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| **Daily Agenda:**  ***Reading/ELA*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:**  **HFW:** where, here, for, me, go  **Amazing words:** bargain, bustling, fact, customer, browse, library, cost, scale | | | | | |
| **Learning Target** | I can successfully use short u. I can successfully comprehend a story. I can successfully**consonants v, y, z, zz, q, qu, kw** | I can successfully use short u. I can successfully comprehend a story. I can successfully**consonants v, y, z, qu** | I can successfully use short u. I can successfully comprehend a story. I can successfully**consonants v, y, z, qu** | I can successfully use short u. I can successfully comprehend a story. I can successfully**consonants v, y, z, qu** | I can successfully use short u. I can successfully comprehend a story. I can successfully**consonants v, y, z, qu** |
| **Common Core/ Quality Core** | **CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.  Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | **CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.  Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | **CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.  Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | **CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.  Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | **CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.  Standard**CC.1.L.2e** - Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| **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_farmers_market.pdf> | | | | |
| **Intended Homework** | Homework packet | Homework packet | Homework packet | Homework packet | None |
| **Accommodations** | See attached list | See attached list | See attached list | See attached list | See attached list |
| **Assessment:**  \*Formative-F  \*Summative-S | **F-Teacher observation and individual student work** | **F-Teacher observation and individual student work** | **F-Teacher observation and individual student work** | **F-Teacher observation and individual student work** | S-**Weekly assessment** |

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| **Daily Agenda**  ***Math*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:** Minus, difference, subtraction sentence, subtract, compare, fewer, more | | | | | |
| **Learning Target** | **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. | **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.6  Add and subtract within 20. | CC.1.OA.6  Add and subtract within 20. | 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 2.7  Fast Math | Calendar Math  Lesson 2.8  Fast Math | Calendar Math  Lesson 2.9  Fast math | Calendar Math  Chapter review  Fast math | Calendar Math  Chapter 2 Test  Fast math |
| **Intended Homework** | Homework packet | Homework packet | None-Homework packet due | Homework packet | 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, teacher observation | F-Student work, teacher observation | F-Student work, teacher observation | F-Student work, teacher observation | *S- Chapter Assessment* |

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| **Daily Agenda:**  ***Social Skills*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: encourage, patience** | | | | | |
| **Learning Target** | **I can:**  demonstrate good leadership skills. I can help others. I can have encourage others. I can wait patiently. | **I can:**  demonstrate good leadership skills. I can help others. I can have encourage others. I can wait patiently. | **I can:**  demonstrate good leadership skills. I can help others. I can have encourage others. I can wait patiently. | **I can:**  demonstrate good leadership skills. I can help others. I can have encourage others. I can wait patiently. | **I can:**  demonstrate good leadership skills. I can help others. I can have encourage others. I can wait patiently. |
| **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.2.8Recall 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.2.8Recall 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.  What is a friend? Define, Write and Draw | Discussion-worries or concerns  Complete any unfinished daily work.  How to make a friend-create a friend file | Discussion-worries or concerns  Complete any unfinished daily work.  How to be a good friend. | Discussion-worries or concerns  Complete any unfinished daily work.  Friendship-friendship file-make a gift and give it away to a friend.  How did that make you feel? | 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 and teacher observations | F-student work and teacher observations | F-student work and teacher observations | F-student work and teacher observations | F-student work and teacher observations |

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