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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **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 | **Standard:** K.OA.4 Understand addition as putting together and adding to.  **Learning Targets:** I can use a drawing to make 10 from a given number.  **Critical Vocab:** ten, addition  **Activities/Strategies:** Use cubes of two colors to show different ways to make 10.  Lesson 4.3 Algebra/Ways to Make 10  **Assessment:** workbook pages141-144 | **Standard:** K.CC.2 Know number names and the count sequence. **Learning Targets:** I can count forward to 10 from a given number.  **Critical Vocab:** ten, forward  **Activities/Strategies:** Use counters and ten frames to count forward from a given number. Lesson 4.4 Count and Order to 10  **Assessment:** workbook pages 145-148 | **Standard:** K.CC.6 Compare numbers. **Learning Targets:** I can solve problems using the strategy *make a model*.  **Critical Vocab:** strategy  **Activities/Strategies:** Use counting cubes and drawings to solve problems by making models. Lesson 4.5 Problem Solving/Compare by Matching Sets to 10  **Assessment:** workbook pages 149-152 |
| **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**  **11:55-12:50** | **Lunch/ Planning**  **11:55-12:50** | **Lunch/ Planning**  **11:55-12:50** | **Lunch/ Planning**  **11:55-12:50** | **Lunch/ Planning**  **11:55-12:50** | |
| **iSteam Lab/Reading/Math/**  **1:00-1:50**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | Computer Lab - **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.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **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.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **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.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **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.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **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.  **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**  **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. **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. **LK 6** Use words and phrases acquired through conversations, being read to, and responding to texts. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).  **Learning Targets:**  I can identify uppercase and lowercase letters (Cc,). 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 /k/. I can distinguish between realism and fantasy..  **Critical Vocab:** realism, fantasy, blending, sounds, word family (Amazing words: sleep, cave, storm, winter, woods, blustery)  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: What unique thing does a bear do in the winter? **Oral Vocabulary**: Talk with Me/Sing with Me - Introduce Amazing Words **Phonemic Awareness**: Identify and discriminate words with initial /k/. **Phonics**: Recognize uppercase C and lowercase c. - Associate the sound /k/ with the spelling c. **Blend Words**: Blend and read words with /k/.- Review sound-spellings for Aa, Mm, Pp, Ss, and Tt. **Daily Handwriting**: Write uppercase C and lowercase c.  **Text-Based Comprehension**: Identify and distinguish realism and fantasy. Read Aloud: Read "Bolie's First Winter" TE p. 325 **Assessment:**  Reader's and Writer's Notebook pp. 117–120 | **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. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).  **Learning Targets:**  I can identify uppercase and lowercase letters (Cc). 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 /k/. I can retell a story. I can identify realism and fantasy.  **Critical Vocab:** realism, fantasy, retelling, blending, sounds, (Amazing words: sleep, cave, storm, winter, woods, blustery)  **Activities/Strategies:**  **Content Knowledge**: Discuss the Question of the Week: What unique thing does a bear do in the winter? **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Practice initial and final /k/. - Blend sounds to make words. **Phonics**: Practice /k/ spelled Cc. - Blend /k/ words. **Daily Handwriting**: Write uppercase C and lowercase c.  **Text-Based Comprehension:** Practice realism and fantasy. Big Book: First Read - "Bear Snores On" - 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 realism and fantasy. **Assessment:**  Reader's and Writer's Notebook pp. 121–122 | **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. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).  **Learning Targets:**  I can identify uppercase and lowercase letters Cc. I can identify amazing and sight words. I can identify with initial and final /k/. I can count syllables in words.  **Critical Vocab:** initial/final sounds, counting syllables, blending, setting, sounds (Amazing words: sleep, cave, storm, winter, woods, blustery)  **Activities/Strategies:**  **Content Knowledge**: Discuss the Question of the Week: What unique thing does a bear do in the winter? **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Isolate final /k/. - Discriminate sounds. - Count syllables in words. - Segment words. **Phonics**: Practice /k/ spelled Cc. - Read /k/ words. - Create new words by changing letters.  **Assessment:**  Reader's and Writer's Notebook pp. 123–126 | **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. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).  **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: sleep, cave, storm, winter, woods, blustery)  **Activities and Strategies:**  **Content Knowledge**: Discuss the Question of the Week: What unique thing does a bear do in the winter? **Oral Vocabulary:** Talk with Me/Sing with Me- Amazing Words Routine **Phonemic Awareness**: Review /p/. **Phonics**: Review /p/ spelled Pp. Spelling: Spell words with /k/ spelled Cc.  **Assessment:** workbook pages 127–128 | **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. **RL.K5** Recognize common types of texts (e.g., storybooks, poems).  **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: sleep, cave, storm, winter, woods, blustery)  **Activities/Strategies**:  **Content Knowledge**: Discuss the Question of the Week: What unique thing does a bear do in the winter? **Oral Vocabulary**: Talk with Me/Sing with Me - Check Oral Vocabulary **Phonemic Awareness**: Review initial and final /k/. **Phonics**: Review /k/ spelled Cc. - Review high-frequency words: we, my, like. - Reread choice of this week's readers  **Let's Practice It!:** Recognize a lullaby. - Identify rhythm and rhyme. Read Aloud: Read "Rock-a-Bye, Baby" TE p. 399  **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. three, can, and, two, play, we | |

# 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 |