7** Illustrations in stories **LK1a** print many upper and lowercase letters. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RF.K2.e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RL.K3** Identify characters, setting, and major events in a story. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).  **Learning Targets:**  I can identify uppercase and lowercase letters (Ii). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words that begin with and have medial /i/. I can retell a story. I can identify correct sequence of a story.  **Critical Vocab:** sequence, retelling, blending, sounds, (Amazing words: nest, stump, hive, meadow, tree trunk, den)  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: What kind of home does an animal need? **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Practice initial and medial /i/. - Blend phonemes. **Phonics**: Practice /i/ spelled Ii. - Blend /i/ words. **Daily Handwriting**: Write uppercase I and lowercase i.  **Text-Based Comprehension**: Practice sequence. Big Book: First Read - "A Bed for the Winter" - Preview and predict based on the cover and title. - Read for Understanding Routine: Build Interest - Retell the story. Think, Talk, and Write: Confirm predictions. - Practice sequence.  **Assessment:**  Reader's and Writer's Notebook pp. 133–134 - Practice realism and fantasy. **Assessment:**  Reader's and Writer's Notebook pp. 121–122 | **Standard:** **RFK.1d** name letters **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **RL.K.7** Illustrations in stories **LK1a** print many upper and lowercase letters. **RL.K.3**. With prompting and support, identify characters, settings, and major events in a story. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.**RFK1c** Words are separated by spaces. **RF.K2a** rhyming words. **RL.K3** Identify characters, setting, and major events in a story. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).  **Learning Targets:**  I can identify uppercase and lowercase letters Ii. I can identify amazing and sight words. I can identify with initial and medial /i/. I can count syllables in words. I can segment words. I can substitute phonemes.  **Critical Vocab:** initial/final sounds, counting syllables, blending, setting, sounds (Amazing words: nest, stump, hive, meadow, tree trunk, den)  **Activities/Strategies:**  **Content Knowledge**: Discuss the Question of the Week: What kind of home does an animal need?  **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Isolate medial /i/. - Identify syllables in words.- Segment words. - Substitute phonemes. **Phonics**: Practice /i/ spelled Ii.- Substitute phonemes.- Read /i/ words. - Review sound-spellings for Aa, Cc, Mm, Pp, Ss, and Tt. **Text-Based Comprehension**: Retell "A Bed for the Winter." - Practice sequence. Big Book: Second Read - "A Bed for the Winter" - Read for Understanding Routine: Develop Vocabulary **Assessment:**  Reader's and Writer's Notebook pp. 135–138 | | **Standard:** **RFK.1d** name letters **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **RL.K.7** Illustrations in stories **LK1a** print many upper and lowercase letters. **RL.K.3**. With prompting and support, identify characters, settings, and major events in a story. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).  **Learning Targets:**  I can identify uppercase and lowercase letters Aa. I can identify amazing and sight words. I can substitute medial sounds. I can compare and contrast.  **Critical Vocab:** medial sounds, blending, compare and contrast, sounds (Amazing words: sleep, cave, storm, winter, woods, blustery)  **Activities and Strategies:**  **Content Knowledge**: Discuss the Question of the Week: What kind of home does an animal need? **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Review /k/. **Phonics**: Review /k/ spelled Cc. **Spelling**: Spell words with /i/ spelled Ii. - Spell Words Routine **Text-Based Comprehension**: Practice sequence. - Review and practice classifying and categorizing. Big Book: Third Read - "A Bed for the Winter"  - Read for Understanding Routine: Develop Comprehension **Assessment:** workbook pages 139–140 | **Standard:** **RFK.1d** name letters **RFK.2.**b. Count, pronounce, blend, and segment syllables in spoken words. **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **RL.K.7** Illustrations in stories **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **LK1a** print many upper and lowercase letters. **RI.K3**. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).  **Learning Targets:**  I can identify uppercase and lowercase letters. I can identify amazing and sight words. I can blend onsets and rimes. I can identify the setting of a story.  **Critical Vocab:** initial and final sounds, setting, blending, sounds (Amazing words: sleep, cave, storm, winter, woods, blustery)  **Activities/Strategies**:  **Content Knowledge**: Discuss the Question of the Week: What kind of home does an animal need? **Oral Vocabulary**: Talk with Me/Sing with Me - Check Oral Vocabulary **Phonemic Awareness**: Review initial and medial /i/. **Phonics**: Review /i/ spelled Ii. - Review high-frequency words: , she, it, he, for. - Reread choice of this week's readers.  **Let's Practice It!:** Recognize a poem. - Identify rhythm. Read Aloud: Read "The House That Jack Built" TE p. 499  **Assessment:**  Assessment: Monitor Progress - Check Word and Sentence Reading **Comprehension Assessment**: Monitor Progress - Comprehension Assessment: Monitor Progress - Review and assess understanding of sequence.  **Word Family Assessment**: Writing **High-Frequency Words**: will, brown, a, little, the, purple, to, am, yellow, green, pink, my is, have, orange, black, like, red, blue, I, one, yes, white, at, go, no, three, can, and, two, play, we, he, she, for, it | |

# 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 |