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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **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 13 and 14 with words and numbers.  **Critical Vocab:** thirteen, fourteen **Activities/Strategies:** Daily Bell ringer: shape review (FA) Lesson 7.4 Count and Write 13 and 14 Begin and end lesson by referring to learning targets. Use drawings, numbers, and words to count and represent 13 and 14.  Lesson 7.5 Model, Count, and Write 15: Begin and end lesson by referring to learning targets. Use objects and drawings to show number 15.  **Assessment:** workbook pages 277-280(SA)  **:** workbook pages 273-276 (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 16 and 17 as tens and ones and some more ones.  **Critical Vocab:** sixteen, seventeen, tens, ones  **Activities/Strategies:** Daily Bell ringer: shape review (FA) Lesson 7.7 Model and Count 16 and 17: Begin and end lesson by referring to learning targets. Use objects and drawings to show numbers 16 and 17. Lesson 7.8: Count and Write 16 and 17 Begin and end lesson by referring to learning targets. Use drawings, numbers, and words to count and represent 16 and 17.  **Assessment:** workbook pages 285-288 (SA), workbook pages 289- | **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.  **Assessment:** workbook pages 297-300 (SA); Workbook pages 293-296 (SA) | \*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.  **Assessment:** Teacher observations296 (SA) | **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.  **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.  **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.  **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.  **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.  **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.  **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 –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 (Ff). 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 /f/. I can draw conclusions about text.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (gears, webcams, phonographs, headphones, handwritten, newspapers)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How are things we use today different from things used long ago? Build oral language and review amazing words using Talk With Me/Sing With Me charts 17A/B Envision It: Draw Conclusions Big Book Then and Now first reading check retelling  **Phonemic Awareness**: practice identifying initial sounds /f/ **Phonics**: /o/ spelled Ff ( Sing learning song: Funny Fish) **Blend Words**: blending –op word family words (magnetic letters) **Daily Handwriting**: Ff; correct letter formation  **Conventions:** Meaningful word groups **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 (Ff). 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 /f/. I can draw conclusions about text.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (gears, webcams, phonographs, headphones, handwritten, newspapers).  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How are things we use today different from things used long ago? Build oral language and review amazing words using Talk With Me/Sing With Me charts 17 A/B Envision it: Draw Conclusions Big Book Then and Now 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 /f/ **Phonics**: /f/ spelled Ff ( Sing learning song: Funny Fish) **Blend Words**: blending –op word family words (magnetic letters) **Daily Handwriting**: Ff; correct letter formation  **Conventions:** Meaningful word groups **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 (Ff). 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 /f/. I can compare and contrast. I can draw conclusions about text.  **Critical Vocab:**  blending, sounds, word family, plot, compare and contrast, correct letter formation Amazing words:(gears, webcams, phonographs, headphones, handwritten, newspapers).  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How are things we use today different from things used long ago? Build oral language and review amazing words using Talk With Me/Sing With Me charts 17 A/B Envision it: Draw Conclusions Big Book Then and Now third reading-review realism/fantasy double check understanding of plot and characters to aid in comprehension.  **Phonemic Awareness**: practice identifying final sounds /f/ **Phonics**: /o/ spelled Ff ( Sing learning song: Funny Fish) **Blend Words**: blending –op word family words (white boards) **Daily Handwriting**: Ff; correct letter formation  **Conventions:** Meaningful word groups . Students will work on letter and word work. (ten, on, our, eat, good, Ff **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 (Ff). 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 /f/. I can compare and contrast. I can draw conclusions about text.  **Critical Vocab:**  blending, sounds, word family, plot, compare and contrast, correct letter formation Amazing words:(gears, webcams, phonographs, headphones, handwritten, newspapers).  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: How are things we use today different from things used long ago? Build oral language and review amazing words using Talk With Me/Sing With Me charts 17 A/B Envision it: Draw Conclusions Big Book Then and Now third reading-review realism/fantasy double check understanding of plot and characters to aid in comprehension.  **Phonemic Awareness**: practice identifying final sounds /f/ **Phonics**: /o/ spelled Ff ( Sing learning song: Funny Fish) **Blend Words**: blending –op word family words (white boards) **Daily Handwriting**: Ff; correct letter formation  **Conventions:** Meaningful word groups **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**. 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Folk Tale/Recognize common types of texts.  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying final sounds /f/ **Phonics**: /f/ spelled Ff ( Sing learning song: Octopus Stew) **Blend Words**: blending \_op word family words (magnetic letters or white boards) **Daily Handwriting**: word family assessment (Summative)  **Conventions:** Meaningful word groups **Assessment:**  Sight word assessment (SA) Draw Conclusions 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 |