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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 into tens and ones.  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.  **Learning Targets:** I can use objects to show 18 and 19 as tens and ones. I can count and write 18 and 19 with words and numbers.  **Critical Vocab:** eighteen, nineteen, tens, ones  **Activities/Strategies:** addition review (FA) Lesson 7.9 Model and Count 18 and 19: Lesson 7.10: Count and Write 18 and 19 Begin and end lesson by referring to learning targets. Students will use objects, drawings, numbers, and words to count and represent 18 and 19.  **Instructional Method:**  small group and individual  **Assessment:** workbook pages 293-296 | **Standard:** K.NBT.1 Compose and decompose numbers from 11 to 19 into tens and ones.  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.  **Learning Targets:** I can use objects to show 18 and 19 as tens and ones. I can count and write 18 and 19 with words and numbers.  **Critical Vocab:** eighteen, nineteen, tens, ones  **Activities/Strategies:** addition review: Lesson 7.10: Count and Write 18 and 19 Begin and end lesson by referring to learning targets. Students will use objects, drawings, numbers, and words to count and represent 18 and 19.  **Instructional Method:**  small group and individual  **Assessment:** workbook pages 297-300 | \*Shortened Class time due to Dinosaur school and speech therapy  **learningStandard:** K.NBT.1 Compose and decompose numbers from 11 to 19 into tens and ones.  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.  **Learning Targets:** I can use objects to show 18 and 19 as tens and ones. I can count and write 18 and 19 with words and numbers.  **Critical Vocab:** eighteen, nineteen, tens, ones  **Activities/Strategies:** Go Math resources Mega Math and Animated Math Models to supplement learning targets.  **Instructional Method:**  small group and individual  **Assessment:** Teacher observations | \*Shortened Class time due to Dinosaur school and speech therapy  **learningStandard:** K.NBT.1 Compose and decompose numbers from 11 to 19 into tens and ones.  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.  **Learning Targets:** I can use objects to show 18 and 19 as tens and ones. I can count and write 18 and 19 with words and numbers.  **Critical Vocab:** eighteen, nineteen, tens, ones  **Activities/Strategies:** Go Math resources Mega Math and Animated Math Models to supplement learning targets.  **Instructional Method:**  small group and individual  **Assessment:** Teacher observations | **Standard:** K.NBT.1 Compose and decompose numbers from 11 to 19 into tens and ones. 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 11-19.  **Critical Vocab:** eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, tens, ones  **Activities/Strategies**: numbers 11-19 review Lesson 7.11 Chapter 7 Review: Begin and end lesson by referring to learning target. Students will use counters, drawings, words, and numbers to show, count, and write numbers 11-19. Chapter 7 Test: Students will use counters, drawings, words, and numbers to show, count, and write numbers 11-19.  **Instructional Method:**  small group and individual  **Assessment:** Workbook pgs. 301-304 (SA)Assessment pgs. AG95-AG98, AG103 (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** | **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** | \* **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.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation  deterrent | \* - **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.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation | \*- **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.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation | - **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.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation | - **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.  **Instructional Method:**  small group and individual  **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 (Hh). 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 /h/. I can identify the main idea of text.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (jungle, nibbling, trembling, beast, snarled, entangled)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What causes us to change the way we feel? Build oral language and review amazing words using Talk With Me/Sing With Me charts 18 A/B Envision it: Main Idea  **Phonemic Awareness**: practice identifying initial sounds /h/ **Phonics**: /h/ spelled Hh  **Blend Words**: blending –og word family words (magnetic letters) **Daily Handwriting**: Hh; correct letter formation  **Conventions:** sentences  Decodable Story 18 A Cap for Tom 2. Students will work on letter and word work. (ride, went, make, be now, Hh)  **Assessment:**  white board (formative assessment)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 (Hh). 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 /h/. I can identify the main idea of text.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (jungle, nibbling, trembling, beast, snarled, entangled)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What causes us to change the way we feel?? Build oral language and review amazing words using Talk With Me/Sing With Me charts 18A/B Envision It: Main Idea Trade Book The Lion and the Mouse first reading check retelling  **Phonemic Awareness**: practice identifying initial sounds /h/ **Phonics**: /h/ spelled Hh ( Sing learning song: Hippo Hop) **Blend Words**: blending –og word family words (magnetic letters) **Daily Handwriting**: Hh; correct letter formation  **Conventions:** Sentences  **Decodable Reader 18** Tip the Top **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 (Hh). 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 /h/. I can identify the main idea of text.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (jungle, nibbling, trembling, beast, snarled, entangled).  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What causes us to change the way we feel? Build oral language and review amazing words using Talk With Me/Sing With Me charts 18 A/B Envision it: Main Idea Trade Book The Lion and the Mouse second reading check retelling use retelling cards to aid in retelling: use “wh” questions to aid in comprehension and for explaining plot and characters  **Phonemic Awareness**: practice identifying initial sounds /h/ **Phonics**: /h/ spelled Hh ( Sing learning song: Hippo Hop) **Blend Words**: blending –og word family words (magnetic letters) **Daily Handwriting**: Hh; correct letter formation  **Conventions:** Sentences **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 (Hh). 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 /h/. I can compare and contrast. I can identify main idea of text.  **Critical Vocab:**  blending, sounds, word family, plot, compare and contrast, correct letter formation Amazing words:(jungle, nibbling, trembling, beast, snarled, entangled).  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What causes us to change the way we feel? Build oral language and review amazing words using Talk With Me/Sing With Me charts 18 A/B Envision it: Main Idea Trade Book The Lion and the Mouse third reading-review realism/fantasy double check understanding of plot and characters to aid in comprehension.  **Phonemic Awareness**: practice identifying final sounds /h/ **Phonics**: /h/ spelled Hh ( Sing learning song: Hippo Hop) **Blend Words**: blending –og word family words (white boards) **Daily Handwriting**: Hh; correct letter formation  **Conventions:** Sentences **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 (Hh). 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 /h/. I can compare and contrast. I can identify main idea of text.  **Critical Vocab:**  blending, sounds, word family, plot, compare and contrast, correct letter formation Amazing words:(jungle, nibbling, trembling, beast, snarled, entangled).  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What causes us to change the way we feel? Build oral language and review amazing words using Talk With Me/Sing With Me charts 18 A/B Envision it: Main Idea Trade Book The Lion and the Mouse reading-review realism/fantasy double check understanding of plot and characters to aid in comprehension.  **Phonemic Awareness**: practice identifying final sounds /h/ **Phonics**: /h/ spelled Hh ( Sing learning song: Hippo Hop) **Blend Words**: blending –og word family words (white boards) **Daily Handwriting**: Hh; correct letter formation  **Conventions:** Sentences **Assessment:**  white board (formative 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 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 |