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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **Standard:** K.OA.1 Represent addition with objects, drawings, sounds, acting out, verbally, or with equations. **Learning Targets:** I can show addition as adding to.  **Critical Vocab:** add  **Activities/Strategies:** Use acting out and written numbers to represent addition.  **Assessment:** workbook pages 169-172 | **Standard:** K.OA.1 Represent addition with objects, drawings, sounds, acting out, verbally, or with equations.  **Learning Targets:** I can show addition as putting together  **Critical Vocab:** plus  **Activities/Strategies:** Use counters, drawings, and numbers to show addition.  **Assessment:** workbook pages 173-176 | **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. |
| **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. **RL.K.7** Illustrations in stories **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. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).**LK 5b** frequ recurring adjectives  **Learning Targets:**  I can identify the blend (br). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words beginning sounds. I can compare and contrast stories. I can identify verbs.  **Critical Vocab:** sequencing, realism, fantasy, adjectives, blending, sounds, word family (Amazing words: weigh, healthy, curious, measure, bamboo, explore)  **Activities/Strategies:**  **Content Knowledge:** Discuss vocabulary in story (amazing words) Talk with Me Sing with Me  **Phonemic Awareness**: practice identifying initial Nn sounds  **Phonics**: /n/ spelled Nn  **Blend Words**: blending –ig word family words (magnetic letters) **Daily Handwriting**: Nn; correct letter formation **Text-Based Comprehension**: Read aloud*;BestFriends-*Compare & contrast  **Conventions**: Verbs: model actions;Team talk pg 28  **Assessment:**  teacher observation | **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. **RL.K.7** Illustrations in stories **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. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).**LK 5b** frequ recurring adjectives  **Learning Targets:**  I can identify the blend (br). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words beginning sounds. I can compare and contrast stories. I can identify verbs.  **Critical Vocab:** sequencing, realism, fantasy, adjectives, blending, sounds, word family (Amazing words: weigh, healthy, curious, measure, bamboo, explore)  **Activities/Strategies:**  **Content Knowledge:** Discuss vocabulary in story (amazing words) Talk with Me Sing with Me  **Phonemic Awareness**: practice identifying initial sounds **Phonics**: /br/ spelled br, /b/ spelled Bb **Blend Words**: blending –ig word family (letter tiles) **Daily Handwriting**: Bb  **High Frequency Words**: Read words, Read sentences **Text-Based Comprehension**: Big Book  *Little Panda* first read: discuss story check retelling; Decodable reader *Nat!*  **Think, Talk, Write:** Journal write about story  **Conventions: Verbs**s: Reader Writers Notebook pp 166  **Assessment:**  teacher observation Reader's and Writer's Notebook | **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. **RL.K.7** Illustrations in stories **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. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).**LK 5b** frequ recurring adjectives  **Learning Targets:**  I can identify the blend (br). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words beginning sounds. I can compare and contrast stories. I can identify verbs.  **Critical Vocab:** sequencing, realism, fantasy, adjectives, blending, sounds, word family (Amazing words: weigh, healthy, curious, measure, bamboo, explore)  **Activities/Strategies:**  **Content Knowledge:** Discuss vocabulary in story (amazing words) Talk with Me Sing with Me chart  **Phonemic Awareness**: practice identifying final sounds /n/ and /b/ **Phonics**: /n/ spelled Nn and /b/ spelled Bb **Blend Words**: -ig word family (active inspire refrigerator letters) **Daily Handwriting**: Nn & Bb **Text-Based Comprehension**: Big Book  *Little Panda* second read; develop vocabulary; compare and contrast  **Conventions:**  ReviewAdjectives: Using adjectives to describe picture cards (Grammar Jammer) RW Notebook pp 169  **Assessment:**  Show students a picture. Have students write and adjective on individual board to describe a given object. | **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. **RL.K.7** Illustrations in stories **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. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).**LK 5b** frequ recurring adjectives  **Learning Targets:**  I can identify the blend (br). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words beginning sounds. I can compare and contrast stories. I can identify verbs.  **Critical Vocab:** sequencing, realism, fantasy, adjectives, blending, sounds, word family (Amazing words: weigh, healthy, curious, measure, bamboo, explore)  **Activities and Strategies:**  **Content Knowledge:** Discuss vocabulary in story (amazing words) Talk with Me Sing with Me  **Phonemic Awareness**: Initial and medial /i/ **Phonics**: /i/ spelled Ii **Blend Words**: Blending –ig words review for word family assessment **Daily Handwriting**: Ee **Text-Based Comprehension**: Big Book  *Little Panda* third read  **Conventions**: Verbs RW N pp172  **Assessment:** Exit slip activity-verb charades  Teacher observation. | **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. **RL.K.7** Illustrations in stories **LK1a** print many upper and lowercase letters. **RFK.2.d**. 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I can identify verbs.  **Critical Vocab:** sequencing, realism, fantasy, adjectives, blending, sounds, word family (Amazing words: weigh, healthy, curious, measure, bamboo, explore)  **Activities/Strategies**:  **Content Knowledge:** Review vocabulary in story (amazing words) Talk with Me Sing with Me  **Phonemic Awareness**: review initial, medial, final sounds **Phonics**: review /n/ spelled Nn and /b/ spelled Bb  **Blend Words**: word family -ig **Daily Handwriting**: -ig word family  **Conventions**: Adjectives: using adjectives for opposites (Grammar Jammer) **Assessment:**  Assessment: Monitor Progress - Check Word and Sentence Reading **Comprehension Assessment**: Monitor Progress - Comprehension Assessment: Monitor Progress - Review and assess understanding of sequence.  **Word Family Assessment**: Writing **High-Frequency Words**: 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 |