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| **Daily Agenda:*****Reading/ELA*** ***Week 2:* A Fox and a Kit, Corduroy** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** **How do wild animals take care of their babies?****HFW:** eat, her, five, this, four, too**Amazing words:** observe, wild, screech, reserve, parent, canopy, million, native |
| **Learning Target** |  |  | I can successfully use I can successfully comprehend  story.I can successfully**use inflected ending -s, inflected ending -ing** | I can successfully use I can successfully comprehend  story.I can successfully**use inflected ending -s, inflected ending -ing** | I can successfully use I can successfully comprehend  story.I can successfully**use inflected ending -s, inflected ending -ing** |
| **Common Core/ Quality Core** |  |  | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  | Standard**CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
| **Instructional Practices** |  |  | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* |
| **Bell Ringer****Activities/ Assignments/Exit** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/a_fox_and_a_kit.pdf> |
| **Intended Homework** |  |  | Homework packet | Homework packet | None |
| **Accommodations** |  |  | See attached list | See attached list | See attached list |
| **Assessment:**\*Formative-F\*Summative-S |  |  | **F-Teacher observation and individual student work** | **F-Teacher observation and individual student work** | S-**Weekly assessment** |

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| **Daily Agenda:*Math*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** Difference, subtract, subtraction sentence, take away, count back |
| **Learning Target** |  |  | **I can:** I can use an addition fact to find the answer to a subtraction fact.  | **I can:** I can make 10 as a strategy to subtract. | **I can:** I can break apart a 10 to subtract. |
| **Common Core/ Quality Core** |  |  | Standard**CC.1.OA.4** - Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. | Standard**CC.1.OA.6** – Add and subtract within 20. | Standard**CC.1.OA.6** – Add and subtract within 20. |
| **Instructional Practices** |  |  | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* |
| **Bell Ringer Activities/ Assignments/Exit** |  |  | Mega MathChapter 4Lesson 4.3-count backFast Math | Mega MathChapter 4Lesson 4.4Fast Math | Mega MathChapter 4Lesson 4.5Fast Math |
| **Intended Homework** |  |  | Homework packet | Homework packet | None-Homework packet due |
| **Accommodations** |  |  | See attached list | See attached list | See attached list |
| **Assessment:**\*Formative-F\*Summative-S |  |  | F-Student work, teacher observation | F-Student work, teacher observation | F-Student work, teacher observation |

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| **Daily Agenda:*****Social Skills: Classroom skills-Controlling our emotions*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: active listening, patiently waiting, on task** |
| **Learning Target** |  |  | **I can:**  demonstrate good leadership skills. I can wait patiently for a turn or to be called on. | **I can:**  demonstrate good leadership skills. I can help others. I can stay on task. | **I can:**  demonstrate good leadership skills. I can help others. I can have encourage others. I can wait patiently. I can stay on task. I can demonstrate good sportsmanship. |
| **Common Core/ Quality Core** |  |  | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8 Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. |
| **Instructional Practices** |  |  | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* |
| **Bell Ringer****Activities/ Assignments/Exit** |  |  | Discussion-worries or concernsComplete any unfinished daily work.Classroom skills-Active listening-Close read, hearts activity | Discussion-worries or concernsComplete any unfinished daily work. Staying on task powerpoint and discussion-role play.Social skills binders | Discussion-worries or concernsComplete any unfinished daily work.Fun Friday, Goal monitoringCooperative game-red handed (reading facial expression) |
| **Intended Homework** |  |  | None | None | None |
| **Accommodations** |  |  | See attached list | See attached list | See attached list |
| **Assessment:**\*Formative-F\*Summative-S |  |  | F-student work and teacher observations | F-student work and teacher observations | F-student work and teacher observations |

Accommodations:

C.B.-relaxation strategies, visual and verbal prompts, breaks when needed, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

C.F.- verbal & visual prompts, frequent breaks, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

A.A.M.-visual supports for expectations, corrective feedback, direct instruction in replacement behaviors, DI in social skills, frequent positive feedback, repeated directions, reinforcement menu, proximity control, sequential directions, frequent breaks, and opportunity for movement.

A.A.-Frequent positive feedback and praise, structured transitions, proximity control, opportunities for movement, signal/ reference cues, positive reinforcement, modeling behaviors.

E.H.- visual timer, redirection, corrective feedback and reteaching, sensory strategies & breaks, first/then strategy, modeling behaviors, reinforcers, verbal & visual cues.

N.B.- visual and verbal prompts and cues, modeling, social stories, visual display for classroom routines and expectations, preferential seating, proximity, advanced warnings, structured transitions

M.J.-Paraphrasing, prompting/cueing, extended time (double), frequent movement and breaks, visual timer, redirection and repeated directions, sensory modulation strategies.