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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning meeting/ calendar**  **9:00-9:25**  **Abcde, Emily, Noah, Aidan** | No school for students | **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) | No school for students | **Standard:** CCK.CC3 Represent a number of objects with a written numeral.  **Learning Targets:** I can write the words and numerals 1 and 2.  **Critical Vocab:** one, two, count match  **Activities/Strategies:** Lesson 1.2 Count and write 1 and 2 pp 17-20  **Instructional Method:**  Small group and one on one  **Assessment:** workbook pages | **Standard:** CC.K.cc4a Count to tell the number of objects.  **Learning Targets:** I can show and count 3 and 4 with objects  **Critical Vocab:** three, four, match , count  **Activities/Strategies:** Lesson 1.3 pp 21-24 modeling and counting 3 and 4 with five frames.  **Instructional Method:**  Small group and one on one  **Assessment:** workbook pages | **Standard:** CC.K.CC.3 Know number names and the count sequence.  **Learning Targets:** I can count and write 3 and 4 with words and numbers.  **Critical Vocab:** three, four  **Activities/Strategies:** Count and tell how many. Trace and write 3 and 4. Lesson 1.4 Count and Write 3 and 4 workbook pgs. 25-28.  **Instructional Method:**  Small group and one on one  **Assessment:** workbook pages | **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 tell how many. Trace and write 5. Lesson 1.5 Count and Write 5. workbook pgs. 29-32.  **Instructional Method:**  Small group and one on one  **Assessment:** workbook pages | |
| **Reading 1st grade**  **10:00-11:00**  **Connor** | No school for students | **Standard:**  **See attached information and plans from Reading Street**  **“ Farmers Market ”**  Learning Targets: I Can use consonants r, w, j, k, I can use short vowel e  And adjectives  **Critical Vocab HFW he, is, to, with, three Instructional Method:**  One on one, small group  **Formative and summative assessment:**  Teacher observation |  |  |  | |
|  | **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** | No School for Students | **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 | **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 | **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 | **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** | **Learning Targets: :** I can add & subtract  **Common Core:**  1.0A.6 add & subtract w/ 20.  **Activity/Strategies:** less 2.9  pg 85-88  **Assessment:**  Teacher observation, student product | **Learning Targets:** I can add & subtract  **Common Core:**  1.0A.8 work with addition & subtraction equations.  **Activity/Strategies** less chpt test review  Pg 89-92  **Assessment:**  Teacher observation, student product | **Learning Targets: :** I can add & subtract  **Common Core:**  1.0A.1 represent & solve problems involving addition & subtraction.  **Activity/Strategies:** Chpt 2 test  AG 51-56  **Assessment:**  Performance event | **Learning Targets:** I can add & subtract  **Common Core:**  1.0A.3 apply properties of operations as strategies to add/subtract  **Activity/Strategies:**chpt 3 Less3.1  Pg 93-100  **Assessment:**  Teacher observation, student product | **Learning Targets:** I can add & subtract  **Common Core:**  1.0A.8 work with addition & subtraction equations.  **Activity/Strategies** Lesson 3.2 Pg 101-104  Count On  **Assessment:**  Teacher observation, student product | |
| **Core Reading**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan** | No School for Students | **Standard:** **RFK.1d** name letters **RFK2a** rhyming **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. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words  **Learning Targets:**  I can identify uppercase and lowercase letters (T-Z). I can blend sounds to say words. I can identify amazing and sight words. I can sort and classify objects into categories.  **Critical Vocab:** sort, syllables, blending, (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 –Introduce Amazing Words **Phonemic Awareness**: Introduce initial sound discrimination. - Clap syllables in words. **Letter Recognition**: Identify uppercase T, U and lowercase t, u. **Blend Words**: Blend sounds to make words. - Review letter names for Pp, Qq, Rr, and Ss. - Blending Routine **Text-Based Comprehension**: Identify and describe classifying and categorizing. Read Aloud: Read "Grandma's Garden" TE p. 331 **Assessment:**  Reader's and Writer's Notebook pp. 37–40the | **Standard:** **RFK.1d** name letters **RFK2a** rhyming **RFK.3.c**. Read common high-frequency words by sight. **RF.K.4** Read emergent reader texts with purpose and understanding. **L.K5.a**. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent **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  **Learning Targets:**  I can identify uppercase and lowercase letters (T-Z). I can blend sounds to say words. I can identify amazing and sight words. I can sort and classify objects into categories. I can blend onsets and rimes.  **Critical Vocab:** syllables, sorting, classifying, blending, (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 –Amazing Words Routine **Phonemic Awareness**: Practice initial sounds. - Clap syllables in words. **Letter Recognition**: Identify uppercase V and lowercase v. - Distinguish between words and sentences. - Understand that words in a sentence are separated by spaces. - Practice blending onset and rime. **Text-Based Comprehension**: Practice classifying and categorizing. **Big Book**: First Read - "Miss Bindergarten Takes a Field Trip with Kindergarten" - Preview and predict based on the cover and title. - Read for Understanding Routine: Build Interest - Retell the 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 **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. (T-Z) I can identify amazing and sight words. I can sort and classify objects into categories.  **Critical Vocab:** sort, classify, syllables, initial sounds, blending, (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 - Amazing Words Routine **Phonemic Awareness**: Practice initial sounds. - Clap syllables in words. - Discriminate rhyming words. **Letter Recognition**: Identify uppercase W, X and lowercase w, x. - Review letter names Tt, Uu, and Vv. **Text-Based Comprehension**: Retell "Miss Bindergarten Takes a Field Trip with Kindergarten." - Practice classifying and categorizing. **Big Book**: Second Read  - Read for Understanding Routine: Develop Vocabulary  **Assessment:**  Reader's and Writer's Notebook pp. 43–46 | **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 |