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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading 1st grade****9:00-10:00****Connor**  | **Standard:**  **See attached information and plans from Reading Street** **“ School Day ”**Learning Targets: I Can use consonants r, w, j, k, I can use short vowel eAnd adjectives**Critical Vocab HFW he, is, to, with, three Instructional Method:**One on one, small group**Formative and summative assessment:**Teacher observation | **Standard:**  **See attached information and plans from Reading Street** **“ School Day ”**Learning Targets: I Can use consonants r, w, j, k, I can use short vowel eAnd adjectives**Critical Vocab HFW he, is, to, with, three Instructional Method:**One on one, small group**Formative and summative assessment:**Teacher observation | **Standard:**  **See attached information and plans from Reading Street** **“ School Day ”**Learning Targets: I Can use consonants r, w, j, k, I can use short vowel eAnd adjectives**Critical Vocab HFW he, is, to, with, three Instructional Method:**One on one, small group**Formative and summative assessment:**Teacher observation | **Standard:**  **See attached information and plans from Reading Street** **“ School Day ”**Learning Targets: I Can use consonants r, w, j, k, I can use short vowel eAnd adjectives**Critical Vocab HFW he, is, to, with, three Instructional Method:**One on one, small group**Formative and summative assessment:**Teacher observation | **Standard:**  **See attached information and plans from Reading Street** **“ School Day ”**Learning Targets: I Can use consonants r, w, j, k, I can use short vowel eAnd adjectives**Critical Vocab HFW he, is, to, with, three 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)** | **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 assessment. **Assessment:** multiple choice with extended constructed response | **Standard:** CC.K.cc4a Count to tell the number of objects.**Learning Targets:** I can show and count 1 and 2 with objects**Critical Vocab:** one, two, match , count**Activities/Strategies:** Lesson 1.1 pp 13-16 modeling and counting 1 and 2**Assessment:** workbook pages | **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**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.**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.**Assessment:** workbook pages |
|  | Special Area with Emily & Abcde  **10:05-10:55** | Special Area with Emily & Abcde  **10:05-10:55** | Special Area with Emily & Abcde  10:05-10:55 | Special Area with Emily & Abcde  10:05-10:55 | Special Area with Emily & Abcde  10:05-10:55 |
|  | **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 Lab/Reading/Math****1:00-1:50** | Standard: SS-K-5.2.1 Identify and describe patriotic symbols, songs, holidays and landmarks **Learning Targets:** I can identify the flag of the United States. I can recite the Pledge of Allegiance.**Critical Vocab:** flag, pledge**Activities/Strategies:** Unit 2 lesson 1 The Flag We Wave. Discuss the colors of the flag and what they symbolize and the pledge/what it means to be allegiant. Color flag practice page 13-14.**Assessment:** teacher observation  | Standard: RFK.1d name letters RF.K.1a correct directionality LK1a print many upper and lowercase letters. RFK.3.c. Read common high-frequency words by sight. RF.K.4 Read emergent reader texts with purpose and understanding **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can touch read a sentence following a given pattern. I can read sight words. I can read emergent reader texts.**Critical Vocab:** letters, sounds, directionality, sight words**Activities/Strategies:** Modified Daily Five: 1. Teacher will work with small group reading. Decodable Reader 3: Read "The Little Toys." 2. Asst. will lead Predictable chart touch read ***I like the little*** \_\_\_\_. 3. Students will work individually on letter and color word work. (Green, O-S) 4. Read to self to build stamina.**Assessment:** various workbook pages, teacher observation | Standard: RFK.1d name letters RF.K.1a correct directionality LK1a print many upper and lowercase letters. RFK.3.c. Read common high-frequency words by sight. RF.K.4 Read emergent reader texts with purpose and understanding **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can find words in a sentence. I can read sight words. I can read emergent reader texts.**Critical Vocab:** letters, sounds, directionality, sight words**Activities/Strategies:** Modified Daily Five: 1. Teacher will work with small group reading. Kindergarten Student Reader K.1.3: Read "Cat and Dog Play."- Read high-frequency words. 2. Asst. will lead Predictable chart word hunt ***I like the little***\_\_\_\_. 3. Students will work individually on letter and color word work. (Green, O-S) 4. Read to self to build stamina.**Assessment:** various workbook pages, teacher observation | **Standard:** SS-P-GC-S-1 Students will demonstrate (e.g., speak, draw, write) an understanding of the nature of government**Learning Targets:** I can identify the leader of our country, town, school, and home.**Critical Vocab:** leader, President, Mayor, Principal, Parents, Grandparents**Activities/Strategies:** Lesson 3 Big Book p. 17, 18 Discuss and chart people who are leaders (coaches, cub scout leaders, teachers, etc.) Discuss the role of a leader and why he or she is important.**Assessment:** Practice p. 17 | Standard: RFK.1d name letters RF.K.1a correct directionality LK1a print many upper and lowercase letters. RFK.3.c. Read common high-frequency words by sight. RF.K.4 Read emergent reader texts with purpose and understanding **Learning Targets:** I can identify uppercase and lowercase letters. I can read books with correct directionality. I can make own page of class book following a given pattern. I can read sight words. I can read emergent reader texts.**Critical Vocab:** letters, sounds, directionality, sight words**Activities/Strategies:** Modified Daily Five: 1. Teacher will work with small group reading. 2. Asst. will lead Predictable chart: make own page of class book. ***I like the little***\_\_\_\_. 3. Students will work individually on letter and color word work. (Green, O-S) 4. Read to self to build stamina.**Assessment:** various workbook pages, 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 2.9pg 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 reviewPg 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 testAG 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 101-104Count On **Assessment:**Teacher observation, student product |
| **Core Reading** **1:50-3:40****Emily, Noah, Abcde** | **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 - Check Oral Vocabulary **Phonological Awareness:** Review syllables and rhyming words. **Letter Recognition:** Identify uppercase N and lowercase n. - Review high-frequency words: I am. **Let's Practice It!:** Recognize an expository text.- Identify the topic of an expository text. - Identify details in an expository text. - Ask questions about an expository text.**Assessment:**  Letter Identification Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, NnComprehension Skill: SettingHigh-Frequency Words: I, am, the | **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. **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**Learning Targets:**  I can identify uppercase and lowercase letters (O-S). I can blend sounds to say words. I can identify amazing and sight words. I can identify correct sequence of a story. **Critical Vocab:** sequence, rhyming, blending, (Amazing words: platypus, lost, market, around, found, groceries)**Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: How do families cooperate? **Oral Vocabulary**: Talk with Me/Sing with Me –Introduce Amazing Words **Phonemic Awareness**: Learn initial sounds. - Identify words with the same initial sound. - Identify rhyming words. **Letter Recognition**: Identify uppercase O and lowercase o. **Blend Words**: Blend sounds to say words. - Review letter names for Aa, Bb, Cc, Dd, and Ee. - Blending Routine **Text-Based Comprehension**: Identify the sequence of a story. Read Aloud: Read "Let's Go to the Park" TE p. 225.**Assessment:**  Reader's and Writer's Notebook pp. 25-28 | **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 **Learning Targets:**  I can identify uppercase and lowercase letters. (O-S) I can identify amazing and sight words. I can correct sequence and retell a story. **Critical Vocab:** sequence, initial sounds, blending, (Amazing words: platypus, lost, market, around, found, groceries)**Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: How do families cooperate? **Oral Vocabulary**: Talk with Me/Sing with Me–Amazing Words Routine **Phonemic Awareness**: Isolate initial sounds.- Identify words with the same initial sound. **Letter Recognition**: Identify uppercase P and lowercase p. - Recognize the difference between letters and words.**High-Frequency Words**: Read: the, little. **Text-Based Comprehension**: Practice sequence. Big Book: First Read - "Plaidypus Lost" - Preview and predict based on the cover and title.- Understand that reading moves from top to bottom.- Read for Understanding Routine: Build Interest- Retell the story. Turn and Talk: Confirm predictions. **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. **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. I can identify amazing and sight words. I can identify syllables in words. I can identify correct sequence in a story. I can isolate initial sounds.**Critical Vocab:** sequence, syllables, initial sounds, blending, (Amazing words: platypus, lost, market, around, found, groceries)**Activities/Strategies:** **Content Knowledge**: Discuss the Question of the Week: How do families cooperate? **Oral Vocabulary**: Talk with Me/Sing with Me- Amazing Words Routine **Phonemic Awareness**: Isolate initial sounds.- Blend syllables. - Clap syllables in words. **Letter Recognition**: Identify uppercase Q and lowercase q. - Review letter names Hh, Ii, Jj, and Pp. **Text-Based Comprehension**: Retell "Plaidypus Lost." - Practice sequence. Big Book: Second Read - Read for Understanding Routine: Develop Vocabulary **Assessment:**  Reader's and Writer's Notebook pp. 19, 23–24 | **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 families cooperate? **Oral Vocabulary**: Talk with Me/Sing with Me- Check Oral Vocabulary **Phonemic Awareness**: Review initial sounds. Letter Recognition: Identify uppercase R,S and lowercase r,s. - Review high-frequency words: the, little. **Let's Practice It!:** Recognize a fable. - Identify the big idea of a fable. Read Aloud: Read "The Boy Who Cried Wolf" TE p. 303.**Assessment:**  Letter Identification Oo, Pp, Qq, Rr, SsComprehension Skill: SequencingHigh-Frequency Words: I, am, the, little |

# 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 materialsA.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 transitionsC.B. prompting/cueing both visual and verbal, redirection, repeated direction |