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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Math**  **Kindergarten** | **Standard:** K.CC.5 Count to tell the number of objects. K.CC.3 Know number names and the count sequence.  **Learning Targets:** I can show, count, and write 9.  **Critical Vocab:** nine  **Activities/Strategies:** Use counters and drawings to show and count 9. Write 9.  Lesson 3.9 Model and Count 9 and Lesson 3.8 Count and Write 9  **Assessment:** workbook pages 121-124 | **Standard:** K.CC.5 Count to tell the number of objects. K.CC.3 Know number names and the count sequence. **Learning Targets:** I can show, count, and write numbers 6-9.  **Critical Vocab:** six, seven, eight, nine  **Activities/Strategies:** Use drawings and writing to show, count, and write numbers 6-9. Chapter 3 Review  **Assessment:** workbook pages 125-128 | **Standard:** K.CC.5 Count to tell the number of objects. K.CC.3 Know number names and the count sequence. **Learning Targets:** I can show, count, and write numbers 6-9.  **Critical Vocab:** six, seven, eight, nine  **Activities/Strategies:** Use drawings and writing to show, count, and write numbers 6-9. Chapter 3 Assessment  **Assessment:** workbook pages AG55-AG58, AG63 | **Standard:** K.CC.5 Count to tell the number of objects.  **Learning Targets:** I can show and count 10 objects.  **Critical Vocab:** ten  **Activities/Strategies:** Use counters to model different ways to make 10.  Lesson 4.1 Model and Count 10  **Assessment:** workbook pages 133-136 | **Standard:** K.CC.3 Know number names and the count sequence.  **Learning Targets:** I can count and write 10 with words and numbers.  **Critical Vocab:** ten  **Activities/Strategies:** Count 10, write the numeral 10, and write the word ten.  Lesson 4.2 Count and Write 10  **Assessment:** workbook pages 137-140 |
| Reading  1st grade | **Standard:** **see 1st grade information and plans from Reading Street** | **Standard:** **see 1st grade information and plans from Reading Street** | **Standard:** **see 1st grade information and plans from Reading Street** | **Standard:** **see 1st grade information and plans from Reading Street** | **Standard:** **see 1st grade information and plans from Reading Street** | |
|  | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | |
| **iSteam**  **1:00-1:50** | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.  **Learning Targets:** I can listen to and discuss a story about building.  **Critical Vocab:** stable, structure  **Activities/Strategies:** Students will listen to the story *Dreaming Up. We will have a d*iscussion of different types of structures and materials used in building.  **Assessment:** teacher observation | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.  **Learning Targets:** I can illustrate a home.  **Critical Vocab:** stable, home  **Activities/Strategies:** Reread the story *Dreaming Up.* Have the students illustrate a home.  **Assessment:** teacher observation | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.  **Learning Targets:** I can work in a collaborative group to create a building out of index cards.  **Critical Vocab:** stable, structure, collaborative group  **Activities/Strategies:** Go over group work expectations. Building must be ruler height, and must hold stuffed animal on top for one minute.  **Assessment:** teacher observation | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.  **Learning Targets:** I can listen to and discuss a story about building.  **Critical Vocab:** stable, structure, foundation, frames, walls, and roofs  **Activities/Strategies:** Students will listen to the story Look at That Building!We will have a discussion of different types of structures and materials used in building.  **Assessment:** teacher observation | **Standard:**  K-2-ETS1-2 Develop a Physical model to illustrate how the shape of an object helps its function.  **Learning Targets:** I can illustrate a doghouse.  **Critical Vocab:** stable, structure, foundation, frame, walls, and roofs  **Activities/Strategies:** Reread the story *Look at That Building!* Have the students illustrate a plan for making a doghouse while considering that they need a foundation, frame, walls, and roofs.  **Assessment:** teacher observation | |
| **Core Reading**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan** | **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. **RL.K.7** Illustrations in stories **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.K3** Identify characters, setting, and major events in a story. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts.  **Learning Targets:**  I can identify uppercase and lowercase letters (Ss,). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words that begin with /s/. I can identify the setting.  **Critical Vocab:** setting, blending, sounds, word family (Amazing words: calf, cub, joey, grassland, pup, foal)  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: What special animals live in the grasslands? Oral **Vocabulary:** Talk with Me/Sing with Me - Introduce Amazing Words **Phonemic Awareness**: Identify and discriminate words with initial /p/. **Phonics**: Recognize uppercase P and lowercase p. - Associate the sound /p/ with the spelling p. **Blend Words**: Blend and read words with /p/. - Review sound-spellings for Aa, Mm, Ss, and Tt. **Text-Based Comprehension**: Identify and describe main idea. Read Aloud: Read "A Growing Foal" TE p. 225  Modified Daily Five: 1. Teacher will work with small group reading Decodable Story 9 "Pat the Cat": Read high-frequency words: I, like, to, my, we. 2. Asst. will lead Predictable chart Dictate ***We play \_\_\_\_.*** 3. Students will work on letter and word work. (one, we, yes, Pp) 4. Read to self to build stamina. **Assessment:**  Reader's and Writer's Notebook pp. 105–108 | **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. **RL.K.7** Illustrations in stories **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.K3** Identify characters, setting, and major events in a story. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts.  **Learning Targets:**  I can identify uppercase and lowercase letters (S,s). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words that begin with /s/. I can retell a story. I can identify the setting of a story.  **Critical Vocab:** setting, retelling, blending, sounds, (Amazing words: calf, cub, joey, grassland, pup, foal)  **Activities/Strategies:**  **Content Knowledge**: Discuss the Question of the Week: What special animals live in the grasslands?  **Oral Vocabulary**: Talk with Me/Sing with Me- Amazing Words Routine **Phonemic Awareness:** Practice initial and final /p/. - Distinguish rhyming words. **Phonics**: Practice /p/ spelled Pp.- Blend /p/ words. **Text-Based Comprehension**: Practice identifying main idea in a story. Big Book: First Read - "Animal Babies in Grasslands" - Preview and predict based on the cover and title. - Read for Understanding Routine: Build Interest - Retell the story. Think, Talk, and Write: Confirm predictions. - Practice main idea.  Close Reading: “Silly Pig”  **Assessment:**  Reader's and Writer's Notebook pp. 97–98 | **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. **RL.K.7** Illustrations in stories **LK1a** print many upper and lowercase letters. **RL.K.3**. With prompting and support, identify characters, settings, and major events in a story. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) 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.**RFK1c** Words are separated by spaces. **RF.K2a** rhyming words. **RL.K3** Identify characters, setting, and major events in a story. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts.  **Learning Targets:**  I can identify uppercase and lowercase letters Ss. I can identify amazing and sight words. I can identify with initial and final /s/. I can count syllables in words.  **Critical Vocab:** initial/final sounds, counting syllables, blending, setting, sounds (Amazing words: calf, cub, joey, grassland, pup, foal )  **Activities/Strategies:**  **Content Knowledge:** Discuss the Question of the Week: What special animals live in the grasslands? **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Isolate final /p/. - Discriminate sounds.- Substitute final sounds. **Phonics**: Practice /p/ spelled Pp. - Read /p/ words. - Review sound-spellings Aa, Mm, Ss, and Tt.  **Text-Based Comprehension**: Retell "Animal Babies in Grasslands." - Practice main idea. Big Book: Second Read - "Animal Babies in Grasslands" - Read for Understanding Routine: Develop Vocabulary  **Assessment:**  Reader's and Writer's Notebook pp. 111–114 | **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. **RL.K.7** Illustrations in stories **LK1a** print many upper and lowercase letters. **RL.K.3**. With prompting and support, identify characters, settings, and major events in a story. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) 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. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts.  **Learning Targets:**  I can identify uppercase and lowercase letters Aa. I can identify amazing and sight words. I can substitute medial sounds. I can compare and contrast.  **Critical Vocab:** medial sounds, blending, compare and contrast, sounds (Amazing words: calf, cub, joey, grassland, pup, foal )  **Activities and Strategies:**  **Content Knowledge**: Discuss the Question of the Week: What special animals live in the grasslands? **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Review /s/.  **Phonics**: Review /s/ spelled Ss. **Text-Based Comprehension**: Practice main idea.- Review comparing and contrasting. Big Book: Third Read - "Animal Babies in Grasslands" - Read for Understanding Routine: Develop Comprehension  **Assessment:** workbook pages 103–104 | **Standard:** **RFK.1d** name letters **RFK.2.**b. Count, pronounce, blend, and segment syllables in spoken words. **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **RL.K.7** Illustrations in stories **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **LK1a** print many upper and lowercase letters. **RI.K3**. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts.  **Learning Targets:**  I can identify uppercase and lowercase letters. I can identify amazing and sight words. I can blend onsets and rimes. I can identify the setting of a story.  **Critical Vocab:** initial and final sounds, setting, blending, sounds (Amazing words: calf, cub, joey, grassland, pup, foal )  **Activities/Strategies**:  **Content Knowledge**: Discuss the Question of the Week: What special animals live in the grasslands? **Oral Vocabulary:** Talk with Me/Sing with Me- Check Oral Vocabulary **Phonemic Awareness**: Review initial and final /p/. **Phonics**: Review /p/ spelled Pp. - Review high-frequency words: we, my, like. - Reread choice of this week's readers.  **Let's Practice It!:** Recognize a folk tale. - Identify the big idea of a folk tale. - Connect the big idea to personal experience. Read Aloud: Read "Anansi's Hat-Shaking Dance" TE p. 297. **Assessment:**  Assessment: Monitor Progress - Check Word and Sentence Reading **Comprehension Assessment**: Monitor Progress - Comprehension Assessment: Monitor Progress - Review and assess understanding of main idea.  **Word Family Assessment**: Writing **High-Frequency Words**: will, brown, a, little, the, purple, to, am, yellow, green, pink, my is, here, orange, black, like, red, blue, I, white, go, no | |

# 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 |