|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **Standard:**  K.MD.3 Classify objects and count the number of objects in each category.  **Learning Targets:** I can sort and classify objects by color, shape, and size. I can describe information on a graph.  **Critical Vocab:** category, color, size, shape, graph  **Activities/Strategies:** Daily Bell ringer: subtraction review (FA) Begin and end lesson by referring to the learning target. Chapter 12 Pre-Test  **Assessment:** Go Math Assessment Guide pgs. AG149-AG152 | **No School** | **Standard:**  K.MD.3 Classify objects and count the number of objects in each category. K.MD.3 Classify objects and count the number of objects in each category.  **Learning Targets:** I can classify and count objects by color and by shape  **Critical Vocab:** blue, category, classify, color, green, red, yellow, classify, shape, circle, square, triangle, rectangle  **Activities/Strategies:** Daily Bell ringer: subtraction review (FA) Begin and end lesson by referring to the learning target. Lesson 12.1 Algebra-Classify and Count/Students will use pictures and drawings to classify and count objects by color.  Lesson 12.2 Algebra-Classify and Count by Shape/Students will use pictures and drawings to classify and count objects by shape.  **Assessment:** Go Math workbook pgs. 493-496(SA) **and** pgs. 497-500 (SA) | **Standard:**  K.MD.3 Classify objects and count the number of objects in each category.  **Learning Targets:** I can classify and count objects by size. I can make a graph to count objects that have been classified into categories.  **Critical Vocab:** classify, size, big, small, graph, category  **Activities/Strategies:** Daily Bell ringer: subtraction review (FA) Begin and end lesson by referring to the learning target. Lesson 12.3 Algebra-Classify and Count by Size/Students will use pictures and drawings to classify and count objects by size. Lesson 12.4 Make a Concrete Graph/Students will use manipulatives and drawings to graph categorized objects.  **Assessment:** Go Math workbook pgs. 501-504 (SA) **and** pgs. 505-508 (SA)  **\*\*Dinosaur School moved to 10:00** | **Standard:**  K.MD.3 Classify objects and count the number of objects in each category.  **Learning Targets:** I can read a graph to count objects that have been categorized. I can solve problems using the strategy *use logical reasoning*.  **Critical Vocab:** graph, category, logical reasoning  **Activities/Strategies:** Daily Bell ringer: subtraction review (FA) Begin and end lesson by referring to the learning target. Lesson 12.5 Read a Graph/Students will use picture graphs to count objects that have been categorized. Lesson 12.6 Problem Solving-Sort and Count/Students will use pictures and logical reasoning to solve problems.  **Assessment:** Go Math workbook pgs. 509-512 and pgs. 513-516 (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 blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify cause and effect.  **Critical Vocab:**  blending, sounds, word family, cause, effect, correct letter formation Amazing words: (rescue, yacht, mechanic, pilot, sailor, shimmering)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What kinds of transportation help us in an emergency? Build oral language and review amazing words using Talk With Me/Sing With Me charts 26 A/B Envision It: Cause and Effect Teacher read aloud Firefighting  **Phonemic Awareness**: practice identifying middle sounds **Phonics**: practice blends and sounds **Blend Words**: blending –ug word family words (magnetic letters) **Daily Handwriting**: Practice writing words with correct letter formation  **Conventions:** Using commas in a list of things **Assessment:**  white board (formative assessment) | **No School** | **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 blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify cause and effect.  **Critical Vocab:**  blending, sounds, word family, cause, effect, correct letter formation Amazing words: (rescue, yacht, mechanic, pilot, sailor, shimmering)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What kinds of transportation help us in an emergency? Build oral language and review amazing words using Talk With Me/Sing With Me charts 26 A/B Envision It: Cause and Effect Trade Book: Mayday! Mayday! first reading, check retelling  **Phonemic Awareness**: practice identifying middle sounds **Phonics**: practice blends and sounds **Blend Words**: blending –ug word family words (magnetic letters) **Daily Handwriting**: Practice writing words with correct letter formation  **Conventions:** Using commas in a list of things  **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 blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify cause and effect.  **Critical Vocab:**  blending, sounds, word family, cause, effect, correct letter formation Amazing words: (rescue, yacht, mechanic, pilot, sailor, shimmering)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What kinds of transportation help us in an emergency? Build oral language and review amazing words using Talk With Me/Sing With Me charts 26 A/B Envision It: Cause and Effect Trade Book Mayday! Mayday! 2nd reading, check retelling with retelling cards as an aid  **Phonemic Awareness**: practice identifying middle sounds **Phonics**: practice blends and sounds **Blend Words**: blending –ug word family words (magnetic letters) **Daily Handwriting**: Practice writing words with correct letter formation  **Conventions:** Using commas in a list of things **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 blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify cause and effect.  **Critical Vocab:**  blending, sounds, word family, cause, effect, correct letter formation Amazing words: (rescue, yacht, mechanic, pilot, sailor, shimmering) Let’s Practice It! 202 Fable  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying middle sounds **Phonics**: practice blends and sounds **Blend Words**: blending –ug word family words (magnetic letters) **Daily Handwriting**: word family assessment (summative)  **Conventions:** Using commas in a list of things **Assessment:**  word family assessment (SA) Sight Word assessment (SA) Cause and Effect Assessment(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 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:** Modified Daily Five: 1. Students will work in a small group and read2. Students will work on sight word work. 3. Read to self to build stamina. 4. Journal Writing  **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 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:** Modified Daily Five: 1. Students will work in a small group and read2. Students will work on sight word work. 3. Read to self to build stamina. 4. Journal Writing  **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 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:** Modified Daily Five: 1. Students will work in a small group and read2. Students will work on sight word work. 3. Read to self to build stamina. 4. Journal Writing  **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 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:** Modified Daily Five: 1. Students will work in a small group and read2. Students will work on sight word work. 3. Read to self to build stamina. 4. Journal Writing  **Assessment:** various workbook pages |

# 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 |