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| **Subject**  Reading/LA/Writing 7:45-9:45 | | **Teacher/Room**: Cronan Rm 161 | | | |
| **Unit Vocabulary:**  we, go, our, see, for, can, he, as, good, he, do, best | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Standard(s)**:  ELA-Literacy.RL.K.1  ELA-Literacy.RL1.1  ELA-Literacy.RL.2.1  ELA-Literacy.RL.3.1  ELA-Literacy.RL.5.3 | **Standard(s)**:  ELA-Literacy.RL.K.1  ELA-Literacy.RL1.1  ELA-Literacy.RL.2.1  ELA-Literacy.RL.3.1  ELA-Literacy.RL.5.3 | | **Standard(s)**:  ELA-Literacy.RL.K.1  ELA-Literacy.RL1.1  ELA-Literacy.RL.2.1  ELA-Literacy.RL.3.1  ELA-Literacy.RL.5.3 | **Standard(s)**:  ELA-Literacy.RL.K.1  ELA-Literacy.RL1.1  ELA-Literacy.RL.2.1  ELA-Literacy.RL.3.1  ELA-Literacy.RL.5.3 | **Standard(s)**:  ELA-Literacy.RL.K.1  ELA-Literacy.RL1.1  ELA-Literacy.RL.2.1  ELA-Literacy.RL.3.1  ELA-Literacy.RL.5.3 |
| **Learning Target**  I can use phonemic awareness to decode words.  \*How can I say, spell or match a picture to a word that has the same beginning sound? | **Learning Target**  I can use phonemic awareness to decode words.  \*How can I tell the name and sound of the letter to decode words?  \*How can I describe/select a character, setting or event from pictures in a story? | | **Learning Target**  I can use phonemic awareness to decode words.  \*How can I say, spell or match a picture to a word that has the same beginning sound?  \*How can I choose a word to complete a sentence? | **Learning Target**  I can use phonemic awareness to decode words.  \*How can I say, spell or match a picture to a word that has the same beginning sound?  \*How can I describe/select a character, setting or event from pictures in a story? | **Learning Target**  I can use phonemic  awareness to decode  words.  \*How can I say, spell or match a picture to a word that has the same beginning sound? |
| Reading/LA/Writing:  **Lesson 5:** HF word wall (list 2)  **Lesson 11:** letter/sound intro (consonant)  **Lesson 3:** Picture walk and Read aloud  **Lesson 30:** journal entry 2 | Reading/LA/Writing :  **Lesson 5:** HF word wall  **Lesson 7:** Trace/write list 2  **Lesson 12:** Revisit vocab definitions ppt  **Lesson 3/4:** Read Aloud and answer comp questions  **Lesson 18:** word sort | | Reading/LA/Writing :  **Lesson 5:** HF word wall  **Lesson 11**: letter/sound match (consonant )  **Lesson 7:**  Fill In  **Lesson 13:** Scrambled sentences | Reading/LA/Writing  **Lesson 5:** HF word wall  **Lesson 7:** word study  **Lesson 3/4:** Read Aloud review and answer comp  **Lesson 13:** Scrambled sentences | Reading/LA/Writing:  **Lesson 5:** Review word wall  **Lesson 9:** spelling list review  **L**etter Word Sentence practice  **Lesson 15:** literary exper-fiction  Camille’s Team  **Lesson 30:** Journal Writing 2 |
| **Differentiation:**Small Group-  Green 3- Level C-word reading  Yellow 2-Level A- segment and blend  Red-1- Level aa-letter/sound corresp. | **Differentiation:**  Small Group  Student Goals | | **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals |
| **Assessment:**  Pre Assessment Student goals  Iready  Teach Town | **Assessment:**  Compr. Q & A  Iready Student goals  Teach Town | | **Assessment:**  Interactive board fill in  Iready student goals  Teach Town | **Assessment:**  Compr. Q&A Retell  Iready student goals  Teach Town | **Assessment:**  L.18 vocab sort  Iready student goals  Teach Town |

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| **Subject**  Math 9:45-11:00 | | **Teacher/Room**: Cronan Rm 161 | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Standard(s)**:  MMCK.CC.A.1  MCC1.NBT.b.2  MCC2.OA.2  MCC3.NBT.1  MCC5.NBT.1 | **Standard(s)**:  MMCK.MD.2  MCC1.MD.1  MCC2.MD.1  MCC3.NBT.4  MCC5.NBT.4 | | **Standard(s)**:  MMCK.CC.A.1  MCCK.MD.2  MCC1.NBT.b.2  MCC2.OA.2  MCC2.MD.1  MCC3.MD.2  MCC5.MD.2 | **Standard(s)**:  MMCK.CC.A.1  MCC1.NBT.b.2  MCC2.OA.2  MCC3.NBT.4  MCC5.NBT.4 | **Standard(s)**:  MMCK.CC.A.1  MCC1.NBT.b.2  MCC2.OA.2  MCC3.NBT.1  MCC5.NBT.1 |
| **Learning Target**  I can use number sense when counting, adding and subtracting numbers.  How can I count, add and subtract a number of objects to tell how many? | **Learning Target**  I can use standard/non-standard tools to measure and compare the length of objects.  How can I compare the length of two objects and tell which is longer/shorter? | | **Learning Target**  I can describe and sort shapes by name and their attributes.  How can I make a line plot to display a data set of measurements? | **Learning Target**  I can use number sense when counting, adding and subtracting numbers.  How can I match bills and coins to show their correct value? | **Learning Target**  I can use number sense when counting, adding and subtracting numbers.  How can I count, add and subtract a number of objects to tell how many? |
| Math:  **Lesson 19:** Number Sense- Counting, add, sub –  Touch Math practice  **Lesson 25:** Algebraic Thinking:  Group-1: match number sets  Group 2: 1 digit subtr w/o rgrp  Group 3: 2 digit add/sub w/regrng | Math:  **Lesson 21:** Measure It!  **Lesson 23:** Telling Time  Group 1- hour  Group 2- hour, half hour  Group 3- hour, half & qtr hour | | Math:  **Lesson 19:** Number Sense- Counting, addition, subtraction-  Touch Math pr  **Lesson 20:** Graphing  **Lesson 24:** Geometry/ spacial sense | Math:  **Lesson 19:** Number Sense- Counting, addition, subtraction  Studying the Earth  -Touch Math pr  **Lesson 22:** Money  Coin sort  I can buy food  Dollar Up | Math:  **Lesson 19:** Number Sense- Counting, addition, subtraction  Touch Math practice  **Lesson 25:** Algebraic Thinking: |
| **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals | | **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals |
| **Assessment:**  Pre Assessment | **Assessment:**  Interactive time activity | | **Assessment:**  Touch Math self check  Interactive Shape sort | **Assessment:**  Interactive money act.  File Folder activities | **Assessment:**  Teacher conferencing |
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| **Subject**  Social Studies/Science | | **Teacher/Room**: Cronan Rm 161 | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Standard(s)**:  SSKH1  SS1H1  SS2H1  SS3CG5  SS5CG1  SKCS6  S1CS7  S2CS7  S3CS8  S5CS8 | **Standard(s)**:  SSKH1  SS1H1  SS2H1  SS3CG5  SKCS6  S1CS7  S2CS7  S3CS8  S5CS8 | | **Standard(s):**  SSKH1  SS1H1  SS2H1  SS3CG5  SS5H8  SKCS6  S1CS7  S2CS7  S3CS8  S5CS8 | **Standard(s)**:  SSKH1  SS1H1  SS2H1  SS3CG5  SKCS6  S1CS7  S2CS7  S3CS8  S5CS8 | **Standard(s)**:  SSKH1  SS1H1  SS2H1  SS3CG5  SKCS6  S1CS7  S2CS7  S3CS8  S5CS8 |
| **Learning Target**  \*I can use teamwork to follow school expectations.  \*How can I use teamwork to follow school expectations?  \*I can conduct an experiment, gather and record data. \*How can I identify how to receive information using the five senses? | **Learning Target**  \*I can use teamwork to follow school expectations.  \*How can I use teamwork to follow school expectations?  \*I can conduct an experiment, gather and record data. \*How can I identify how to receive information using the five senses? | | **Learning Target**  I can use words and phrases related to chronology and  time to explain how things change.  I can conduct an experiment, gather and record data. \*How can I identify how to receive information using the five senses? | **Learning Target**  \*I can use teamwork to follow school expectations.  \*How can I use teamwork to follow school expectations?  \*I can conduct an experiment, gather and record data. \*How can I identify how to receive information using the five senses? | **Learning Target**  \*I can use teamwork to follow school expectations.  \*How can I use teamwork to follow school expectations?  \*I can conduct an experiment, gather and record data. \*How can I identify how to receive information using the five senses? |
| **Social Studies:**  Discuss cooperation: www.pebblego.com  **Science**  Intro to Five Senses: Read Aloud  “Simon’s Five Senses” n2y library | **Social Studies:**  Discuss sportsmanship: www.pebblego.com  **Science**  \*point out each body part and how each sense is used to see, hear, smell, touch and taste popcorn  Make hypothesis and discuss vocabulary | | **Social Studies:**  Lesson 29: history timeline  **Science**  Discuss senses: pebblego.com  Do cut and paste activity | **Social Studies:**  Lesson 27: Practice hoop roll activity  **Science**  Do sensory box experiment | **Social Studies:**  Lesson 27: Practice hoop roll activity  **Science**  Record data and share |
| **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals | | **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals |
| **Assessment:** Q&A  Interactive board activity | **Assessment:**  Class discussion | | **Assessment:**  Thumbs up/down | **Assessment:**  Teacher conferencing | **Assessment:**  Recording data sheet |
| **Subject Life Skills 1:30 – 2:00** | | **Teacher/Room**: Cronan Rm 161 | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Standard(s)**: | **Standard(s)**: | | **Standard(s):** | **Standard(s)**: | **Standard(s)**: |
| **Learning Target**  I can use self-help skills to increase level of independence and promote self-confidence. | **Learning Target**  I can use self-help skills to increase level of independence and promote self-confidence. | | **Learning Target**  I can use self-help skills to increase level of independence and promote self-confidence. | **Learning Target**  I can use self-help skills to increase level of independence and promote self-confidence. | **Learning Target**  I can use self-help skills to increase level of independence and promote self-confidence. |
| * Birthday * Address/phone no. * Signs and symbols * Temperature * Hang clothing * Laundry sort and folding * Shoe lacing and tying * Emergency Phone conversations * Buttoning, snapping * Utensil sort | * Birthday * Address/phone no. * Signs and symbols * Temperature * Hang clothing * Laundry sort and folding * Shoe lacing and tying * Emergency Phone conversations * Buttoning, snapping * Utensil sort | | * Birthday * Address/phone no. * Signs and symbols * Temperature * Hang clothing * Laundry sort and folding * Shoe lacing and tying * Emergency Phone conversations * Buttoning, snapping * Utensil sort | * Birthday * Address/phone no. * Signs and symbols * Temperature * Hang clothing * Laundry sort and folding * Shoe lacing and tying * Emergency Phone conversations * Buttoning, snapping * Utensil sort | * Birthday * Address/phone no. * Signs and symbols * Temperature * Hang clothing * Laundry sort and folding * Shoe lacing and tying * Emergency Phone conversations * Buttoning, snapping * Utensil sort |
| **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals | | **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals | **Differentiation:**  Small Group  Student Goals |
| **Assessment:**  Teacher observation | **Assessment:**  Teacher observation | | **Assessment:**  Teacher observation  Performance Task | **Assessment:**  Teacher observation | **Assessment:**  Teacher Observation  Performance Task |

Additional readings/videos:

Howard B Wigglebottom:

starfall.com

[www.getepic.com](http://www.getepic.com) : learn the alphabet video

counting ten numbers