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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** | **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.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 Test (AG35-AG38, AG43).  **Assessment:** Chapter 1 Test | **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 with the same number of objects.  **Critical Vocab:** same, number, compare  **Activities/Strategies:** Use two-color counters to compare groups of objects.  Lesson 2.1 Same Number  **Assessment:** workbook pages 61-64 | **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 compare sets when the number of objects in one set is greater than the number of objects in the other set.  **Critical Vocab:** greater than, number, compare  **Activities/Strategies:** Use two-color counters to compare groups of objects.  Lesson 2.2 Greater Than  **Assessment:** workbook pages 65-68 | **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 compare sets when the number of objects in one set is less than the number of objects in the other set.  **Critical Vocab:** less than, number, compare  **Activities/Strategies:** Use two-color counters to compare groups of objects.  Lesson 2.3 Less Than  **Assessment:** workbook pages 69-72 | **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, compare, strategy  **Activities/Strategies:** Use a counting strategy to compare sets of objects.  Lesson 2.4 Compare by Counting Sets to 5  **Assessment:** workbook pages 77-80 | |
| **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** | 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 logon to computer, and have students logon to Compass to complete learning tasks. **Assessment:** Compass Learning data and 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. | 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. 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| **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.. **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 uppercase and lowercase letters (T,t). I can blend sounds to say words. I can identify amazing and sight words. 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)  **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**: Identify and discriminate words with initial /t/. - Segment words that begin with /t/. Phonics: Recognize uppercase T and lowercase t. - Associate the sound /t/ with the spelling t. **Blend Words**: Blend and read words with /t/. - Onset and Rime Blending Routine **High-Frequency Words**: Learn 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. 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. **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 uppercase and lowercase letters (T,t). 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)  **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**: Practice initial /t/. - Discriminate initial /m/ and /t/. - Review rhyming words. **Phonics**: Practice /t/ spelled Tt. - Review uppercase M, T and lowercase m, t. - Blend /t/ words. **High-Frequency Words**: Read: to, a. **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  **Learning Targets:**  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.  **Critical Vocab:** initial/final sounds, segment, blending, classify and categorize, sounds (Amazing words: scooping, squelching, spinning, swooshing, gobbling, rumbling )  **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**: Practice initial /t/. - Isolate final /t/.- Discriminate final sounds. - Segment words.- Substitute final sounds.  **Phonics**: Practice /t/ spelled Tt. -Blend onset /t/ and rimes.- Review sound-spelling /m/.  **Text-Based Comprehension**: Retell "Dig Dig Digging." - Practice classifying and categorizing. Big Book: Second Read - Read for Understanding Routine: Develop Vocabulary **Assessment:**  Reader's and Writer's Notebook pp. 71–74and 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 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.  **Critical Vocab:** initial sounds, blending, classify and categorize, setting, sounds (Amazing words: scooping, squelching, spinning, swooshing, gobbling, rumbling)  **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**: Review initial and final /m/. **Phonics**: Review /m/ spelled Mm.  **Blending**: Blend and read /t/ words. - Blend Words Routine **Text-Based Comprehension**: Practice classifying and categorizing. - Review and practice setting. Big Book: Third Read - Read for Understanding Routine: Develop Comprehension **Assessment:** workbook pages 75–78 | **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. **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 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, sort and classify, blending, sounds (Amazing words: scooping, squelching, spinning, swooshing, gobbling, rumbling )  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: How do machines help people work? **Oral Vocabulary**: Talk with Me/Sing with Me - Check Oral Vocabulary **Phonemic Awareness**: Review initial and final /t/. **Phonics**: Review /t/ spelled Tt. - Review high-frequency words: a, to. - Reread choice of this week's readers. **Let's Practice It!:** Recognize a folk tale. - Identify the theme of a folk tale. **Read Aloud**: Read "The Three Little Pigs" TE p. 609, continued on p. 618a.  **Assessment:**  Assessment: Monitor Progress - Sound Discrimination and Word Reading T, t **Comprehension Assessment:** Monitor Progress - Review and assess understanding of classifying and categorizing elements of a story High-Frequency Words: will, brown, a, little, the, purple, to, am, yellow, green, pink, my | |

# 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 |