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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K****9:00-10:00****(**Emily,Noah, Abcde, Aidan) | **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 6 with words and numbers.**Critical Vocab:** less than, greater than, compare, strategy**Instructional Method:** Small group/one on one**Activities/Strategies:** Count objects and write how many. Lesson 3.2 Count and Write 6**Assessment:** workbook pages 93-96 | **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 7 objects.**Critical Vocab:** seven**Instructional Method:** Small group/one on one**Activities/Strategies:** Use counters and drawings to show and count seven. Lesson 3.3 Model and Count 7**Assessment:** workbook pages 97-100 | **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 seven with words and numbers.**Critical Vocab:** seven**Instructional Method:** Small group/one on one**Activities/Strategies:** Count 7, write the numeral 7, and write the word seven. Lesson 3.4 Count and Write 7**Assessment:** workbook pages 101-104 | **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 3.5 Model and Count 8**Assessment:** workbook pages 105-108 | **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 |
| **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** **11:55-1:00** | **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** | \*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. **RL.K3** Identify characters, setting, and major events in a story.**Learning Targets:**  I can identify uppercase and lowercase letters (Ss,). 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 /s/. I can identify the setting. **Critical Vocab:** setting, blending, sounds, word family (Amazing words: discover, nature, spy, acorn, pod, pattern)**Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: What can we learn about nature when we look closely? Oral Vocabulary: Talk with Me/Sing with Me - Introduce Amazing Words **Phonemic Awareness**: Identify and discriminate words with initial /s/. - Blend words that begin with /s/. **Phonics**: Recognize uppercase S and lowercase s. - Associate the sound /s/ with the spelling s. **Blend Words:** Blend and read words with /s/. - Review sound-spellings for Aa, Mm, and Tt. **Text-Based Comprehension**: Identify and describe setting. Read Aloud: Read "Cary Caterpillar Takes a Nap" TE p. 125Modified Daily Five: 1. Teacher will work with small group reading Decodable Story 8 "Sock Sack": Read high-frequency words: I, have, a, the, is, little. 2. Asst. will lead Predictable chart **I go to** \_\_\_. Dictate 3. Students will work on letter and color word work. (white, go, at, no) 4. Read to self to build stamina.**Assessment:**  Reader's and Writer's Notebook pp. 93–96 | **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.**Learning Targets:**  I can identify uppercase and lowercase letters (S,s). 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 /s/. I can retell a story. I can identify the setting of a story.**Critical Vocab:** setting, retelling, blending, sounds, (Amazing words: discover, nature, spy, acorn, pod, pattern)**Activities/Strategies:**  **Content Knowledge**: What can we learn about nature when we look closely?**Phonemic Awareness**: Isolate final /s/. - Isolate initial sounds.**Phonics**: Practice /s/ spelled Ss.- Blend /s/ words.**Text-Based Comprehension**: Practice setting. Big Book: First Read - "Nature Spy" - Preview and predict based on the cover and title. - Read of Understanding Routine: Build Interest - Retell the story. Think, Talk, and Write: Confirm predictions.- Practice setting. Modified Daily Five: 1. Teacher will work with small group reading High-Frequency Words: Read: have, is. Decodable Reader 8: Read "Sam and Tam." 2. Asst. will lead Predictable chart ***I go to*** \_\_\_. Dictate 3. Students will work on letter and sight and color word work. (white, no, go, at, Ss) 4. Read to self to build stamina.**Assessment:**  Reader's and Writer's Notebook pp. 97–98 | **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.**Learning Targets:**  I can identify uppercase and lowercase letters Ss. I can identify amazing and sight words. I can identify with initial and final /s/. I can count syllables in words.**Critical Vocab:** initial/final sounds, counting syllables, blending, setting, sounds (Amazing words: discover, nature, spy, acorn, pod, pattern)**Activities/Strategies:** **Content Knowledge**: What can we learn about nature when we look closely?**Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine**Phonemic Awareness**: Isolate initial and final /s/. - Discriminate sounds.- Count syllables in words. - Blend sounds.**Phonics**: Practice /s/ spelled Ss. - Substitute phonemes.- Read /s/ words. - Review sound-spellings Aa, Mm, and Tt. **Text-Based Comprehension**: Retell "Nature Spy." - Practice setting. Big Book: Second Read - "Nature Spy" - Read for Understanding Routine: Develop Vocabulary; Student **Growth Goal Activity:** Read Little Red Riding Hood Have students do summarization for story writing/drawing/dictating the beginning, middle and end of story. Score using rubric**Assessment:**  Reader's and Writer's Notebook pp. 99–102 | **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. **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: discover, nature, spy, acorn, pod, pattern) **Activities and Strategies: Content Knowledge**: Discuss the Question of the Week: What can we learn about nature when we look closely?**Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Review /a/.**Phonics**: Review /a/ spelled Aa. **Text-Based Comprehension**: Practice setting.- Review and practice sequence. Big Book: Third Read - "Nature Spy" - Read for Understanding Routine: Develop Comprehension; **Modified Daily Five:**  1. Teacher will work with small group reading. Get Set, Roll! Reader 8: Read high-frequency words: the, to, is, have.- 3. Students will work on letter and color and sight word work. (white, at, go, no, Ss) 4. Read to self to build stamina.**Assessment:** workbook pages 103–104 | **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.**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: discover, nature, spy, acorn, pod, pattern)**Activities/Strategies**: **Content Knowledge**: Discuss the Question of the Week: What can we learn about nature when we look closely? **Oral Vocabulary**: Talk with Me/Sing with Me- Check Oral Vocabulary **Phonemic Awareness**: Review initial and final /s/ **Phonics**: Review /s/ spelled Ss. - Review high-frequency words: have, is.- Reread choice of this week's readers.Assessment: Monitor Progress - Check Word and Sentence Reading; **Modified Daily Five:** 1. Teacher will work with small group reading. 2. Asst. will lead Predictable chart: make own page of class book. ***I go to***\_\_\_\_. 3. Students will work individually on letter and color word work. (white, no, go, at, Ss) 4. Read to self to build stamina.**Assessment:**  Assessment: Monitor Progress - Check Word and Sentence Reading **Comprehension Assessment**: Monitor Progress - Review and assess understanding of comparing and contrasting elements of a story. **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 |

# 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 materialsA.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 transitionsC.B. prompting/cueing both visual and verbal, redirection, repeated direction |