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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | *No School* | *No School for students* | **Standard:** K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.  **Learning Targets:** I can count and write 8 with words and numbers.  **Critical Vocab:** eight  **Instructional Method:** Small group/one on one  **Activities/Strategies:** Count 8, write the numeral 8, write the word eight.  Lesson 3.6 Count and Write 8  **Assessment:** workbook pages 109-112 | **Standard:** K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, of as many as 10 things in a scattered configuration given a number from 1-20, count out that many objects.  **Learning Targets:** I can show and count 8 objects.  **Critical Vocab:** eight  **Instructional Method:** Small group/one on one  **Activities/Strategies:** Use counters and drawings to show and count 8.  Lesson 3.7 Model and Count 8  **Assessment:** workbook pages 113-116 | **Standard:** K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.  **Learning Targets:** I can count and write nine with words and numbers.  **Critical Vocab:** nine  **Activities/Strategies:** Count 9, write the numeral 9, and write the word nine.  Lesson 3.8 Count and Write 9  **Assessment:** workbook pages 117-120 |
| **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** | |
|  |  |  | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | **Lunch/ Planning**  **11:55-1:00** | |
| **iSteam Lab/Reading/Math/**  **1:00-1:50**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** |  |  | **iSTEAM – See Mr. Cox’s lesson plans**  \*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 | **iSTEAM – See Mr. Cox’s lesson plans**  \*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 | **iSTEAM – See Mr. Cox’s lesson plans**  \*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** | |
| **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. **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. **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 sight words. I can identify the main idea of a story.  **Critical Vocab:** initial sounds, sounds, main idea  **Instructional Method:** Small group/one on one  **Activities/Strategies:**  **Content Knowledge:** Discuss the Question of the Week: what does it mean to vote? **Phonemic Awareness**: Isolate final /p/. - Discriminate sounds- Substitute final sounds. **Phonics**: - Review sound-spellings Aa, Mm, Ss, Tt, Pp  **Text-Based Comprehension**: Reading A-Z Level M **I Can Vote** Teachers will read aloud story to students. Student will identify the main idea of story. Watch Youtube video: voting on Sesame Street. Student will then participate in a voting experience after which we will count votes and graph information.  Teacher’s will begin working on mid-term assessing with Student Data Binders: Students will work individually in learning centers.  **Assessment:**  voting exit slip | **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**. K-LS1-1** Use observations to describe patterns of what plants and animals need to survive. **K-ESS3-1** Use a model to represent the relationship between the needs of different plants or animals and the places they live.  **Learning Targets:**  I can identify uppercase and lowercase letters. I can identify sight words.  **Critical Vocab:** initial sounds, sounds  **Instructional Method:** Small group/one on one  **Activities/Strategies:**  **Content Knowledge:** Discuss the Question of the Week: How do the plant parts help the plant live and grow? **Phonemic Awareness**: Isolate final /p/. - Discriminate sounds- Substitute final sounds. **Phonics**: - Review sound-spellings Aa, Mm, Ss, Tt, Pp  **Text-Based Comprehension**: My On Reading “Spot the Difference: Plants” Shared reading together discuss plant parts and how each part helps the plant. Teacher will model a four square writing prompt about plants and parts.  **Assessment:**  four square modeled writing exit slip | **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**. K-LS1-1** Use observations to describe patterns of what plants and animals need to survive. **K-ESS3-1** Use a model to represent the relationship between the needs of different plants or animals and the places they live.  **Learning Targets:**  I can identify uppercase and lowercase letters. I can identify sight words.  **Critical Vocab:** initial sounds, sounds  **Activities/Strategies:**  **Content Knowledge:** Discuss the Question of the Week: How do the plant parts help the plant live and grow? **Phonemic Awareness**: Isolate final /p/. - Discriminate sounds- Substitute final sounds. **Phonics**: - Review sound-spellings Aa, Mm, Ss, Tt, Pp  **Text-Based Comprehension**: My On Reading “The Science Behind Plants” Shared reading together discuss plant parts and how each part helps the plant. Teacher will model a four square writing prompt about plants and parts.  **Assessment:**  four square modeled writing exit slip | |

# 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 |