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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **Standard:** CC.K.OA.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.  **Learning Targets:** I can count and compare sets of objects to 5 and identify which set is less than, greater than, or the same as a given set.  **Critical Vocab:** greater than, less than, same, number, compare **Instructional Method:** One on one/small group  **Activities/Strategies:** Use counting and matching to compare sets to 5.  Chapter 2 Test  **Assessment:** workbook pages AG 45-AG48, AG53 | **Standard:** K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20 count out that many objects.  **Learning Targets:** I can show and count 6 objects.  **Critical Vocab:** six **Instructional Method:** One on one/small group  **Activities/Strategies:** Use two-color counters to model different ways to make six.  Lesson 3.1 Model and Count 6  **Assessment:** workbook pages 89-92 | **Standard:** K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.  **Learning Targets:** I can count and write 6 with words and numbers.  **Critical Vocab:** less than, greater than, compare, strategy  **Activities/Strategies:** Count objects and write how many.  Lesson 3.2 Count and Write 6  **Assessment:** workbook pages 93-96 | **Standard:** K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, of as many as 10 things in a scattered configuration given a number from 1-20, count out that many objects.  **Learning Targets:** I can show and count 7 objects.  **Critical Vocab:** seven  **Activities/Strategies:** Use counters and drawings to show and count seven.  Lesson 3.3 Model and Count 7  **Assessment:** workbook pages 97-100 | **Standard:** K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.  **Learning Targets:** I can count and write seven with words and numbers.  **Critical Vocab:** seven  **Activities/Strategies:** Count 7, write the numeral 7, and write the word seven.  Lesson 3.4 Count and Write 7  **Assessment:** workbook pages 101-104 |
| **Reading 1st grade**  **10:00-11:00**  **Connor** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Reading Street**  Instructional Method: **One on one** | |
|  | **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 Instructional Method-Small group or one on one** | \*Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | \*Computer Lab - **Standard:**  T-P-ICP-S-P2 Students will create a variety of tasks using technology devices and systems to support authentic learning. T-P-SESI-S-E1 Students will use responsible and ethical behavior in using technology.  **Learning Targets:** I can keep my password private, and I can logon to the computer to go to Compass Learning to complete tasks.  **Critical Vocab:** password, Compass Learning  **Activities/Strategies:** Review how to log on to computer, and have students log on to Compass to complete learning tasks.  **Assessment:** Compass Learning data and teacher observation | |
| **1st grade Math**  **1:00-1:50** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | **Standard:**  **See information and plans from 1st grade O’Bryan- Go Math**  Instructional Method: **One on one** | |
| **Core Reading**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | **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. **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **RF.K2.e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RI.K3**. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **Learning Targets:**  I can identify uppercase and lowercase letters (G,g). I can blend sounds to say words. I can identify amazing and sight words. I can blend onsets and rimes. I can identify words that begin with /g/. I can compare and contrast.  **Critical Vocab:** compare, contrast, blending, sounds, (Amazing words: seeds, buds, bloom, fruits, stem, petals)  **Activities/Strategies:**  **Content Knowledge:** Discuss the Question of the Week: How are flowers unique? **Oral Vocabulary**: Talk with Me/Sing with Me- Introduce Amazing Words **Phonemic Awareness**: Identify and discriminate words with initial /g/. **Phonics**: Recog. uppercase G and lowercase g. - Associate the sound /g/ with the spelling g. **Blend Words**: Blend and read words with /ap/.  **Text-Based Comprehension**: Introduce comparing and contrasting. Read Aloud: Read "A Look at Two Flowers" TE p. 27.  **:** Modified Daily Five: 1. Teacher will work with students in small reading group 2. Students will write in their journal. 3. Students will work on letter and word work. (Black, like, you, on, G, g) 4. Read to self to build stamina.  **Assessment:**  Reader's and Writer's Notebook pp. 81–84 | **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 **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.**RFK1c** Words are separated by spaces. **RF.K2a** rhyming words **RI.K3**. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **Learning Targets:**  I can identify uppercase and lowercase letters Gg. I can identify amazing and sight words. I can identify with initial and final /g/. I can compare and contrast. I can identify rhyming words.  **Critical Vocab:** initial/final sounds, segment, blending, classify and categorize, sounds (Amazing words: seeds, buds, bloom, fruits, stem, petals)  **Activities/Strategies:**  **Content Knowledge:** Discuss the Question of the Week: How are flowers unique? **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Practice initial and final /g/. - Review rhyming words. **Phonics:** Practice /g/ spelled Gg. - Blend /ap/ words.  **Text-Based Comprehension**: Practice comparing and contrasting. Big Book: First Read - "Flowers" - Preview and predict based on the cover and title. - Read for Understanding Routine: Build Interest- Retell the story.  Students will write in their journal. Students will work on letter and word work. (Black, like, you, on, G, g)  **Assessment:**  Reader's and Writer's Notebook pp. 85–86 | **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 **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.**RFK1c** Words are separated by spaces. **RF.K2a** rhyming words **RI.K3**. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **Learning Targets:**  I can identify uppercase and lowercase letters Gg. I can identify amazing and sight words. I can identify with initial and final /g/. I can compare and contrast. I can identify rhyming words.  **Critical Vocab:** initial/final sounds, segment, blending, classify and categorize, sounds (Amazing words: seeds, buds, bloom, fruits, stem, petals)  **Activities/Strategies:**  **Content Knowledge:** Discuss the Question of the Week: How are flowers unique? **Oral Vocabulary**: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Practice initial and final /g/. - Review rhyming words. **Phonics:** Practice /g/ spelled Gg. - Blend /ap/ words.  **Text-Based Comprehension**: Practice comparing and contrasting. Big Book: First Read - "Flowers" - Preview and predict based on the cover and title. - Read for Understanding Routine: Build Interest- Retell the story.  Data Binders  **Assessment:**  Reader's and Writer's Notebook pp. 85–86 | **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 **RFK3.a**. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RI.K3**. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **Learning Targets:**  I can identify uppercase and lowercase letters Gg. I can identify amazing and sight words. I can substitute medial sounds. I can compare and contrast.  **Critical Vocab:** medial sounds, blending, compare and contrast, sounds (Amazing words: seeds, buds, bloom, fruits, stem, petals)  **Activities and Strategies:**  **Content Knowledge**: Discuss the Question of the Week: How are flowers unique? Oral Vocabulary: Talk with Me/Sing with Me - Amazing Words Routine **Phonemic Awareness**: Isolate medial /a/. - Discriminate sounds. - Substitute medial sounds. **Phonics**: Practice /g/ spelled Gg. - Blend sounds to read words.- Read /ap/ words.  **Text-Based Comprehension**: Retell "Flowers." - Practice comparing and contrasting. Big Book: Second Read - "Flowers" - Read for Understanding Routine: Develop Vocabulary  Data Binders  **Assessment:** workbook pages 87–90 | **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 **RFK.2.d**. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words **LK1a** print many upper and lowercase letters. **RI.K3**. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **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:** initial and medial sounds, compare and contrast, blending, sounds (Amazing words: seeds, buds, bloom, fruits, stem, petals)  **Activities/Strategies**:  **Content Knowledge:** Discuss the Question of the Week: How are flowers unique? Oral Vocabulary: Talk with Me/Sing with Me- Check Oral Vocabulary **Phonemic Awareness**: Review initial and final /g/. **Phonics**: Review /g/ spelled Gg. - Review high-frequency words: like, on, you. - Reread choice of this week's readers.  **Let's Practice It!:** Recognize a fable. - Identify a lesson or moral. Read Aloud: Read "The Ant and the Grasshopper" TE p. 97. **Assessment:**  Assessment: Monitor Progress - Sound Discrimination and Word Reading A,a **Comprehension Assessment**: Monitor Progress - Review and assess understanding of comparing and contrasting elements of a story. **High-Frequency Word** **Assessment** | |

# 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 |