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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.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 | **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) | \*Shortened Class time due to Dinosaur school and speech therapy  **Standard:** K.G.2 Identify and describe shapes.  **Learning Targets:** I can identify, name, and describe cones.  **Critical Vocab:** cone  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end lesson by referring to the learning target. Lesson 10.5 Identify, Name, and Describe Cones Students will use manipulative, pictures, and drawings to identify, name, and describe cones.  **Assessment:** Go Math Workbook pgs. 429-432 (SA))  **Standard:** K.G.3 Identify and describe shapes.  **Learning Targets:** I can solve problems using the strategy *use logical reasoning*.  **Critical Vocab:** flat, solid  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end lesson by referring to the learning target. Lesson 10.6 Problem Solving/Two- and Three- Dimensional Shapes Students will use manipulative, pictures, and drawings to solve problems by sorting shapes.  **Assessment:** Go Math Workbook pgs. 433-436 (SA) | **Standard:** K.G.1 Identify and describe shapes (cubes, cones, cylinders, and spheres).  **Learning Targets:** I can use the terms *beside* and *next to* to describe shapes in the environment.  **Critical Vocab:** beside, next to  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end the lesson by referring to the learning target. Lesson 10.8 Beside and Next To Students will use pictures and drawings to identify the position of shapes in the environment.  **Assessment:** Go Math Workbook pgs. 441-444 (SA)  **Standard:** K.G.1 Identify and describe shapes (cubes, cones, cylinders, spheres).  **Learning Targets:** I can use the terms *in front of* and *behind* to describe shapes in the environment.  **Critical Vocab:** in front of, behind  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end lesson by referring to the learning target. Lesson 10.9 In Front Of and Behind Students will use pictures and drawings to identify the positions of shapes in the environment.  **Assessment:** Go Math Workbook pgs. 445-448 (SA) | **Standard:** K.G.1,2,3 Identify and describe shapes (cubes, cones, cylinders, spheres). K.G.4 Analyze, compare, create, and compose shapes.  **Learning Targets:** I can describe 3-D shapes. I can sort 3-D shapes.  **Critical Vocab:** flat surface, curved surface, roll, stack, slide, sphere, cube, cylinder, cone, flat, solid, three-dimensional shape  **Activities/Strategies:** Daily Bell ringer: addition review (FA) Begin and end lesson by referring to the learning target. Chapter 10 Review Students will identify and describe three-dimensional shapes.  **Assessment:** Go Math Chapter 10 assessment |
| **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.**  **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 (Yy). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that have /y/. I can identify and describe a story setting.  **Critical Vocab:**  blending, sounds, word family, setting, correct letter formation Amazing words: (abuela, flock, airport, adventure, city, harbor)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What kind of adventure can you have in the city? Build oral language and review amazing words using Talk With Me/Sing With Me charts 24 A/B Envision It: Setting Teacher read aloud: A Trip to the Country  **Phonemic Awareness**: practice identifying sounds /y/ **Phonics**: /y/ spelled Yy ( Sing learning song: Yippy Yak) **Blend Words**: blending –ent word family words (magnetic letters) **Daily Handwriting**: Yy: correct letter formation  **Conventions:** Pronouns I and me **Assessment:**  white board (formative assessment)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 (Yy). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that have /y/. I can identify and describe a story setting.  **Critical Vocab:**  blending, sounds, word family, setting, correct letter formation Amazing words: (abuela, flock, airport, adventure, city, harbor)  **Activities/Strategies:**  Begin reading session by reviewing daily learning targets. Discuss the Question of the Week: What kind of adventures can you have in the city? Build oral language and review amazing words using Talk With Me/Sing With Me charts 24 A/B Envision It: Setting Trade Book Abuela-first reading, check retelling  **Phonemic Awareness**: practice identifying sounds /y/ **Phonics**: /y/ spelled Yy ( Sing learning song: Yippy Yak) **Blend Words**: blending –ent word family words (magnetic letters) **Daily Handwriting**: Yy: correct letter formation  **Conventions:** Pronouns I and me  **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 24 A/B Envision It: Setting Trade Book Abuela-2nd reading, check retelling with retelling cards as an aid  **Phonemic Awareness**: practice identifying sounds /y/ **Phonics**: /y/ spelled Yy ( Sing learning song: Yippy Yak) **Blend Words**: blending –ent word family words (magnetic letters) **Daily Handwriting**: Yy: correct letter formation  **Conventions:** Pronouns I and me  **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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I can identify and describe a story setting.  **Critical Vocab:**  blending, sounds, word family, setting, correct letter formation Amazing words: (abuela, flock, airport, adventure, city, harbor) Let’s Practice It! 598 Expository Text **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying sounds /y/ **Phonics**: /y/ spelled Yy ( Sing learning song: Yippy Yak) **Blend Words**: blending –ent word family words (magnetic letters) **Daily Handwriting**: word family assessment (summative)  **Conventions:** Pronouns I and me  **Assessment:**  word family assessment (SA) Sight Word assessment (SA) Setting (SA) | **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 (Yy). I can blend sounds to say words. I can identify sight words. I can blend onsets and rimes. I can identify words that have /y/. I can identify and describe a story setting.  **Critical Vocab:**  blending, sounds, word family, setting, correct letter formation Amazing words: (abuela, flock, airport, adventure, city, harbor) Let’s Practice It! 598 Expository Text **Activities/Strategies:**  Begin reading session by reviewing daily learning targets.  **Phonemic Awareness**: practice identifying sounds /y/ **Phonics**: /y/ spelled Yy ( Sing learning song: Yippy Yak) **Blend Words**: blending –ent word family words (magnetic letters) **Daily Handwriting**: word family assessment (summative)  **Conventions:** Pronouns I and me  **Assessment:**  word family assessment (SA) Sight Word assessment (SA) Setting (SA) |

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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 Reader 24 Ted and the Pet 2. Students will work on letter and word work. (what, him, say, has, pretty,Yy) 3. Read to self to build stamina 4. DRA and data notebook assessments  **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 Decodable Reader 24 A Pet Hen 2. Students will work on letter and word work. (what, him, say, has, pretty, Yy) 3. Read to self to build stamina. 4. DRA and data notebook assessments.  **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 Kdg. Student Reader We Get Set 2. Students will work on letter and word work. (what, him, say, has, pretty, Yy) 3. Read to self to build stamina. 4. DRA and data notebook assessments.  **Assessment:** various workbook pages | **SStandard:** **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 Get Set, Roll! Reader A Big Red Sled 2. Students will work on letter and word work. (but, find, had, girl, new, Yy) 3. Read to self to build stamina. 4. DRA and data notebook assessments.  **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. Students will work on letter and word work. (but, find, had, girl, new, Yy) 2. Read to self to build stamina. 3. DRA and data notebook assessments.  **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 |