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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning meeting/ calendar**  **9:00-9:25**  **Abcde, Emily, Noah, Aidan** | **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 | **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) | **Standard:** CC.K.cc4a Count to tell the number of objects.  .  **Learning Targets:** I can count and write 5 with words and numbers.  **Critical Vocab:** five  **Activities/Strategies:** Count and write 5. Trace and write 5. Lesson 1.6 Count to tell the number of objects. workbook pgs. 33-36.  **Instructional Method:**  Small group and one on one  **Assessment:** workbook pages | **Standard:** CC.K.OA.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  **Learning Targets:** I can use two sets of objects to show 5 in more than one way.  **Critical Vocab:** pairs, and  **Activities/Strategies:** Use two-color counters to show different ways to make 5. Lesson 1.7 Ways to Make 5 (workbook pgs. 37-40).  **Assessment:** workbook pages | **Standard:** CC.K.CC.4c Count to tell the number of objects.  **Learning Targets:** I can show how the order of numbers is the same as a set of objects that is one larger.  **Critical Vocab:** larger  **Activities/Strategies:** Use manipulative counters to show number order by adding one more. Lesson 1.8 Count and Order to 5 (workbook pgs. 41-44).  **Assessment:** workbook pages | **Standard:** CC.K.CC.3 Know number names and the count sequence.  **Learning Targets:** I can identify and write 0 with words and numbers.  **Critical Vocab:** zero, one, two  **Activities/Strategies:** Count and tell how many. Trace and write the numeral and word zero. Lesson 1.10 Identify and Write 0 (workbook pgs. 49-52).  **Assessment:** workbook pages  **Common Assessment \* Identifying shapes and numbers 0-5** | **Standard:** CC.K.CC.3 Know number names and the count sequence. CC.K.CC.4a,b,c Count to tell the number of objects.  **Learning Targets:** I can represent and compare whole numbers.  **Critical Vocab:** zero, one, two, three, four, five, match, pairs, and, larger, fewer, more  **Activities/Strategies:** Chapter 1 Review (workbook pgs. 53-56).  **Assessment:** workbook pages | |
| **Reading 1st grade**  **10:00-11:00**  **Connor** | See 1st grade lesson plan | See 1st grade lesson plan | See 1st grade lesson plan | See 1st grade lesson plan | See 1st grade lesson plan | |
|  | **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** | **See Mr. Cox lesson plans Standard:**  **AH-04-1.4.1** Students will identify or describe elements of art and principles of design in works of art. DOK 2  **Learning Targets:** I can learn about colors, textures, and different art mediums.  **Critical Vocab:** color, textures, mediums, lines, forms  **Activities/Strategies:** Students will create a picture for Art to Remember.  **Assessment:** teacher observation | **See Mr. Cox lesson plans Standard:**  **AH-04-1.4.1** Students will identify or describe elements of art and principles of design in works of art. DOK 2  **Learning Targets:** I can learn about colors, textures, and different art mediums.  **Critical Vocab:** color, textures, mediums, lines, forms  **Activities/Strategies:** Students will create a picture for Art to Remember.  **Assessment:** teacher observation | **See Mr. Cox lesson plans Standard:**  **AH-04-1.4.1** Students will identify or describe elements of art and principles of design in works of art. DOK 2  **Learning Targets:** I can learn about colors, textures, and different art mediums.  **Critical Vocab:** color, textures, mediums, lines, forms  **Activities/Strategies:** Students will create a picture for Art to Remember.  **Assessment:** teacher observation | **See Mr. Cox lesson plans Standard:**  **AH-04-1.4.1** Students will identify or describe elements of art and principles of design in works of art. DOK 2  **Learning Targets:** I can learn about colors, textures, and different art mediums.  **Critical Vocab:** color, textures, mediums, lines, forms  **Activities/Strategies:** Students will create a picture for Art to Remember.  **Assessment:** teacher observation | **See Mr. Cox lesson plans Standard:**  **AH-04-1.4.1** Students will identify or describe elements of art and principles of design in works of art. DOK 2  **Learning Targets:** I can learn about colors, textures, and different art mediums.  **Critical Vocab:** color, textures, mediums, lines, forms  **Activities/Strategies:** Students will create a picture for Art to Remember.  **Assessment:** teacher observation | |
| **1st grade Math**  **1:00-1:50** | See 1st grade lesson plan | See 1st grade lesson plan | See 1st grade lesson plan | See 1st grade lesson plan | See 1st grade lesson plan | |
| **Core Reading**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan** | **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.  **Learning Targets:**  I can identify uppercase and lowercase letters (M,m). 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 /m/. I can identify characters in a story.  **Critical Vocab:** syllables, blending, sounds, characters. (Amazing words: signals, proper, perfect, dud, pirates, fabulous)  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: What do you like to do with your friends? **Oral Vocabulary**: Talk with Me/Sing with Me –Introduce Amazing Words **Phonemic Awareness**: Identify and discriminate words with initial /m/. - Segment words into syllables. **Phonics**: Recognize uppercase M and lowercase m. - Associate the sound /m/ with the spelling m. **Blend Words**: Blend /m/ words. - Onset and Rime Blending Routine **Text-Based Comprehension**: Identify characters. Read Aloud: Read "Dancing Together" TE p. 437 **Assessment:**  Reader's and Writer's Notebook pp. 49–52 | **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 uppercase and lowercase letters Mm. I can identify amazing and sight words. I can identify words that begin with /m/. I can understand that words are made of letters. I can identify spaces between words.  **Critical Vocab:** initial sounds, blending, words, letters, spaces, sounds (Amazing words: : signals, proper, perfect, dud, pirates, fabulous )  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: What do you like to do with your friends? **Oral Vocabulary**: Talk with Me/Sing with Me–Amazing Words Routine **Phonemic Awareness**: Practice initial /m/. - Isolate and discriminate final /m/. - Blend sounds. **Phonics**: Practice /m/ spelled Mm. - Understand sentences are made of words separated by spaces. - Understand the difference between a letter and a word. - Recognize word boundaries.- Blend /m/ words.  **Text-Based Comprehension**: Practice character. **Big Book**: First Read - "Smash! Crash!" - 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. 53–54the story. Think, Talk, and Write: Confirm predictions.- Practice classifying and categorizing.  **Assessment:**  Reader's and Writer's Notebook pp. 78–85 | **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 uppercase and lowercase letters Mm. I can identify amazing and sight words. I can identify words that begin with /m/. I can understand that words are made of letters. I can identify spaces between words.  **Critical Vocab:** initial sounds, blending, words, letters, spaces, sounds (Amazing words: : signals, proper, perfect, dud, pirates, fabulous )  **Activites and Strategies: Content Knowledge**: Discuss the Question of the Week: What do you like to do with your friends? **Oral Vocabulary**: Talk with Me/Sing with Me- Amazing Words Routine **Phonemic Awareness:** Review initial sound discrimination. **Letter Recognition:** Review recognizing and naming letters. **Blending:** Blend and read /m/ words. **Text-Based Comprehension**: Practice character.- Review and practice sequence. **Big Book:** Third Read - Read for Understanding Routine: Develop Comprehension **Assessment:** workbook pages59-60 | **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.  **Learning Targets:**  I can identify uppercase and lowercase letters. I can identify amazing and sight words. I can blend onsets and rimes. I can sort and classify objects into groups.  **Critical Vocab:** initial sounds, blending, words, letters, spaces, sounds (Amazing words: : signals, proper, perfect, dud, pirates, fabulous )  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: What do you like to do with your friends? **Oral Vocabulary**: Talk with Me/Sing with Me - Check Oral Vocabulary **Phonemic Awareness**: Review initial sound discrimination - Review blending onset and rime. - Review sound substitution. - Review counting syllables. **Letter Recognition**: Review letters M and m. - Review high-frequency words: to,a,will. - Reread choice of this week's readers.  **Assessment:**  Letter Identification M, m Comprehension Skill: Character High-Frequency Words: will, brown, a, little, the, purple, to, am, yellow, green | **Standard:** **RFK.1d** name letters **RFK2a** rhyming **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 **LK1a** print many upper and lowercase letters. **L.K5.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 uppercase and lowercase letters. I can identify amazing and sight words. I can blend onsets and rimes. I can sort and classify objects into groups.  **Critical Vocab:** syllables, sorting and classifying, Amazing Words: bakery, park, library, fire station, post office, chaperone  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: How do people in a community cooperate? **Oral Vocabulary**: Talk with Me/Sing with Me - Check Oral Vocabulary **Phonemic Awareness**: Review initial sounds. - Review blending onset and rime. - Review sound substitution. - Review counting syllables. **Letter Recognition**: Review letters Yy and Zz. - Review high-frequency words: the, little. - Reread choice of this week's readers.  **Assessment:**  Letter Identification Tt, Uu, Vv, Ww, Xx, Yy, Zz Comprehension Skill: Sorting and classifying High-Frequency Words: am, the, little, to, a, red, yellow, green, blue, purple, | |

# 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 |