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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) |  | **Standard:** K.NBT.1 Compose and decompose numbers from 11 to 19. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.  **Learning Targets:** I can show, count, and write numbers from 11 to 19.  **Critical Vocab:** eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, ones, tens  **Activities/Strategies:** Daily Bell ringer: shape review (FA) Administer chapter seven pre-test.  **Assessment:** Test Pages AG99-AG102 (FA) | **Standard:** K.NBT.1 Compose and decompose numbers from 11 to 19 into tens and ones and some further ones.  **Learning Targets:** I can use objects to show 11 and 12 as tens and ones and some more ones.  **Critical Vocab:** eleven, twelve, tens, ones  **Activities/Strategies:** Daily Bell ringer: shape review (FA) Lesson 7.1 Model and Count 11 and 12: Begin and end lesson by referring to learning targets. Use objects and drawings to show numbers 11 and 12.  **Assessment:** workbook pages 261-264 (SA) | **Standard:** K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.  **Learning Targets:** I can count and write 11 and 12 with words and numbers.  **Critical Vocab:** eleven, twelve, tens, ones  **Activities/Strategies:** Daily Bell ringer: shape review (FA) Lesson 7.2: Begin and end lesson by referring to learning targets. Use drawings, numbers, and words to count and represent 11 and 12.  **Assessment:** workbook pages 265-268 (SA) | **Standard:** K.NBT.1 Compose and decompose numbers from 11 to 19 into tens and ones and some further ones.  **Learning Targets:** I can use objects to show 13 and 14 as tens and ones and some more ones.  **Critical Vocab:** thirteen, fourteen, tens, ones  **Activities/Strategies:** Daily Bell ringer: shape review (FA) Lesson 7.3 Model and Count 13 and 14: Begin and end lesson by referring to learning targets. Use objects and drawings to show numbers 13 and 14.  **Assessment:** workbook pages 269-272 (SA) |
| **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** | |
|  |  | **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 | |
| **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** | |
| **Core Reading –This lesson, Unit 2 week 6 will be repeated due to student absences.**  **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. **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.K1** ask and answer questions about key details in texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Kk). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that begin with /k/. I can answer “wh” questions about a story.  **Critical Vocab:**  blending, sounds, word family, cause and effect, correct letter formation Amazing words: (celebration, sprinted, barn, blacksmith, arch, soldier)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How is life today different than life 100 years ago? Build oral language and review amazing words using Talk With Me/Sing With Me charts 15A/B Envision it: Cause and effect Big Book George Washington Visits reading check retelling use retelling cards to aid in retelling: use “wh” questions to aid in comprehension and for explaining cause and effect  **Phonemic Awareness**: practice identifying initial sounds /d/ **Phonics**: /k/ spelled Kk ( Sing learning song: Katy Kangaroo) **Blend Words**: blending –ill word family words (magnetic letters) **Daily Handwriting**: Kk; correct letter formation “If I Were the President” writing piece  **Conventions:** verbs: that add –s. **Assessment:**  white board (formative assessment) | **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. **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.K1** ask and answer questions about key details in texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Kk). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that begin with /k/. I can compare and contrast. I can identify causes and their effects from the story.  **Critical Vocab:**  blending, sounds, word family, cause and effect, compare and contrast, correct letter formation Amazing words: (celebration, sprinted, barn, blacksmith, arch, soldier)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How is life today different than life 100 years ago? Build oral language and review amazing words using Talk With Me/Sing With Me charts 15A/B Envision it: Cause and Effect Big Book George Washington Visits read reading check review realism/fantasy double check understanding of cause and effect to aid in comprehension  If You Give a Mouse a Cookie story retelling  **Phonemic Awareness**: practice identifying final sounds /k/ **Phonics**: /k/ spelled kk ( Sing learning song: Katy Kangaroo) **Blend Words**: blending –ill word family words (white boards) **Daily Handwriting**: Kk; correct letter formation “If I Were the President” writing piece  **Conventions:** verbs: that add -s **Assessment:**  white board (formative assessment) | **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. **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.K1** ask and answer questions about key details in texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Kk). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that begin with /k/. I can compare and contrast. I can identify causes and their effects from the story.  **Critical Vocab:**  blending, sounds, word family, cause and effect, compare and contrast, correct letter formation Amazing words: (celebration, sprinted, barn, blacksmith, arch, soldier)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How is life today different than life 100 years ago? Build oral language and review amazing words using Talk With Me/Sing With Me charts 15A/B Envision it: Cause and Effect Big Book George Washington Visits reading check review realism/fantasy double check understanding of cause and effect to aid in comprehension  If You Give a Mouse a Cookie story retelling  **Phonemic Awareness**: practice identifying final & initial sounds /k/ and /d/ **Phonics**: /k/ spelled kk ( Sing learning song: Katy Kangaroo) **Blend Words**: blending –ill word family words (white boards) **Daily Handwriting**: Kk; correct letter formation “If I Were the President” writing piece  **Conventions:** verbs: that add -s **Assessment:**  white board (formative assessment) | **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. **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.K1** ask and answer questions about key details in texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Kk). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that begin with /k/. I can identify the effect of events in stories.  **Critical Vocab:**  blending, sounds, word family, compare/contrast, correct letter formation Amazing words: (celebration, sprinted, barn, blacksmith, arch, soldier) Let’s Practice It! Science Experiment: Can Celery Sip? (Cause and effect)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying final sounds /k/ **Phonics**: /k/ spelled Kk ( Sing learning song: Katy Kangaroo) **Blend Words**: blending –ill word family words (magnetic letters or white boards) **Daily Handwriting**: word family assessment (Summative) “If I Were the President” writing piece  **Conventions:** verbs: that add -s. **Assessment:**  Sight word assessment (SA) cause and effect assessment (SA) | |

# 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 |