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|  | **Monday** | | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **MAP TESTING Core Math K**  **9:00-10:00**  **(**Emily,Noah, Abcde, Aidan) | **Standard:** K.G.2 Identify and describe shapes (cubes, cones, cylinders, and spheres). K.G.4 Analyze, compare, create, and compose shapes.  **Learning Targets:** I can show which shapes stack, roll, or slide. I can identify, name and describe three dimensional shapes.  **Critical Vocab:** curved surface, flat surface, roll, slide, stack, cube, cone, cylinder, sphere, rectangular prism.  **Activities/Strategies:** Students will take a pre-assessment to gauge instruction for the three dimensional shape unit.  **Assessment:** AG 129-132 (FA) | **Standard:** K.G.4 Analyze, compare, create, and compose shapes.  **Learning Targets:** I can show which shapes stack, roll, or slide.  **Critical Vocab:** curved surface, flat surface, roll, slide, stack  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end lesson by referring to the learning target. Lesson 10.1 Three-Dimensional Shapes Students will sort 3-D shapes into categories *slide, stack, and roll*.  **Assessment:** Go Math Workbook pgs. 413-416 (SA) | | **Standard:** K.G.2 Identify and describe shapes (cubes, cones, cylinders, and spheres).  **Learning Targets:** I can identify, name, and describe spheres.  **Critical Vocab:** three-dimensional shape, sphere  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end lesson by referring to the learning target. Lesson 10.2 Identify, Name, and Describe Spheres Students will use 3-D shapes, pictures, and drawings to identify, name, and describe spheres.  **Assessment:** Go Math Workbook pgs. 417-420 | \*Shortened Class time due to Dinosaur school and speech therapy  **Standard:** K.G.2 Identify and describe shapes (cubes, cones, cylinders, and spheres).  **Learning Targets:** I can identify, name, and describe cubes.  **Critical Vocab:** three-dimensional shape, cube  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end the lesson by referring to the learning target. Lesson 10.3 Identify, Name, and Describe Cubes Students will use 3-D shapes, pictures, and drawings to identify, name, and describe cubes.  **Assessment:** Go Math Workbook pgs. 421-424 (SA) | No School |
| **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**  **11:30-11:55** | | **Lunch/ Planning**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** | **Lunch/ Planning**  **11:30-11:55** |
| **iSteam Lab/Reading/Math/**  **1:00-1:50**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | \* **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.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation  deterrent | | \* - **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.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation | \*- **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.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation | - **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.  **Instructional Method:**  small group and individual  **Assessment:** Compass Learning data and teacher observation | - **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.  **Instructional Method:**  small group and individual  **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 –This lesson, Unit 2 week 6 will be repeated due to student absences. MAP Testing**  **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. **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**. RL.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Xx). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that have /x/. I can classify and categorize.  **Critical Vocab:**  blending, sounds, word family, classify, categorize, correct letter formation Amazing words: (Antartica, iceburgs, seals, continent, penguins, whales)  **Activities/Strategies:** Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What would it be like to have an Antarctic adventure? Build oral language and review amazing words using Talk With Me/Sing With Me charts 23 A/B Envision It: Classify and Categorize Teacher Real Aloud: Up the Mountainside TM p. 427**Phonemic Awareness**: practice identifying sounds /x/ and /v/ **Phonics**: /x/ spelled Xx /v/ spelled Vv  **Blend Words**: blending –ell word family words (magnetic letters) **Daily Handwriting**: Xx and Vv: correct letter formation **Conventions:** Capital Letters and Periods  **Assessment:**  white board (formative assessment) | | **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. **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**. RL.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Xx). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that have /x/. I can classify and categorize.  **Critical Vocab:**  blending, sounds, word family, classify, categorize, correct letter formation Amazing words: (Antartica, iceburgs, seals, continent, penguins, whales)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What would it be like to have an Antarctic adventure? Build oral language and review amazing words using Talk With Me/Sing With Me charts 23 A/B Envision It: Classify and Categorize 1st read If You Could Go To Antarctica check retelling  **Phonemic Awareness**: practice identifying sounds /x/ and /v/ **Phonics**: /x/ spelled Xx /v/ spelled Vv  **Blend Words**: blending –ell word family words (magnetic letters) **Daily Handwriting**: Xx and Vv: correct letter formation **Conventions:** Capital Letters and Periods  **Assessment:**  white board (formative assessment) | **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. **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**. 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Build oral language and review amazing words using Talk With Me/Sing With Me charts 23 A/B Envision It: Classify and Categorize 2nd read If You Could Go To Antarctica develop vocab and comprehension  **Phonemic Awareness**: practice identifying sounds /x/ and /v/ **Phonics**: /x/ spelled Xx /v/ spelled Vv  **Blend Words**: blending –ell word family words (magnetic letters) **Daily Handwriting**: Xx and Vv: correct letter formation **Conventions:** Capital Letters and Periods  **Assessment:**  white board (formative assessment) | **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. **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**. 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Build oral language and review amazing words using Talk With Me/Sing With Me charts 23 A/B Envision It: Classify and Categorize 2nd read If You Could Go To Antarctica develop vocab and comprehension  **Phonemic Awareness**: practice identifying sounds /x/ and /v/ **Phonics**: /x/ spelled Xx /v/ spelled Vv  **Blend Words**: blending –ell word family words (magnetic letters) **Daily Handwriting**: Xx and Vv: correct letter formation **Conventions:** Capital Letters and Periods  **Assessment:**  white board (formative assessment) |  |

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| **Literacy Workshop–This lesson**  **1:50-3:40**  **Emily, Noah, Abcde, Aidan Instructional Method-Small group or one on one** | **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:** 1. Teacher Read Decodable Story 23 Ten, Ten, Ten! 2. Students will work on letter and word work. (but, find, had, girl, new, Xx) 3. Read to self to build stamina.  **Assessment:** various workbook pages | **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. **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**. RL.K2** retell a familiar story including key details  **Learning Targets:**  I can identify uppercase and lowercase letters (Xx). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that have /x/. I can classify and categorize.  **Critical Vocab:**  blending, sounds, word family, classify, categorize, correct letter formation Amazing words: (Antartica, iceburgs, seals, continent, penguins, whales)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What would it be like to have an Antarctic adventure? Build oral language and review amazing words using Talk With Me/Sing With Me charts 23 A/B Envision It: Classify and Categorize 1st read If You Could Go To Antarctica check retelling  **Phonemic Awareness**: practice identifying sounds /x/ **Phonics**: /x/ spelled Xx ( Sing learning song: Foxy Roxy) **Blend Words**: blending –ell word family words (magnetic letters) **Daily Handwriting**: Xx: correct letter formation  **Conventions:** Capital Letters and Periods  **Assessment:**  white board (formative assessment)family words (magnetic letters) **Daily Handwriting**: Xx: correct letter formation  **Conventions:** Capital Letters and Periods  **Assessment:**  white board (formative assessment) | **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:** 1. Teacher Read Kindergarten Student Reader The Red Sleds 2. Students will work on letter and word work. (but, find, had, girl, new, Xx) 3. Read to self to build stamina.  **Assessment:** various workbook pages | **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:** 1. Teacher Read Kindergarten Student Reader The Red Sleds 2. Students will work on letter and word work. (but, find, had, girl, new, Xx) 3. Read to self to build stamina.  **Assessment:** various workbook pages |  |

# 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 |