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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K****9:00-10:00****(**Emily,Noah, Abcde, Aidan) | **No School****MLK Day** | **Standard:** K.OA.3 Understand addition as putting together and adding to.**Learning Targets:** I can model and write addition sentences for number pairs for sums to 5.**Critical Vocab:** addition, is equal to, plus, sum, pairs**Activities/Strategies:** Lesson 5.8 Algebra-Number Pairs to 5 Use manipulatives, pictures, and drawings to solve addition problems.**Assessment:** workbook pages 197-200 | **Standard:** K.OA.3 Understand addition as putting together and adding to.**Learning Targets:** I can model and write addition sentences for number pairs for sums 6-7.**Critical Vocab:** addition, is equal to, plus, sum, pairs**Activities/Strategies:** Lesson 5.9 Algebra-Number Pairs for 6 and 7 Use manipulatives, pictures, and drawings to solve addition problems.**Assessment:** workbook pages 201-204 |   **Standard:** K.OA.3 Understand addition as putting together and adding to.**Learning Targets:** I can model and write addition sentences for number pairs for sums to 8.**Critical Vocab:** addition, is equal to, plus, sum, pairs**Activities/Strategies:** Lesson 5.10 Algebra-Number Pairs for 8 Use manipulatives, pictures, and drawings to solve addition problems.**Assessment:** workbook pages 205-208 |   **Standard:** K.OA.3 Understand addition as putting together and adding to.**Learning Targets:** I can model and write addition sentences for number pairs for sums to 9.**Critical Vocab:** addition, is equal to, plus, sum, pairs**Activities/Strategies:** Lesson 5.11 Algebra-Number Pairs for 9 Use manipulatives, pictures, and drawings to solve addition problems.**Assessment:** workbook pages 209-212  |
| **Reading 1st grade****10:00-11:00****Connor** | **No School****MLK Day** | **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** | **No School****MLK Day** | \*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** | **No School****MLK Day** | **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** | **No School****MLK Day** | **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. 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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 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 |