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| **Daily Agenda:*****Reading/ELA*** ***Week 1:* Get the Egg!, A Plump and Perky Turkey, The Giving Tree** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** **Which wild animals live in our neighborhood?****HFW:** saw, tree, small, your, please, pretty, soon, after, again**Amazing words:** habitat, survive, croak, hatch, chirp, moist**Phonics and spelling:** men, ten, jet, bed, red, net, sled, step, leg, wet |
| **Learning Target** | I can successfully use short e. I can successfully comprehend story.I can successfully**use initial consonant blends.** | I can successfully use short e. I can successfully comprehend story.I can successfully**use initial consonant blends.** | I can successfully use short e. I can successfully comprehend story.I can successfully**use initial consonant blends.** | I can successfully use short e. I can successfully comprehend story.I can successfully**use initial consonant blends.** | I can successfully use short e. I can successfully comprehend story.I can successfully**use initial consonant blends.** |
| **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..  | 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* | *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/get_the_egg.pdf> |
| **Intended Homework** | Homework packet | Homework packet | Homework packet | Homework packet | None |
| **Accommodations** | See attached list | See attached list | 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** | **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 break apart to subtract. | I can break apart to subtract. | **I can:** use subtraction strategies | **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.6** - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | Standard**CC.1.OA.3** - Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.) | Standard**CC.1.OA.3** - Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.) | Standard**CC.1.OA.3** - Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.) | 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* | *Small Group**Individual**Learning Centers**Differentiated* | *Small Group**Individual**Learning Centers**Differentiated* |
| **Bell Ringer Activities/ Assignments/Exit** | Mega MathChapter 4Lesson 4.6-169-172Fast Math | Mega MathChapter 4Unit reviewFast Math | Mega MathChapter 4Chapter TestFast Math | Mega MathChapter 4Chapter TestFast Math | Mega MathFast MathSpiral review |
| **Intended Homework** | Homework packet | Homework packet | Homework packet | Homework packet | None-Homework packet due |
| **Accommodations** | See attached list | See attached list | 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 | 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 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.2.8Recall 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* | *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-Read aloud-“Lacey Walker Nonstop Talker” | Discussion-worries or concernsComplete any unfinished daily work.Classroom skills-“ Hands Off Harry!” | Discussion-worries or concernsComplete any unfinished daily work.Classroom skills-“Personal Space Camp” | Discussion-worries or concernsComplete any unfinished daily work. Social skills binders | Discussion-worries or concernsComplete any unfinished daily work.Fun Friday, Goal monitoringCooperative game-BINGO! |
| **Intended Homework** | None | None | None | None | None |
| **Accommodations** | See attached list | See attached list | 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 | 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.