|  |  |
| --- | --- |
| **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.1ELA-Literacy.RL1.1ELA-Literacy.RL.2.1ELA-Literacy.RL.3.1ELA-Literacy.RL.5.3 | **Standard(s)**:ELA-Literacy.RL.K.1ELA-Literacy.RL1.1ELA-Literacy.RL.2.1ELA-Literacy.RL.3.1ELA-Literacy.RL.5.3 | **Standard(s)**:ELA-Literacy.RL.K.1ELA-Literacy.RL1.1ELA-Literacy.RL.2.1ELA-Literacy.RL.3.1ELA-Literacy.RL.5.3 | **Standard(s)**:ELA-Literacy.RL.K.1ELA-Literacy.RL1.1ELA-Literacy.RL.2.1ELA-Literacy.RL.3.1ELA-Literacy.RL.5.3 | **Standard(s)**:ELA-Literacy.RL.K.1ELA-Literacy.RL1.1ELA-Literacy.RL.2.1ELA-Literacy.RL.3.1ELA-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-fictionCamille’s Team**Lesson 30:** Journal Writing 2 |
| **Differentiation:**Small Group-Green 3- Level C-word readingYellow 2-Level A- segment and blendRed-1- Level aa-letter/sound corresp.  | **Differentiation:**Small GroupStudent Goals  | **Differentiation:**Small GroupStudent Goals  | **Differentiation:**Small Group Student Goals | **Differentiation:**Small Group Student Goals |
| **Assessment:**Pre Assessment Student goalsIreadyTeach Town | **Assessment:**Compr. Q & AIready Student goalsTeach Town | **Assessment:**Interactive board fill inIready student goalsTeach Town | **Assessment:**Compr. Q&A Retell Iready student goalsTeach Town | **Assessment:**L.18 vocab sortIready student goalsTeach Town |

|  |  |
| --- | --- |
| **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.2MCC2.OA.2 MCC3.NBT.1 MCC5.NBT.1 | **Standard(s)**:MMCK.MD.2MCC1.MD.1MCC2.MD.1MCC3.NBT.4 MCC5.NBT.4 | **Standard(s)**:MMCK.CC.A.1MCCK.MD.2MCC1.NBT.b.2MCC2.OA.2MCC2.MD.1MCC3.MD.2MCC5.MD.2 | **Standard(s)**:MMCK.CC.A.1MCC1.NBT.b.2MCC2.OA.2MCC3.NBT.4MCC5.NBT.4 | **Standard(s)**:MMCK.CC.A.1 MCC1.NBT.b.2MCC2.OA.2 MCC3.NBT.1MCC5.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 setsGroup 2: 1 digit subtr w/o rgrpGroup 3: 2 digit add/sub w/regrng | Math:**Lesson 21:** Measure It!**Lesson 23:** Telling TimeGroup 1- hourGroup 2- hour, half hourGroup 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:** MoneyCoin sortI can buy foodDollar 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 GroupStudent Goals  | **Differentiation:**Small Group Student Goals | **Differentiation:**Small Group Student Goals |
| **Assessment:**Pre Assessment | **Assessment:**Interactive time activity | **Assessment:**Touch Math self checkInteractive Shape sort | **Assessment:**Interactive money act.File Folder activities | **Assessment:**Teacher conferencing |
|  |  |  |  |  |
| **Subject**Social Studies/Science | **Teacher/Room**: Cronan Rm 161  |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Standard(s)**:SSKH1SS1H1SS2H1SS3CG5SS5CG1SKCS6 S1CS7S2CS7S3CS8S5CS8 | **Standard(s)**:SSKH1SS1H1SS2H1SS3CG5SKCS6 S1CS7S2CS7S3CS8S5CS8 |  **Standard(s):**SSKH1SS1H1SS2H1SS3CG5SS5H8SKCS6 S1CS7S2CS7S3CS8S5CS8 | **Standard(s)**:SSKH1SS1H1SS2H1SS3CG5SKCS6 S1CS7S2CS7S3CS8S5CS8 | **Standard(s)**:SSKH1SS1H1SS2H1SS3CG5SKCS6 S1CS7S2CS7S3CS8S5CS8 |
| **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 andtime 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 popcornMake hypothesis and discuss vocabulary | **Social Studies:** Lesson 29: history timeline**Science**Discuss senses: pebblego.comDo 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 GroupStudent Goals  | **Differentiation:**Small Group Student Goals | **Differentiation:**Small Group Student Goals |
| **Assessment:** Q&AInteractive 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 GroupStudent Goals  | **Differentiation:**Small Group Student Goals | **Differentiation:**Small Group Student Goals |
| **Assessment:** Teacher observation | **Assessment:**Teacher observation | **Assessment:**Teacher observationPerformance Task | **Assessment:**Teacher observation | **Assessment:**Teacher ObservationPerformance Task |

Additional readings/videos:

Howard B Wigglebottom:

starfall.com

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

 counting ten numbers