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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading 1st grade**  **9:00-10:00**  **Connor** | No School-Labor Day | **Standard:**  **See attached information and plans from Reading Street**  **“The Big Top”**  Learning Targets: I can use consonants d, l, h, I can use short vowel o  **Critical Vocab:** HFW are, have, they, that, two  **Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation | **Standard:**  **See attached information and plans from Reading Street**  **“The Big Top”**  Learning Targets: I can use consonants d, l, h, I can use short vowel o  **Critical Vocab:** HFW are, have, they, that, two  **Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation | **Standard:**  **See attached information and plans from Reading Street**  **“The Big Top”**  Learning Targets: I can use consonants d, l, h, I can use short vowel o  **Critical Vocab:** HFW are, have, they, that, two  **Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation | **Standard:**  **See attached information and plans from Reading Street**  **“The Big Top”**  Learning Targets: I can use consonants d, l, h, I can use short vowel o  **Critical Vocab:** HFW are, have, they, that, two  **Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation |
| **Core Math K**  **9:25-10:05**  **10:05-11:30**  **(Emily)** | No School-Labor Day | **Standard:** CCK.G.2 Correctly name shapes regardless of their orientations or overall size.  **Learning Targets:** I can identify and name hexagons.  **Critical Vocab:** hexagon, , vertices, sides, two dimensional shapes  **Activities/Strategies:** Using two-dimensional shapes, sort a handful of shapes on sorting mat. Use pp. 389-392 to find hexagons  **Assessment:** workbook pages | **Standard:** CC.K.G4 Analyze and compare two-dimensional shapes.  **Learning Targets:** I can describe attributes of hexagons.  **Critical Vocab:** 6 sides of equal length, corners, sides, hexagon, vertex, vertices  **Activities/Strategies:** Discuss how hexagons have six sides of equal length. Name real world objects that are shaped like hexagons. Complete workbook pp.393-396  **Assessment:** workbook pages | **Standard:** CCK.G.4 Analyze, compare, create, and compose shapes.  **Learning Targets:** I can use the words *alike* and *different* to compare two-dimensional shapes.  **Critical Vocab:** circle, square, triangle, rectangle, hexagon, curve, sides, vertex, vertices, two-dimensional shapes  **Activities/Strategies:** Color to show which shapes are alike and different. Complete workbook pgs. 397-400 (lesson 9.11).  **Assessment:** workbook pages | **Standard:** CC.K.G6 Analyze, compare, create, and compose shapes. CCK.G.2 Correctly name shapes regardless of their orientations or overall size. CC.K.G4 Analyze and compare two-dimensional shapes.  **Learning Targets:** I can identify, name, and describe two-dimensional shapes.  **Critical Vocab:** circle, square, triangle, rectangle, hexagon, curve, corners, sides, rectangles, vertex, vertices, two dimensional shapes  **Activities/Strategies:** Chapter 9 Review. Complete workbook pgs. 405-408.  **Assessment:** workbook pages | |
|  | Special Area with Emily **10:05-10:55** | Special Area with Emily **10:05-10:55** | Special Area with Emily10:05-10:55 | Special Area with Emily10:05-10:55 | Special Area with Emily10:05-10:55 | |
|  | **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**  **1:00-1:50** | No School-Labor Day | **iSTEAM Lab-See Mr. Cox’s Lesson Plan** | **iSTEAM Lab-See Mr. Cox’s Lesson Plan** | **iSTEAM Lab-See Mr. Cox’s Lesson Plan** | **iSTEAM Lab-See Mr. Cox’s Lesson Plan** | |
| **1st grade Math**  **1:00-1:50** | No School-Labor Day | **Learning Targets:** I can add  **Common Core:**  1.0A.8 work with addition & subtraction equations.  **Activity/Strategies** less 2.5  Pg 69-72  **Assessment:**  Teacher observation, student product | **Learning Targets: :** I can add  **Common Core:**  1.0A.1 represent & solve problems involving addition & subtraction.  **Activity/Strategies:** less 2.6  Pg 73-76  **Assessment:**  Teacher observation, student product | **Learning Targets:** I can add & subtract  **Common Core:**  1.0A.8 Work with addition & subtraction equations.  **Activity/Strategies:** **:** less 2.7  Pg 77-80  **Assessment:**  Teacher observation, student product | **Learning Targets: :** I can add  **Common Core:**  1.0A.1 represent & solve problems involving addition & subtraction.  **Critical Vocabulary:** addition, altogether, total  **Instructional Method:** One on one  **Activity/Strategies:** less 2.4  pg 65-68  **Assessment:**  Teacher observation, student product | |
| **Core Reading**  **1:50-3:40**  **Emily, Noah, Abcde** | No School-Labor Day | **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 **LK1a** print many upper and lowercase letters. **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. I can identify amazing and sight words. I can identify syllables in words. I can identify and describe the setting in a story.  **Critical Vocab:** syllables, setting, proud, preparation, creation, float, guide  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: How do school children work and play together? **Oral Vocabulary**: Talk with Me/Sing with Me–Introduce Amazing Words **Phonological Awareness**: Learn syllables. - Identify syllables in words. **Letter Recognition**: Identify uppercase F, G and lowercase f, g. **Text-Based Comprehension**: Identify and describe setting. Read Aloud: Read "The Camping Trip" TE p. 129.  **Assessment:** Reader's and Writer's Notebook pp. 13–16 | **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. **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. I can identify amazing and sight words. I can identify syllables in words. I can identify and describe the setting in a story.  **Critical Vocab:** syllables, setting, proud, preparation, creation, float, guide  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: How do school children work and play together? **Oral Vocabulary**: Talk with Me/Sing with Me–Amazing Words Routine **Phonological Awareness**: Identify number of syllables in words. - Recognize rhyming words. **Letter Recognition**: Identify uppercase H, I and lowercase h, i. **Text-Based Comprehension**: Practice setting. Big Book: First Read - "We Are So Proud!"- Preview and predict based on the cover and title. - Understand that reading moves from top to bottom and from left to right.  **Assessment:**  Reader's and Writer's Notebook pp. 13–14, 17–18 | **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 **LK1a** print many upper and lowercase letters. **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. I can identify amazing and sight words. I can identify syllables in words. I can identify and describe the setting in a story.  **Critical Vocab:** syllables, setting, proud, preparation, creation, float, guide  **Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: How do school children work and play together? **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonological Awareness**: Identify words that begin with the same sound. **Letter Recognition:** Identify uppercase J, K and lowercase j, k. - Review letter names Ff, Gg, Hh, and Ii. **Kindergarten Student Reader K.1.2**: Read "Cat and Dog Work." **Text-Based Comprehension**: Retell "We Are So Proud!" - Practice setting. Big Book: Second Read - Read for Understanding Routine: Develop Vocabulary  **Assessment:**  Reader's and Writer's Notebook pp. 19-22 | **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. **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. I can identify amazing and sight words. I can identify syllables in words. I can identify and describe the setting in a story.  **Critical Vocab:** syllables, setting, proud, preparation, creation, float, guide  **Activities/Strategies:** **Content Knowledge:** Discuss the Question of the Week: How do school children work and play together? **Oral Vocabulary:** Talk with Me/Sing with Me - Amazing Words Routine **Phonological Awareness**: Count syllables in words. - Count words in sentences. - Review rhyming words. **Letter Recognition**: Identify uppercase L, M and lowercase l, m. Get Set, Roll! Reader 2: Read high-frequency words: I, am, the. **Text-Based Comprehension:** Practice setting. - Review and practice character. **Big Book**: Third Read - Read for Understanding Routine: Develop Comprehension  **Assessment:**  Reader's and Writer's Notebook pp. 19, 23–24 | |

# 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 |