|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **Standard:** K.OA.5 Understand subtraction as taking apart and taking from.  **Learning Targets:** I can solve subtraction word problems and complete the equation.  **Critical Vocab:** subtract, minus  **Activities/Strategies:** Daily Bell ringer: numbers 11-19 review (FA) Lesson 6.5 Algebra: Write Subtraction Sentences Begin and end lesson by referring to learning target. Students will use drawing to solve subtraction problems and write equations to represent the subtraction.  **Instructional Method:** One on one and small group  **Assessment:** Workbook pgs. 241-244(SA) | **Standard:** K.OA.2 Understand subtraction as taking apart and taking from.  **Learning Targets:** I can solve subtraction word problems and complete the equation.  **Critical Vocab:** subtract, minus  **Activities/Strategies:** Daily Bell ringer: numbers 11-19 review (FA) Lesson 6.6 Algebra: Write More Subtraction Sentences Begin and end lesson by referring to learning target. Students will use drawings to solve subtraction problems and write equations to represent the subtraction.  **Instructional Method:** One on one and small group  **Assessment:** workbook pgs. 245-248 (SA) | **Standard:** K.OA.2 Understand subtraction as taking apart and taking from.  **Learning Targets:** I can solve word problems using addition and subtraction to complete the equation.  **Critical Vocab:** subtract, minus  **Activities/Strategies:** Daily Bell ringer: numbers 11-19 review (FA) Lesson 6.7 Begin and end lesson by referring to learning target. Students will use drawings to write equations to represent the subtraction problem  **Instructional Method:** One on one and small group.  **Assessment:** Workbook pgs. 249-252(SA) | **Standard:** K.OA.5 Understand subtraction as taking apart and taking from.  **Learning Targets:** I can solve subtraction word problems and complete the equation.  **Critical Vocab:** subtract, minus  **Activities/Strategies:** Daily Bell ringer: numbers 11-19 review (FA) Chapter 6 Review Algebra: Write Subtraction Sentences Begin and end lesson by referring to learning target. Students will use drawing to solve subtraction problems and write equations to represent the subtraction.  **Instructional Method:** One on one and small group  **Assessment:** Workbook pgs. 253-256(SA) | **Standard:** K.OA.2 Understand subtraction as taking apart and taking from.  **Learning Targets:** I can solve subtraction word problems and complete the equation.  **Critical Vocab:** subtract, minus  **Activities/Strategies:** Daily Bell ringer: numbers 11-19 review (Chapter 6 Test Algebra: Write More Subtraction Sentences Begin and end lesson by referring to learning target. Students will use drawings to solve subtraction problems and write equations to represent the subtraction.  **Instructional Method:** One on one and small group  **Assessment:** Assessment Guide SA AG 85-88 |
| **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** | **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 **WK 7** Author Study **RF.K2a** Recognize and produce rhyming words. **LK5b** antonyms **RL.K5** different kinds of texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Gg). 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 /g/. I can identify words that rhyme.  **Critical Vocab:**  blending, sounds, word family, rhyming, correct letter formation  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets **Story**: Explore Dr. Seuss book **Go Dog Go** review rhyming words  **Phonemic Awareness**: match rhyming words **Phonics**: /g/ spelled Gg ( Sing learning song: Gus the Goat) **Blend Words**: blending –ock word family words (magnetic letters) **Daily Handwriting**: Gg; 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 **WK 7** Author Study **RF.K2a** Recognize and produce rhyming words. **LK5b** antonyms **RL.K5** different kinds of texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Gg). 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 /g/. I can identify words that rhyme.  **Critical Vocab:**  blending, sounds, word family, rhyming, correct letter formation  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets **Story**: Explore Dr. Seuss book **Hop on Pop**  review rhyming words  **Phonemic Awareness**: match rhyming words **Phonics**: /g/ spelled Gg ( Sing learning song: Gus the Goat) **Blend Words**: blending –ock word family words (magnetic letters) **Daily Handwriting**: Gg; 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 **WK 7** Author Study **RF.K2a** Recognize and produce rhyming words. **LK5b** antonyms **RL.K5** different kinds of texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Gg). 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 /g/. I can identify words that rhyme.  **Critical Vocab:**  blending, sounds, word family, rhyming, correct letter formation  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets **Story**: Explore Dr. Seuss book **One Fish Two Fish** review rhyming words  **Phonemic Awareness**: match rhyming words **Phonics**: /g/ spelled Gg ( Sing learning song: Gus the Goat) **Blend Words**: blending –ock word family words (magnetic letters) **Daily Handwriting**: Gg; 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 **WK 7** Author Study **RF.K2a** Recognize and produce rhyming words. **LK5b** antonyms **RL.K5** different kinds of texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Gg). 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 /g/. I can identify words that rhyme.  **Critical Vocab:**  blending, sounds, word family, rhyming, correct letter formation  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets **Story**: Explore Dr. Seuss book **Green Eggs and Ham**  review rhyming words  **Phonemic Awareness**: match rhyming words **Phonics**: /g/ spelled Gg ( Sing learning song: Gus the Goat) **Blend Words**: blending –ock word family words (magnetic letters) **Daily Handwriting**: Gg; 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 **WK 7** Author Study **RF.K2a** Recognize and produce rhyming words. **LK5b** antonyms **RL.K5** different kinds of texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Gg). 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 /g/. I can identify words that rhyme.  **Critical Vocab:**  blending, sounds, word family, rhyming, correct letter formation  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets **Story**: Explore Dr. Seuss book **Green Eggs and Ham**  review rhyming words  **Phonemic Awareness**: practice identifying initial sounds /g/ **Phonics**: /g/ spelled Gg ( Sing learning song: Gus the Goat) **Blend Words**: blending –ock word family words (magnetic letters) **Daily Handwriting**: Gg; correct letter formation  **Conventions:** Sentences **Assessment:**  white board (formative assessment) | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Literacy Workshop–This lesson**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | **Standard:**  W.K.2 Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. LK2 Demonstrate a command of the conventions of standard English capitalization, punctuation and spelling when writing. LK2a Capitalize first word in sentence and pronoun I. LK2b end punctuation LK2d spell simple words phonetically RFk1c spacing between words.  **Learning Targets:** I can write multiple sentences about the same topic. I can capitalize the beginning of each sentence. I can use correct end punctuation. I can use spacing between words.  **Critical Vocab:** sentences, topic, punctuation, spacing,  **Activities/Strategies:** Students will begin writing the final draft of their young authors’ books.  Teachers will begin assessing students using Data Binders  **Assessment:** teacher observation | **Standard:**  W.K.2 Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. LK2 Demonstrate a command of the conventions of standard English capitalization, punctuation and spelling when writing. LK2a Capitalize first word in sentence and pronoun I. LK2b end punctuation LK2d spell simple words phonetically RFk1c spacing between words.  **Learning Targets:** I can write multiple sentences about the same topic. I can capitalize the beginning of each sentence. I can use correct end punctuation. I can use spacing between words.  **Critical Vocab:** sentences, topic, punctuation, spacing,  **Activities/Strategies:** Students will begin writing the final draft of their young authors’ books.  Teachers will begin assessing students using Data Binders  **Assessment:** teacher observation | **Standard:**  W.K.2 Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. LK2 Demonstrate a command of the conventions of standard English capitalization, punctuation and spelling when writing. LK2a Capitalize first word in sentence and pronoun I. LK2b end punctuation LK2d spell simple words phonetically RFk1c spacing between words.  **Learning Targets:** I can write multiple sentences about the same topic. I can capitalize the beginning of each sentence. I can use correct end punctuation. I can use spacing between words.  **Critical Vocab:** sentences, topic, punctuation, spacing,  **Activities/Strategies:** Students will continue writing the final draft of their young authors’ books.  **Assessment:** teacher observation | **Standard:**  W.K.2 Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. LK2 Demonstrate a command of the conventions of standard English capitalization, punctuation and spelling when writing. LK2a Capitalize first word in sentence and pronoun I. LK2b end punctuation LK2d spell simple words phonetically RFk1c spacing between words.  **Learning Targets:** I can write multiple sentences about the same topic. I can capitalize the beginning of each sentence. I can use correct end punctuation. I can use spacing between words.  **Critical Vocab:** sentences, topic, punctuation, spacing,  **Activities/Strategies:** Students will continue writing the final draft of their young authors’ books.  **Assessment:** teacher observation | **Standard:**  W.K.2 Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. LK2 Demonstrate a command of the conventions of standard English capitalization, punctuation and spelling when writing. LK2a Capitalize first word in sentence and pronoun I. LK2b end punctuation LK2d spell simple words phonetically RFk1c spacing between words.  **Learning Targets:** I can write multiple sentences about the same topic. I can capitalize the beginning of each sentence. I can use correct end punctuation. I can use spacing between words.  **Critical Vocab:** sentences, topic, punctuation, spacing,  **Activities/Strategies:** Students will continue writing the final draft of their young authors’ books.  **Assessment:** teacher observation |

# Accommodations as needed:

|  |  |
| --- | --- |
| **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 |