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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **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 | **Standard:** K.G.2 Identify and describe shapes (cubes, cones, cylinders, and spheres). K.G.4 Analyze, compare, create, and compose shapes.  **Learning Targets:** I can show which shapes stack, roll, or slide. I can identify, name and describe three dimensional shapes.  **Critical Vocab:** curved surface, flat surface, roll, slide, stack, cube, cone, cylinder, sphere, rectangular prism.  **Activities/Strategies:** Students will take a pre-assessment to gauge instruction for the three dimensional shape unit.  **Assessment:** AG 129-132 (FA) | **Standard:** K.G.4 Analyze, compare, create, and compose shapes.  **Learning Targets:** I can show which shapes stack, roll, or slide.  **Critical Vocab:** curved surface, flat surface, roll, slide, stack  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end lesson by referring to the learning target. Lesson 10.1 Three-Dimensional Shapes Students will sort 3-D shapes into categories *slide, stack, and roll*.  **Assessment:** Go Math Workbook pgs. 413-416 (SA) | **Standard:** K.OA.5 Understand subtraction as taking apart and taking from. K.NBT.1 Compose and decompose numbers from 11 to 19 into tens and ones.  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral. **Standard:** K.OA. 5 Understand addition as putting together and adding to  **Learning Targets:** I can solve subtraction word problems and complete the equation.  **Critical Vocab:** subtract, minus,add  **Activities/Strategies:** Spiral review  **Instructional Method:** One on one and small group  **Assessment:** Student Whiteboards | **Standard:** K.G.2 Identify and describe shapes (cubes, cones, cylinders, and spheres).  **Learning Targets:** I can identify, name, and describe spheres.  **Critical Vocab:** three-dimensional shape, sphere  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end lesson by referring to the learning target. Lesson 10.2 Identify, Name, and Describe Spheres Students will use 3-D shapes, pictures, and drawings to identify, name, and describe spheres.  **Assessment:** Go Math Workbook pgs. 417-420 |
| **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**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** | |
| **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 (Ee). 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 /e/. I can identify cause and effect.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (piglet, lucky, cook, fox, filthy, scrubber)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week:What is a lucky adventure? Build oral language and review amazing words using Talk With Me/Sing With Me charts 20 A/B Envision It: Cause and Effect  **Phonemic Awareness**: practice identifying initial sounds /e/ **Phonics**: /e/ spelled Ee ( Sing learning song: Elmo Elephant) **Blend Words**: blending –et word family words (magnetic letters) **Daily Handwriting**: Ee; correct letter formation  **Conventions:** Action 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 (Ee). 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 /e/. I can identify cause and effect.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (piglet, lucky, cook, fox, filthy, scrubber)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week:What is a lucky adventure? Build oral language and review amazing words using Talk With Me/Sing With Me charts 20 A/B Envision It: Cause and Effect Trade Book My Lucky Day first reading check retelling  **Phonemic Awareness**: practice identifying initial sounds /e/ **Phonics**: /e/ spelled Ee ( Sing learning song: Elmo Elephant) **Blend Words**: blending –et word family words (magnetic letters) **Daily Handwriting**: Ee; correct letter formation  **Conventions:** Action Parts **Assessment:**  white board (formative assessment)  **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  **Learning Targets:**  I can identify uppercase and lowercase letters (Ee). 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 /e/. I can identify cause and effect.  **Critical Vocab:**  blending, sounds, word family, plot, correct letter formation Amazing words: (piglet, lucky, cook, fox, filthy, scrubber)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week:What is a lucky adventure? Build oral language and review amazing words using Talk With Me/Sing With Me charts 20 A/B Envision It: Cause and Effect Trade Book My Lucky Day second reading check retelling with retelling cards as an aid  **Phonemic Awareness**: practice identifying initial sounds /e/ **Phonics**: /e/ spelled Ee ( Sing learning song: Elmo Elephant) **Blend Words**: blending –et word family words (magnetic letters) **Daily Handwriting**: Ee; correct letter formation  **Conventions:** Action Parts **Assessment:**  white board (formative assessment)spelled Ee ( Sing learning song: Elmo Elephant) | **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**. 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Build oral language and review amazing words using Talk With Me/Sing With Me charts 20 A/B Envision It: Cause and Effect Trade Book My Lucky Day third reading review action parts  **Phonemic Awareness**: practice identifying initial sounds /e/ **Phonics**: /e/ spelled Ee ( Sing learning song: Elmo Elephant) **Blend Words**: blending –et word family words (magnetic letters) **Daily Handwriting**: Ee; correct letter formation  **Conventions:** Action 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 (Ee). 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 /e/. I can identify cause and effect.  **Critical Vocab:**  blending, sounds, word family, compare/contrast, correct letter formation Amazing words: (piglet, lucky, cook, fox, filthy, scrubber) Let’s Practice It! 196 Fable  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying final sounds /e/ **Phonics**: /e/ spelled Ee ( Sing learning song: Elmo Elephant) **Blend Words**: blending \_et word family words (magnetic letters or white boards) **Daily Handwriting**: word family assessment (Summative)  **Conventions:** Action Parts **Assessment:**  Sight word assessment (SA) Cause and Effect (SA) | |
| **Literacy Workshop–This lesson**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts.  **Critical Vocab:** letters, sounds, directionality, sight words  **Activities/Strategies:** 1. Teacher: Read with students: Decodable Reader 20 Lad and Me 2. Students will work on letter and word work. (from, this, his, them, came, Ee) 3. Read to self to build stamina. 4. Work on Data binder for Report card assessments  **Assessment:** word work | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts.  **Critical Vocab:** letters, sounds, directionality, sight words  **Activities/Strategies:** 1. Teacher: Read with students: Decodable Reader 20 Can It Fit? 2. Students will work on letter and word work. (from, this, his, them, came, Ee) 3. Read to self to build stamina. 4. Work on Data binder for Report card assessments  **Assessment:** word work | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts.  **Critical Vocab:** letters, sounds, directionality, sight words  **Activities/Strategies:** 1. Teacher will read with students: Kindergarten Student Reader p. 152 Our Musical Adventure 2. Students will work on letter and word work. (from, this, his, them, came, Ee) 3. Read to self to build stamina. 4. Work on Data binder for Report card assessments  **Assessment:** various workbook pages | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts.  **Critical Vocab:** letters, sounds, directionality, sight words  **Activities/Strategies:** 1. Teacher Read Get Ready Set Roll Reader 20 Are You Like Gabriella? 2. Students will work on letter and word work. (from, this, his, them, came, Ee) 3. Read to self to build stamina. 4. Work on Data binder for Report card assessments  **Assessment:** various workbook pages | **Standard:** **RFK.1d** name letters **RF.K.1a** correct directionality **LK1a** print many upper and lowercase letters. **RFK.3.c.** Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding  **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts.  **Critical Vocab:** letters, sounds, directionality, sight words  **Activities/Strategies:** 1. Teacher will do running records with students and comprehension quizzes for Reading A-Z stories. 2. Students will work on letter and word work. (from, this, his, them, came, Ee) 3. Read to self to build stamina. 4. Work on Data binder for Report card assessments  **Assessment:** running records/comprehension quiz | |

# 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 |