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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning meeting/ calendar**  **9:00-9:25**  **Abcde, Emily, Noah, Aidan Instructional Method-Small group or one on one** | *No School for Students* | **Standard:** **SC-EP-2.3.2 Observe** and record weather on a daily basis using appropriate vocabulary.  **KCC3** Know the number names and the count sequence. **KCC1** Count to 100 by 1’s and 10’s. **K NBT 1** work with numbers 11-19 to gain place value **WK 5** peer suggestions when writing (morning message)  **Learning Targets:** I can identify the day, date, month, and year. I can identify yesterday, today, tomorrow. I can name the days of the week in order. I can name the months of the year. I can count how many days we have been in school. I can represent the number of days in school with ones, tens, and hundreds. **Morning Message**: I can begin sentences with capital letters, use spaces between words, use end punctuation, write with correct directionality  **Critical Vocab:** days, date, month, year, yesterday, today, tomorrow, ones, tens, and hundreds | **Standard:** **SC-EP-2.3.2 Observe** and record weather on a daily basis using appropriate vocabulary.  **KCC3** Know the number names and the count sequence. **KCC1** Count to 100 by 1’s and 10’s. **K NBT 1** work with numbers 11-19 to gain place value **WK 5** peer suggestions when writing (morning message)  **Learning Targets:** I can identify the day, date, month, and year. I can identify yesterday, today, tomorrow. I can name the days of the week in order. I can name the months of the year. I can count how many days we have been in school. I can represent the number of days in school with ones, tens, and hundreds. **Morning Message**: I can begin sentences with capital letters, use spaces between words, use end punctuation, write with correct directionality  **Critical Vocab:** days, date, month, year, yesterday, today, tomorrow, ones, tens, and hundreds | **Standard:** **SC-EP-2.3.2 Observe** and record weather on a daily basis using appropriate vocabulary.  **KCC3** Know the number names and the count sequence. **KCC1** Count to 100 by 1’s and 10’s. **K NBT 1** work with numbers 11-19 to gain place value **WK 5** peer suggestions when writing (morning message)  **Learning Targets:** I can identify the day, date, month, and year. I can identify yesterday, today, tomorrow. I can name the days of the week in order. I can name the months of the year. I can count how many days we have been in school. I can represent the number of days in school with ones, tens, and hundreds. **Morning Message**: I can begin sentences with capital letters, use spaces between words, use end punctuation, write with correct directionality  **Critical Vocab:** days, date, month, year, yesterday, today, tomorrow, ones, tens, and hundreds | **Standard:** **SC-EP-2.3.2 Observe** and record weather on a daily basis using appropriate vocabulary.  **KCC3** Know the number names and the count sequence. **KCC1** Count to 100 by 1’s and 10’s. **K NBT 1** work with numbers 11-19 to gain place value **WK 5** peer suggestions when writing (morning message)  **Learning Targets:** I can identify the day, date, month, and year. I can identify yesterday, today, tomorrow. I can name the days of the week in order. I can name the months of the year. I can count how many days we have been in school. I can represent the number of days in school with ones, tens, and hundreds. **Morning Message**: I can begin sentences with capital letters, use spaces between words, use end punctuation, write with correct directionality  **Critical Vocab:** days, date, month, year, yesterday, today, tomorrow, ones, tens, and hundreds |
| **Core Math K**  **9:30-10:05**  **10:55-11:40**  **(**Emily,Noah, Abcde, Aidan) | *School for students* | **Standard:** CC.K.OA.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.  **Learning Targets:** I can use a counting strategy to compare sets of objects.  **Critical Vocab:** less than, greater than, same  **Instructional Method:** One on one/small group  **Activities/Strategies:** Count and compare the number of objects in sets.  Lesson 2.5 Compare by Counting Sets to 5  **Assessment:** workbook pages 77-80 | **Standard:** CC.K.OA.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.  **Learning Targets:** I can use matching and counting to compare sets of objects.  **Critical Vocab:** same, number, compare, greater than, less than **Instructional Method:** One on one/small group  **Activities/Strategies:** Count and compare sets of objects to 5  Chapter 2 Review  **Assessment:** workbook pages 81--84 | **Standard:** CC.K.OA.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.  **Learning Targets:** I can count and compare sets of objects to 5 and identify which set is less than, greater than, or the same as a given set.  **Critical Vocab:** greater than, less than, same, number, compare **Instructional Method:** One on one/small group  **Activities/Strategies:** Use counting and matching to compare sets to 5.  Chapter 2 Test  **Assessment:** workbook pages AG 45-AG48, AG53 | **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, or as many as 10 things in a scattered configuration; given a number from 1 to 20 count out that many objects.  **Learning Targets:** I can show and count 6 objects.  **Critical Vocab:** six **Instructional Method:** One on one/small group  **Activities/Strategies:** Use two-color counters to model different ways to make six.  Lesson 3.1 Model and Count 6  **Assessment:** workbook pages 89-92 | |
| **Reading 1st grade**  **10:00-11:00**  **Connor** | *No* | **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**  **11:55-1:00** | **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 Lab/Reading/Math/**  **1:00-1:50**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | *No School for Students* | Literacy – **Standard:**  **RFK.1d** name letters **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. **CC.K.OA.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. **KCC3** Know the number names and the count sequence.  **Learning Targets:** I can read with one to one correspondence. I can identify letters and sounds. I can identify numbers to 10. I can model numbers to 10. I can compare numbers to 10.  **Critical Vocab:** one to one correspondence, letters, sounds **Instructional Method:** One on one/small group  **Activities/Strategies:** Great Leaps (RTI tutors) Reading A-Z Leveled Readers Level AA Farm Animals Level A I See My Colors practice sight words and touch reading **Math** rotations: counting, number recognition, comparing numbers, number writing  **Assessment:** RTI probes…teacher observation | Literacy – **Standard:**  **RFK.1d** name letters **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. **CC.K.OA.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. **KCC3** Know the number names and the count sequence.  **Learning Targets:** I can read with one to one correspondence. I can identify letters and sounds. I can identify numbers to 10. I can model numbers to 10. I can compare numbers to 10.  **Critical Vocab:** one to one correspondence, letters, sounds **Instructional Method:** One on one/small group  **Activities/Strategies:** Great leaps (RTI tutors) Reading A-Z Leveled Readers Level AA Farm Animals Level A I See My Colors practice sight words and touch reading **Math** rotations: counting, number recognition, comparing numbers, number writing  **Assessment:** RTI probes…teacher observation | Literacy – **Standard:**  **RFK.1d** name letters **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. **CC.K.OA.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. **KCC3** Know the number names and the count sequence.  **Learning Targets:** I can read with one to one correspondence. I can identify letters and sounds. I can identify numbers to 10. I can model numbers to 10. I can compare numbers to 10.  **Critical Vocab:** one to one correspondence, letters, sounds **Instructional Method:** One on one/small group  **Activities/Strategies:** Great leaps (RTI tutors) Reading A-Z Leveled Readers Level AA Farm Animals Level A I See My Colors practice sight words and touch reading **Math** rotations: counting, number recognition, comparing numbers, number writing  **Assessment:** RTI probes…teacher observation | \*Literacy – **Standard:**  **RFK.1d** name letters **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. **CC.K.OA.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. **KCC3** Know the number names and the count sequence.  **Learning Targets:** I can read with one to one correspondence. I can identify letters and sounds. I can identify numbers to 10. I can model numbers to 10. I can compare numbers to 10.  **Critical Vocab:** one to one correspondence, letters, sounds **Instructional Method:** One on one/small group  **Activities/Strategies:** Great Leaps (RTI tutors) Reading A-Z Leveled Readers Level AA Farm Animals Level A I See My Colors practice sight words and touch reading **Math** rotations: counting, number recognition, comparing numbers, number writing  **Assessment:** RTI probes…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** | |
| **Core Reading**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | *No School for Students* | **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. **LK5.a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent  **Learning Targets:**  I can identify –at word family words. 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 /t/. I can categorize and classify.  **Critical Vocab:** blending, sounds, classify. (Amazing words: scooping, squelching, spinning, swooshing, gobbling, rumbling)  **Instructional Method:** One on one/small group  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: How do machines help people work? **Oral Vocabulary**: Talk with Me/Sing with Me –Introduce Amazing Words **Phonemic Awareness**: (Tp. 530) Identify and discriminate words with initial /t/. Tp 532 Associate the sound /t/ with the spelling t. **Blend Words**: Blend and read words with /at/. - Onset and Rime Blending **High-Frequency Words**: Introduce high-frequency words. **Text-Based Comprehension:** Teach classifying and categorizing. Read Aloud: Read "Working in the Kitchen" TE p. 539. **Assessment:**  Reader's and Writer's Notebook pp. 61–66 | **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.K.3**. With prompting and support, identify characters, settings, and major events in a story. **LK5.a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent  **Learning Targets:**  I can identify –at word family words. 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 /t/. I can identify characters in a story.  **Critical Vocab:** rhyming, blending, sounds, characters. (Amazing words: scooping, squelching, spinning, swooshing, gobbling, rumbling)  **Instructional Method:** One on one/small group  **Activities/Strategies:** **Content Knowledge:** Discuss the Question of the Week: How do machines help people work? **Oral Vocabulary**: Talk with Me/Sing with Me – Amazing Words Routine **Phonemic Awareness**: (Tp.546) Practice initial /t/. - Discriminate initial /m/ and /t/. – Review rhyming words. **Phonics**: Blend /at/ words. **High-Frequency Words**: Learn high-frequency words. **Text-Based Comprehension:** Practice classifying and categorizing. Big Book: First Read - "Dig Dig Digging" - Preview and predict based on the cover and title. - Read for Understanding Routine: Build Interest - Retell the story  **Assessment:**  Reader's and Writer's Notebook pp. 67–70 | **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. **LK5.a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent SL.K.4 Describe familiar people, places, and things L.K.1b Demonstrate command of the conventions of English (nouns)  **Learning Targets:**  I can identify –at word family words. I can identify uppercase and lowercase letters Tt. I can identify amazing and sight words. I can identify words that begin and end with /t/. I can classify and categorize. I can identify a noun.  **Critical Vocab:** initial/final sounds, segment, blending, classify and categorize, sounds, noun, person, place, thing (Amazing words: scooping, squelching, spinning, swooshing, gobbling, rumbling )  **Instructional Method:** One on one/small group  **Activities/Strategies:**  **Content Knowledge**: Discuss the Question of the Week: How do machines help people work?  **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine  **Phonemic Awareness**: (Tp. 564) Practice initial /t/. - Isolate final /t/.- Discriminate final sounds. - Segment words.- Substitute final sounds.  **Phonics**: Practice /at/ -Blend onset /at/ and rimes.- Review sounds in word family words.  **Text-Based Comprehension**: (Tp. 570) Retell "Dig Dig Digging." - Practice classifying and categorizing. Big Book: Second Read - Read for Understanding Routine: Develop Vocabulary  **Conventions:** (Tp. 584)Review what a noun is.  **Assessment:**  Reader's and Writer's Notebook pp. 71–74 | **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.  **Learning Targets:**  I can identify –at word family words. I can identify uppercase and lowercase letters Mm and Tt. I can identify amazing and sight words. I can identify words that begin with /m/ and /t/. I can classify and categorize. I can identify the setting of a story. I can fix spaces between letters and words.  **Critical Vocab:** initial sounds, blending, classify and categorize, setting, sounds, spacing (Amazing words: scooping, squelching, spinning, swooshing, gobbling, rumbling  **Instructional Method:** One on one/small group  **Activities and Strategies: Content Knowledge**: Discuss the Question of the Week: How do machines help people work?  **Oral Vocabulary**: Talk with Me/Sing with Me- Amazing Words Routine  **Phonemic Awareness**: (Tp.592) Review initial and final /m/.  **Blending**: Blend and read /at/ words. - Blend Words **Text-Based Comprehension**: (Tp.596) Practice classifying and categorizing. - Review and practice setting. Big Book: Third Read - Read for Understanding Routine: Develop Comprehension  **Writing:** Have the students discuss the importance of spacing. Have them practice by correcting spacing problems. **Assessment:** workbook pages 75–78 | |

# 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 |