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| **Daily Agenda- 1st grade**  ***Reading/ELA*** | **Monday**  **MAP Testing** | **Tuesday**  **MAP Testing** | **Wednesday**  **MAP Testing** | **Thursday** | **Friday** |
| **Unit Vocabulary:**  **HFW:** are, they, have, two, that, he, to, is, with, three  **Amazing Words:** amusing, neighbor, trouble, porch, introduce, corner, deliver, squirrel  **Sight Words:** in, it, jump, little, see. the, can, come | | | | | |
| **Learning Target** | **I can:** use consonants d, l, & h. I can read hfw like, the, one, we, he, two, is, with, three. I can use the vowels short o and e. I can comprehend a story. I can read for fluency. | **I can:** use consonants d, l, & h. I can read hfw like, the, one, we, he, two, is, with, three. I can use the vowels short o and e. I can comprehend a story. I can read for fluency.. | **I can:** use consonants d, l, & h. I can read hfw like, the, one, we, he, two, is, with, three. I can use the vowels short o and e. I can comprehend a story. I can read for fluency.. | **I can:** use consonants d, l, & h. I can read hfw like, the, one, we, he, two, is, with, three. I can use the vowels short o and e. I can comprehend a story. I can read for fluency.. | **I can:** use consonants d, l, & h. I can read hfw like, the, one, we, he, two, is, with, three. I can use the vowels short o and e. I can comprehend a story. I can read for fluency.. |
| **Common Core/ Quality Core** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/the_big_top.pdf>  “The Big Top” | | | | |
| **Instructional Practices** | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* |
| **Bell Ringer**  **Activities/ Assignments/Exit** | <http://omesgrade1.weebly.com/uploads/2/6/4/1/26414106/the_big_top.pdf> | | | | |
| **Intended Homework** | Homework packet | Homework packet | Homework packet | Homework packet | HW packet due |
| **Accommodations** | See attached list | See attached list | See attached list | See attached list | See attached list |
| **Assessment:**  \*Formative-F  \*Summative-S | F-student work | F-student work | F-student work | F-student work | *S-Weekly assessment* |

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| **Daily Agenda**  **1st grade Math** | **Monday-No School- Labor Day** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** Minus, difference, subtraction sentence, subtract, compare, fewer, more | | | | | |
| **Learning Target** | **I can:** understand and apply the additive identity property for addition. | **I can:**  I can subtract.. | **I can:** solve adding to and putting together situations using the strategy make a model. | **I can:** understand and apply the additive identity property for addition. | **I can:** understand and apply the additive identity property for addition. |
| **Common Core/ Quality Core** | CC.1.OA.8  Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations | CC.1.OA.1 Use addition & subtraction within 20 to solve word problems. | CC.1.OA.8  Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations | CC.1.OA.1 Use addition & subtraction within 20 to solve word problems. | CC.1.OA.6  Add and subtract within 20. |
| **Instructional Practices** | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* |
| **Bell Ringer**  **Activities/ Assignments/Exit** | Calendar Math  Lesson 2.5  Fast Math | Calendar Math  Lesson 2.6  Fast Math | Calendar Math  Lesson 2.7  Fast Math | Calendar Math  Lesson 2.8  Fast Math | Calendar Math  Lesson 2.9  Data binders |
| **Intended Homework** | Homework packet | Homework packet | Homework packet | Homework packet | None-Homework packet due |
| **Accommodations** | See attached list | See attached list | See attached list | See attached list | See attached list |
| **Assessment:**  \*Formative-F  \*Summative-S | F-Student work, teacher observation | F-Student work, teacher observation | F-Student work, teacher observation | F-Student work, teacher observation | F-Student work, teacher observation |

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| **Daily Agenda**  **Social Skills** | **Monday-No School** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: Leadership skills-trustworthiness, problem solving, conversations, self-esteem** | | | | | |
| **Learning Target** | **I can:**  demonstrate good leadership skills. I can be a good sport. I can have a conversation | **I can:**  demonstrate good leadership skills. I can be a good sport. I can have a conversation | **I can:** demonstrate good leadership skills. I can be a good sport. I can have a conversation | **I can:** demonstrate good leadership skills. I can be a good sport. I can have a conversation | **I can:** demonstrate good leadership skills. I can be a good sport. I can have a conversation |
| **Common Core/ Quality Core** | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8 Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8 Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. | CC.W.2.8 Recall information from experiences to answer questions. CC.SL.2.1-participate in collaborative conversations with diverse partners. |
| **Instructional Practices** | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* | *Small Group*  *Individual*  *Learning Centers*  *Differentiated* |
| **Bell Ringer**  **Activities/ Assignments/Exit** | Discussion-worries or concerns  Complete any unfinished daily work.  Trustworthiness-share information; “A Fish Story” & “Empty Pot” | Discussion-worries or concerns  Complete any unfinished daily work.  Problem solving-“Always a solution” | Discussion-worries or concerns  Complete any unfinished daily work.  Conversations-power point/discussion/  activity | Discussion-worries or concerns  Complete any unfinished daily work.  *Self-esteem* | Discussion-worries or concerns  Complete any unfinished daily work.  Fun Friday, Goal monitoring  Cooperative game-student choice. |
| **Intended Homework** | None | None | None | None | None |
| **Accommodations** | See attached list | See attached list | See attached list | See attached list | See attached list |
| **Assessment:**  \*Formative-F  \*Summative-S | F-student work | F-student work | F-student work | F-student work | F-student work |

Accommodations:

C.B.-relaxation strategies, visual and verbal prompts, breaks when needed, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

C.F.- verbal & visual prompts, frequent breaks, opportunity for movement, proximity control, structured transitions, redirection, positive and corrective feedback.

A.A.M.-visual supports for expectations, corrective feedback, direct instruction in replacement behaviors, DI in social skills, frequent positive feedback, repeated directions, reinforcement menu, proximity control, sequential directions, frequent breaks, opportunity for movement.

A.A.-Frequent positive feedback and praise, structured transitions, proximity control, opportunities for movement, signal/ reference cues, positive reinforcement, modeling behaviors.

E.H.- visual timer, redirection, corrective feedback and reteaching, sensory strategies & breaks, first/then strategy, modeling behaviors, reinforcers, verbal & visual cues.

N.B.- visual and verbal prompts and cues, modeling, social stories, visual display for classroom routines and expectations, preferential seating, proximity, advanced warnings, structured transitions