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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 subtraction as taking apart and taking from.  **Learning Targets:** I can show subtraction as taking from.  **Critical Vocab:** subtract  **Activities/Strategies:** Daily Bell ringer: numbers 11-19 review (FA) Lesson 6.1 Subtraction: Take From-Begin and end lesson by referring to learning targets. Students will act out subtraction problems and use drawings and numbers to solve.  **Instructional Method:** One on one and small group  **Assessment:** workbook pgs. 225-228 | **Standard:** K.OA.1 Understand subtraction as taking apart and taking from.  **Learning Targets:** I can show subtraction as taking apart.  **Critical Vocab:** subtract, minus  **Activities/Strategies:** Daily Bell ringer: numbers 11-19 review (FA) Lesson 6.2 Subtraction: Take Apart Begin and end lesson by referring to learning targets. Students will use drawings and numbers to solve subtraction word problems.  **Instructional Method:** One on one and small group  **Assessment:** Workbook pgs. 229-232 (SA) | **Standard:** K.OA.1 Understand subtraction as taking apart and taking from.  **Learning Targets:** I can solve problems using the strategy *act it out*.  **Critical Vocab:** subtract, minus  **Activities/Strategies:** Daily Bell ringer: numbers 11-19 review (FA) Lesson 6.3 Problem Solving: Act Out Subtraction Problems Begin and end lesson by referring to learning target. Students will act out word problems and write equations to represent the subtraction problem  **Instructional Method:** One on one and small group.  **Assessment:** Workbook pgs. 233-236(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) 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) |
| **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  **Learning Targets:**  I can identify uppercase and lowercase letters (L,l). 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 /l/. I can correctly sequence story events.  **Critical Vocab:**  blending, sounds, word family, plot, sequence, correct letter formation Amazing words: (world, trip, journey, lonely, horizon, homesick)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What can we learn from our adventures? Build oral language and review amazing words using Talk With Me/Sing With Me charts 19 A/B Envision It: Sequence Big Book: Rooster’s Off to See the World first reading check retelling  **Phonemic Awareness**: practice identifying initial sounds /l/ **Phonics**: /l/ spelled Ll ( Sing learning song: Larry Lion) **Blend Words**: blending –ob word family words (magnetic letters) **Daily Handwriting**: L,l: correct letter formation  **Conventions:** Naming Parts **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 (L,l). 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 /l/. 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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. **RL.K1** ask and answer questions about key details in texts  **Learning Targets:**  I can identify uppercase and lowercase letters (Ll). 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 /l/. I can correctly sequence story events.  **Critical Vocab:**  blending, sounds, word family, plot, sequence, correct letter formation Amazing words: (world, trip, journey, lonely, horizon, homesick).  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What can we learn from our adventures? Build oral language and review amazing words using Talk With Me/Sing With Me charts 19 A/B Envision it: Sequence Big Book Rooster’s Off to See the World 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 /l/ **Phonics**: /l/ spelled Ll ( Sing learning song: Larry Lion) **Blend Words**: blending –ob word family words (magnetic letters) **Daily Handwriting**: Ll: correct letter formation  **Conventions:** Naming Parts **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 (Ll). 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 /l/. I can correctly sequence story events.  **Critical Vocab:**  blending, sounds, word family, plot, sequence, correct letter formation Amazing words:(world, trip, journey, lonely, horizon, homesick).  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What can we learn from our adventures? Build oral language and review amazing words using Talk With Me/Sing With Me charts 19 A/B Envision it: Sequence Big Book: Rooster’s Off to See the World third reading-review realism/fantasy double check understanding of plot and characters to aid in comprehension.  **Phonemic Awareness**: practice identifying final sounds /l/ **Phonics**: /l/ spelled Ll ( Sing learning song: Larry Lion) **Blend Words**: blending –ob word family words (white boards) **Daily Handwriting**: Ll; correct letter formation  **Conventions:** Naming Parts **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 (Ll). 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 /l/. I can correctly sequence story events.  **Critical Vocab:**  blending, sounds, word family, sequence, correct letter formation Amazing words: (world, trip, journey, lonely, horizon, homesick) Let’s Practice It! Lullaby  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying final sounds /l/ **Phonics**: /l/ spelled Ll ( Sing learning song: Larry Lion) **Blend Words**: blending \_ob word family words (magnetic letters or white boards) **Daily Handwriting**: word family assessment (Summative)  **Conventions:** Naming Parts **Assessment:**  Sight word assessment (SA) Draw Conclusions assessment (SA) | |

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| **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:** guide students through the use of a Four Square Graphic Organizer to gather ideas for their young author books. (Books about Teeth)  **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:** guide students through the use of a Four Square Graphic Organizer to gather ideas for their young author books. (Books about Teeth)  **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:** continue using the Four Square Graphic Organizer to gather ideas for their young author books. Those who finish organizing their information can begin a rough draft with lined paper.  **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:** Continue rough draft copies of young author 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:** Conference with students using the ELMO to get peer feedback on their rough drafts for their young author books.  **Assessment:** teacher observation |

# 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 |