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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **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 | **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 use objects and drawings to solve addition word problems.  **Critical Vocab:** add, is equal to , plus  **Activities/Strategies:** Lesson 5.6 Algebra: Model and Write Addition Sentences - Use cubes and drawings to solve addition problems.  **Assessment:** Workbook pgs. 189-192 | **Standard:** K.OA. 2 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 5.7 Algebra: Model and Write Addition Sentences - Use cubes and drawings to solve addition problems.  **Assessment:** Workbook pgs. 193-196 |
| **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 –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.  **Learning Targets:**  I can identify uppercase and lowercase letters (Dd). 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 /d/.  **Critical Vocab:**  blending, sounds, word family, compare/contrast, correct letter formation Amazing words: (duckling, paddle, proud, pond, plunged, brave)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What new things can you do as you get older? Build oral language and review amazing words using Talk With Me/Sing With Me charts 14A/B Envision it: Plot Read Aloud TM p127 The Bicycle read and discuss how we use plot as a tool to build comprehension  **Phonemic Awareness**: practice identifying initial sounds /d/ **Phonics**: /d/ spelled Dd ( Sing learning song: Daisy Doll) **Blend Words**: blending –ig word family words (magnetic letters) **Daily Handwriting**: Dd; correct letter formation  **Conventions:** verbs: making connections to words that tell what we do.  1. Teacher: Read with students: Decodable Story 14 Rin and the Rat 2. Students will work on letter and word work. (seven, big, run, here, did) 3. Read to self to build stamina. **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.  **Learning Targets:**  I can identify uppercase and lowercase letters (Dd). 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 /d/.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (duckling, pond, paddle, plunged, proud, brave)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What new things can you do as you get older? Build oral language and review amazing words using Talk With Me/Sing With Me charts 14A/B Envision it: Plot Big Book Little Quack first reading check retelling  **Phonemic Awareness**: practice identifying initial sounds /d/ **Phonics**: /d/ spelled Dd ( Sing learning song: Daisy Doll) **Blend Words**: blending –ig word family words (magnetic letters) **Daily Handwriting**: Dd; correct letter formation  **Conventions:** verbs: making connections to words that tell what we do.1. Teacher: Read with students: Decodable Reader 14 Rip With Rap 2. Students will work on letter and word work. (seven, big, run, here, did, Dd) 3. Read to self to build stamina. **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.  **Learning Targets:**  I can identify uppercase and lowercase letters (Dd). 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 /d/.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (duckling, pond, paddle, plunged, proud, brave)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What new things can you do as you get older? Build oral language and review amazing words using Talk With Me/Sing With Me charts 14A/B Envision it: Plot Big Book Little Quack second reading check retelling use retelling cards to aid in retelling  **Phonemic Awareness**: practice identifying initial sounds /d/ **Phonics**: /d/ spelled Dd ( Sing learning song: Daisy Doll) **Blend Words**: blending –ig word family words (magnetic letters) **Daily Handwriting**: Dd; correct letter formation  **Conventions:** verbs: making connections to words that tell what we do. **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.  **Learning Targets:**  I can identify uppercase and lowercase letters (Dd). 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 /d/.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (duckling, pond, paddle, plunged, proud, brave)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What new things can you do as you get older? Build oral language and review amazing words using Talk With Me/Sing With Me charts 14A/B Envision it: Plot Big Book Little Quack third read reading check review realism/fantasy double check understanding of plot to aid in comprehension  **Phonemic Awareness**: practice identifying final sounds /d/ **Phonics**: /d/ spelled Dd ( Sing learning song: Daisy Doll) **Blend Words**: blending –ig word family words (white boards) **Daily Handwriting**: Dd; correct letter formation  **Conventions:** verbs: making connections to words that tell what we do. **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.  **Learning Targets:**  I can identify uppercase and lowercase letters (Dd). 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 /d/.  **Critical Vocab:**  blending, sounds, word family, compare/contrast, correct letter formation Amazing words: (duckling, pond, paddle, plunged, proud, brave) Fairy Tale: Read Aloud Rumpelstiltskin review features of fairy tales (My Skills buddy p 50-51) TM 198  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying final sounds /d/ **Phonics**: /d/ spelled Dd ( Sing learning song: Daisy Doll) **Blend Words**: blending –ig word family words (magnetic letters or white boards) **Daily Handwriting**: word family assessment (Summative)  **Conventions:** verbs: making connections to words that tell what we do. **Assessment:**  Sight word assessment (SA) Plot 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 |