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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **No School**  ***Memorial Day Holiday*** | **Standard:** No kindergarten standard: enrichment activity to increase the rigor in order to prepare for first grade.  **Learning Targets:** I can tell time to the hour using analog and digital clocks.  **Critical Vocab:** analog clock, digital clock  **Activities/Strategies:** Hands on Lesson 18-19 (pgs.P289-292). Numbers on a Clock and Telling Time to the Hour. Students will use analog clocks to tell time to the hour.  **Assessment:** workbook pages | **Standard:** No kindergarten standard: enrichment activity to increase the rigor in order to prepare for first grade.  **Learning Targets:** I can tell time to the hour using analog and digital clocks.  **Critical Vocab:** analog clock, digital clock  **Activities/Strategies:** Numbers on a Clock and Telling Time to the Hour. Students will use analog and digital clocks to tell time to the hour.  **Assessment:** workbook pages | **Standard:** No kindergarten standard: enrichment activity to increase the rigor in order to prepare for first grade.  **Learning Targets:** I can tell time to the hour using analog and digital clocks.  **Critical Vocab:** analog clock, digital clock  **Activities/Strategies:** Numbers on a Clock and Telling Time to the Hour. Students will use analog and digital clocks to tell time to the hour.  **Assessment:** workbook pages  **\*\*Dinosaur School moved to 10:00** | **Field Day** |
| **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** | **No School**  *Memorial Day Holiday* | **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. I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words with blends. I can describe a story plot.  **Critical Vocab:**  blending, sounds, plot, Amazing words: (engine, passenger, mountain, tracks, roundhouse, valley)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What kind of work do trains do? Build oral language and review amazing words using Talk With Me/Sing With Me charts 28 A/B Envision It: Plot Teacher read aloud: The El  **Phonemic Awareness**: practice identifying sounds  **Phonics**: consonant blends **Conventions:** Nouns **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. I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words with blends. I can describe a story plot.  **Critical Vocab:**  blending, sounds, plot Amazing words: (engine, passenger, mountain, tracks, roundhouse, valley)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What kind of work do trains do? Build oral language and review amazing words using Talk With Me/Sing With Me charts 28 A/B Envision It: Plot Trade Book: The Little Engine That Could first reading, check retelling  **Phonemic Awareness**: practice identifying sounds **Phonics**: consonant blends **Conventions:** Nouns **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. I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can describe a story plot.  **Critical Vocab:**  blending, sounds, plot Amazing words: (engine, passenger, mountain, tracks, roundhouse, valley)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What kind of work do trains do? Build oral language and review amazing words using Talk With Me/Sing With Me charts 28 A/B Envision It: Literary Elements Trade Book: The Little Engine That Could second reading, check retelling with retelling cards as an aid  **Phonemic Awareness**: practice identifying sounds **Phonics**: consonant blends  **Conventions:** nouns **Assessment:**  white board (formative assessment) | **Field day** |

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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 Reader 28 Jan and Gus 2. Students will work on letter and word work 3. Read to self to build stamina 4. End of the year kindergarten 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 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 28 Jan at the Fair 2. Students will work on letter and word work 3. Read to self to build stamina. 4. End of the year kindergarten writing  **Assessment:** various workbook pages | Old Mill Band Concert/Talent Show @ 1:30 | **Field Day** |

# 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 |