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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K****9:00-10:00****(**Emily,Noah, Abcde, Aidan) | **Standard:** K.OA. 5 Understand addition as putting together and adding to.**Learning Targets:** I can use objects and drawings to solve addition word problems.**Critical Vocab:** add, is equal to , plus**Activities/Strategies:** Lesson 5.4 Algebra: Model and Draw Addition Problems - Use cubes and drawings to solve addition problems. **Assessment:** Workbook pgs. 181-184 |  **Standard:** K.OA.4 Understand addition as putting together and adding to.**Learning Targets:** I can use a drawing to find the number that makes a ten from a given number.**Critical Vocab:** add, is equal to, plus**Activities/Strategies:** Lesson 5.5 Algebra: Write Addition Sentences for 10 – draw to add cubes to a given number to make 10. **Assessment:** Workbook pgs. 185-188. | **Standard:** K.OA.5 Understand addition as putting together and adding to.**Learning Targets:** I can solve addition word problems and complete the addition sentences.**Critical Vocab:** addition, solve, equal to, plus**Activities/Strategies:** Lesson 5.6 Algebra/Write addition sentences – Listen to the word problem. Circle the set you start with. Identify how many are being added to the set. Determine how many are all together. Then complete the addition sentence. **Assessment:** Workbook pgs. 189-192. | **Standard:** K.OA.2 Solve addition problems by using objects or drawings to solve the problem. **Learning Targets:** I can solve addition word problems and complete the addition sentences.**Critical Vocab:** addition, solve, equal to, plus**Activities/Strategies:** Lesson 5.7 Algebra/Write addition sentences – Listen to the word problem. Circle the objects that are being added. How many did you start with. Then complete the addition sentence. **Assessment:** Workbook pgs. 193-196.  | **Standard:** K.OA.1 Understand addition as putting together and adding to.**Learning Targets:** I can solve addition problems.**Critical Vocab:** addition, solve, is equal to, plus**Activities/Strategies:** Use manipulatives, pictures, and drawings to solve addition problems.**Assessment:** Practice pg. 7 |
| **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 MAP for testing**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 MAP for testing**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).**LK 5b** frequ recurring adjectives**Learning Targets:**  I can identify the blend (br). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words beginning sounds. I can identify realism and fantasy. I can identify adjectives.**Critical Vocab:** sequencing, realism, fantasy, adjectives, blending, sounds, word family (Amazing words: beanstalk, ogre, naughty, lad, magic, lend)**Activities/Strategies:** **Content Knowledge:** Discuss vocabulary in story (amazing words) Talk with Me Sing with Me chart 12a/b**Phonemic Awareness**: practice identifying initial sounds (My Skills buddy 112-113)**Phonics**: /br/ spelled br **Blend Words**: blending –ig word family words (magnetic letters)**Daily Handwriting**: Ee; correct letter formation**Text-Based Comprehension**: Read aloud TM 527 *Jack and the Beanstalk* discuss Realism and Fantasy**Conventions**: Adjectives: using adjectives to describe picture cards**Assessment:**  teacher observation | **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). **LK 5b** frequ recurring adjectives**Learning Targets:**  I can identify letters sounds. I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can retell a story. I can identify correct sequence of a story. I can identify adjectives.**Critical Vocab:** sequence, retelling, adjectives, blending, sounds, (Amazing words: beanstalk, ogre, naughty, lad, magic, lend)**Activities/Strategies:** **Content Knowledge:** Discuss vocabulary in story (amazing words) Talk with Me Sing with Me chart 12a/b**Phonemic Awareness**: practice identifying initial sounds (My Skills buddy 112-113)**Phonics**: /br/ spelled br**Blend Words**: blending –ig word family (letter tiles)**Daily Handwriting**: Ee**Text-Based Comprehension**: Big Book Jack and the Beanstalk first read: discuss story check retelling**Conventions:** Adjectives: Using adjectives to describe picture cards (Grammar Jammer)**Assessment:**  teacher observation | **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). **LK 5b** frequ recurring adjectives**Learning Targets:**  I can identify letter sounds. I can identify amazing and sight words. I can identify initial and medial sounds. I can build –ig words. I can retell a story. I can identify realism and fantasy. I can identify adjectives.**Critical Vocab:** initial/medial sounds, adjectives, blending, retelling, sounds (Amazing words: beanstalk, ogre, naughty, lad, magic, lend))**Activities/Strategies:** **Content Knowledge:** Discuss vocabulary in story (amazing words) Talk with Me Sing with Me chart 12a/b**Phonemic Awareness**: practice identifying final sounds (My Skills buddy 112-113)**Phonics**: /br/ spelled br**Blend Words**: -ig word family (active inspire refrigerator letters)**Daily Handwriting**: Ee**Text-Based Comprehension**: Big book Jack in the Beanstalk use retelling boxes (My Skill Buddy p. 126 to retell story discuss what parts of this story makes it real or fantasy**Conventions:** Adjectives: Using adjectives to describe picture cards (Grammar Jammer)**Assessment:**  Show students a picture. Have students write and adjective on individual board to describe a given object. | **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). **LK 5b** frequ recurring adjectives**Learning Targets:**  I can identify letters. I can identify amazing and sight words. I can substitute medial sounds. I can compare and contrast. I can identify adjectives.**Critical Vocab:** medial sounds, blending, compare and contrast, adjectives, sounds (Amazing words: beanstalk, ogre, naughty, lad, magic, lend)  **Activities and Strategies:** **Content Knowledge:** Discuss vocabulary in story (amazing words) Talk with Me Sing with Me chart 12a/b**Phonemic Awareness**: Initial and final /k/ review TM 580**Phonics**: /e/ spelled E**Blend Words**: Blending –ig words review for word family assessment**Daily Handwriting**: Ee**Text-Based Comprehension**: Read Sylvester and the Magic Pebble compare/contrast this story to Jack and the Beanstalk **Conventions**: Adjectives: using adjectives for opposites (Grammar Jammer)**Assessment:**  Have students work with partner to make an opposite poster. | **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). **LK 5b** frequ recurring adjectives**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. I can identify adjectives.**Critical Vocab:** initial and final sounds, setting, adjectives, blending, sounds (Amazing words: beanstalk, ogre, naughty, lad, magic, lend))**Activities/Strategies**: **Content Knowledge:** Review vocabulary in story (amazing words) Talk with Me Sing with Me chart 12a/b**Phonemic Awareness**: review initial, medial, final sounds**Phonics**: review /br/ spelled br**Blend Words**: word family -ig**Daily Handwriting**: -ig word family**Conventions**: Adjectives: using adjectives for opposites (Grammar Jammer)**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**: Assessment |

# 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 materialsA.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 transitionsC.B. prompting/cueing both visual and verbal, redirection, repeated direction |