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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **Standard:** K.MD.1 Describe measurable attributes of objects, such as length or weight. K.MD.2 Directly compare two objects with a measurable attribute in common.  **Learning Targets:** I can compare the length, height, and weight of objects.  **Critical Vocab:** longer, shorter, taller, same length, same height, heavier, lighter, same weight  **Activities/Strategies:** Daily Bell ringer: subtraction review (FA) Begin and end lesson by referring to the learning target. Chapter 11 Pre-Test/Students will compare objects and identify longer, shorter, taller, heavier, lighter, same length, height, and weight.  **Assessment:** Go Math Assessment Book pgs. AG135-AG138 (SA) | **Standard:**  K.MD.2 Describe and compare measurable attributes.  **Learning Targets:** I can compare the lengths of two objects.  **Critical Vocab:** longer, shorter, same length  **Activities/Strategies:** Daily Bell ringer: subtraction review (FA) Begin and end lesson by referring to the learning target. Lesson 11.1 Compare Lengths/Students will use pictures and drawings to compare lengths.  **Assessment:** Go Math workbook pgs. 465-468(SA) | **Standard:**  K.MD.2 Describe and compare measurable attributes.  **Learning Targets:** I can compare the heights of two objects.  **Critical Vocab:** taller, shorter, same height  **Activities/Strategies:** Daily Bell ringer: subtraction review (FA) Begin and end lesson by referring to the learning target. Lesson 11.2 Compare Heights/Students will use pictures and drawings to compare heights.  **Assessment:** Go Math workbook pgs. 469-472(SA) | **Standard:**  K.MD.2 Describe and compare measurable attributes.  **Learning Targets:** I can solve problems using the strategy *draw a picture*.  **Critical Vocab:** taller than, shorter than  **Activities/Strategies:** Daily Bell ringer: subtraction review (FA) Begin and end lesson by referring to the learning target. Lesson 11.3 Problem Solving-Direct Comparison Students will use drawings to compare heights and lengths of classroom objects.  **Assessment:** Go Math workbook pgs. 473-476(SA) | **Standard:**  K.MD.2 Describe and compare measurable attributes.  **Learning Targets:** I can compare the weights of two objects.  **Critical Vocab:** heavier, lighter, same weight  **Activities/Strategies:** Daily Bell ringer: subtraction review (FA) Begin and end lesson by referring to the learning target. Lesson 11.4 Compare Weights/Students will use pictures and drawings to compare weights of classroom objects.  **Assessment:** Go Math workbook pgs. 477-480(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**  **11:30-11:55** | **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.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Uu). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that have /u/. I can identify realism and fantasy.  **Critical Vocab:**  blending, sounds, word family, realism, fantasy, correct letter formation Amazing words: (plane, subway, ferryboat, jetway, tunnel, sidecar)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What are different ways of going places? Build oral language and review amazing words using Talk With Me/Sing With Me charts 25 A/B Envision It: Realism and Fantasy Teacher read aloud Going to the Moon  **Phonemic Awareness**: practice identifying sounds /u/ **Phonics**: /u/ spelled Uu ( Sing learning song: Uncle Ugbee) **Blend Words**: blending –ut word family words (magnetic letters) **Daily Handwriting**: Uu: correct letter formation  **Conventions:** Questions **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.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Uu). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that have /u/. 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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.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Uu). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that have /u/. I can identify realism and fantasy.  **Critical Vocab:**  blending, sounds, word family, realism, fantasy, correct letter formation Amazing words: (plane, subway, ferryboat, jetway, tunnel, sidecar) Let’s Practice It! 96 Poem  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying sounds /u/ **Phonics**: /u/ spelled Uu ( Sing learning song: Uncle Ugbee) **Blend Words**: blending –ut word family words (magnetic letters) **Daily Handwriting**: word family assessment (summative)  **Conventions:** Questions **Assessment:**  word family assessment (SA) Sight Word assessment (SA) Realism and Fantasy 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:** **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 Decodable Story 25 Jen and Will 2. Students will work on letter and word work. (too, was, where, put, old, Uu) 3. Read to self to build stamina. 4. DRA and data notebook 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 Decodable Reader 25 On a Jet 2. Students will work on letter and word work. (too, was, where, put, old, Uu) 3. Read to self to build stamina. 4. DRA and data notebook 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 Kdg. Student Reader Jan and Jem Win! 2. Students will work on letter and word work. (too, was, where, put, old, Uu) 3. Read to self to build stamina. 4. DRA and data notebook 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 Set, Roll! Reader 25 Blue? 2. Students will work on letter and word work. (too, was, where, put, old, Uu) 3. Read to self to build stamina. 4. DRA and data notebook 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. Students will work on letter and word work. (too, was, where, put, old,Uu) 2. Read to self to build stamina. 3. DRA and data notebook assessments.  **Assessment:** various workbook pages |

# 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 |