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| **Daily Agenda:**  ***Reading/ELA Farmer’s Market and***  ***Four Seasons for Little People***  ***Week 2*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary:**  **HFW:** where, here, for, me, go, come, on, in, way, my  **Amazing words:** bargain, bustling, fact, customer, browse, library, cost, scale | | | | | |
| **Learning Target** | I can successfully use short u and a. I can successfully comprehend a story. I can identify character and setting. I can successfully**consonants v, y, z, zz, q, qu, kw** | I can successfully use short u and a. I can successfully comprehend a story. I can identify character and setting. I can successfully**consonants v, y, z, zz, q, qu, kw** | I can successfully use short u and a. I can successfully comprehend a story. I can identify character and setting. I can successfully**consonants v, y, z, zz, q, qu, kw** | I can successfully use short u and a. I can successfully comprehend a story. I can identify character and setting. I can successfully**consonants v, y, z, zz, q, qu, kw** | I can successfully use short u and a. I can successfully comprehend a story. I can identify character and setting. I can successfully**consonants v, y, z, zz, q, qu, kw** |
| **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:** add, addends, addition sentence, sum | | | | | |
| **Learning Target** | **I can:** write an addition sentence and solve. | **I can:** write an addition sentence and solve. I can count on. | **I can:** write an addition sentence and solve. | **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.3Understand and apply properties of operations and the relationship between addition and subtraction. | CC.1.OA.5 Add and subtract within 20. | 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  Chapter 3  Lesson 3.1  Fast Math | Calendar Math  Chapter 3  Lesson 3.2  Fast Math | Calendar Math  Chapter 3  Lesson 3.3  Fast Math | Calendar Math  Chapter 3  Lesson 3.4  Fast Math | Calendar Math  Chapter 3  Lesson 3.5  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 | F-Student work, teacher observation |

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| **Daily Agenda:**  ***Social Skills-Friendship*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Unit Vocabulary: friendship, sharing, helping, listening** | | | | | |
| **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.  Friendship-Getting along with others-read and sort, T chart | Discussion-worries or concerns  Complete any unfinished daily work.  Friendship-I can be a good friend by… | Discussion-worries or concerns  Complete any unfinished daily work.  Friendship-saying you’re sorry-Step 1,2,3,-role play scenarios-pgs13-14 | Discussion-worries or concerns  Complete any unfinished daily work.  Friendship-My best friend and me! | 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, and 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