

# Miss Hibbard's Lesson Plans- Learning Support: Kindergarten and Grade 1 Week of: October 2<sup>nd</sup> – October 6<sup>th</sup>

## Our Schedule:

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| 8:35 – 9:00<br>Morning Arrival                            | Students arrive at 8:35<br>Progress Monitoring – Data Entry  |
| 9:10 – 9:55<br>Kindergarten ELA<br>Foundations            | <u>See Attached Dailey Plans</u><br>Students will work in the Kindergarten Foundations Curriculum<br>ELA: Spelling, Writing, Reading, Phonemic Awareness, Phonics<br>Progress Monitoring Completed Weekly  |
| 10:00 – 10:45<br>1 <sup>st</sup> Grade ELA<br>Foundations | <u>See Attached Daily Plans</u><br>Students will work in the Foundations ELA 1 <sup>st</sup> Grade Curriculum<br>ELA: Spelling, Grammar, Writing, Reading, Guided reading<br>Progress Monitoring Completed Weekly  |
| 10:45 – 11:15<br>1 <sup>st</sup> Grade FLEX               | <u>See Attached Daily Plans</u><br>Flexible Groups: Reteaching and Intensive Intervention<br>Small group reteaching, whole group direct instruction, Daily 5/Daily 3<br>Foundations taught in two small groups and Math Review, guided rdg.<br>Centers, Computer Applications, Math Journals, & Interactive Notebook |
| 11:15 – 12:00<br>Kindergarten Math                        | <u>See Attached Daily Plans</u><br>Students will work in the Kindergarten Big Ideas Math Curriculum<br>Math Daily 3 Journals, Interactive Notebooks, Computer Applications<br>Progress Monitoring Completed Weekly   |
| 12:10 – 12:40   | Lunch  |
| 12:45 – 1:45<br>1 <sup>st</sup> Grade Math                | <u>See Attached Daily Plans</u><br>Students will work in the Big Ideas Math Grade 1 Curriculum<br>Math Daily 3 Journals, Interactive Notebooks, Computer Applications<br>Progress Monitoring Completed Weekly  |
| 1:45 – 2:25<br>Kindergarten FLEX                          | <u>See Attached Daily Plans</u><br>Flexible Groups: Reteaching and Intensive Intervention<br>Small group reteaching, whole group direct instruction, Daily 5/Daily 3<br>Review of Foundations (letters/sounds) and Math skills (numbers)   |
| 3:10  | Students are Dismissed at 3:15<br>Hall Duty  |

# Kindergarten ELA

## Fundations

9:10 – 9:55

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| Monday  | <p><b>Topic/Unit:</b> FUNdations K – Unit 1 Week 5 Day 1 (pages 104 – 105)</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities.</p> <p><b>DOK Levels:</b> 1, 2</p> <ul style="list-style-type: none"><li>-The class will review the sky line, plane line, grass line, and worm line.</li><li>-The students will review the letter cards (letter, keyword sound)...review correct formation.</li><li>-Build Words: tap them out to segment and blend sounds</li><li>-Nonsense Words</li><li>-Sound Dictation/Word Dictation drills using dry erase and/or magnetic</li></ul> <p>Review Letters/Letter Formation<br/>Letter: t, b, f, n, m, l, u, c, o, a, g,</p> <ul style="list-style-type: none"><li>-Introduce the card with Echo: what do you notice? Tall letter? Keyword?</li><li>-Repeat card</li><li>-Model formation: shape the learning (what did I do wrong?)</li><li>-Sky write the letter</li><li>-Dry erase letter formation</li><li>-Magnetic boards</li><li>-Add letter to student notebook/activity page</li><li>-Review all cards/sound dictation drills</li><li>-name writing with correct letter formation</li><li>-Rhyming: produce a rhyming word and identify</li><li>-SMART board game-talk me through making the letters. Students practice on SMART board.</li><li>- Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend</li></ul> <p>Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Homework: Students are encouraged to explore reading at home nightly.</p> <p><b>**PROGRESS MONITOR!</b></p> |
| Tuesday | <p><b>Topic/Unit:</b> FUNdations K – Unit 1 Week 5 Day 2 (pages 106 – 107)</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"><li>-The class will review the sky line, plane line, grass line, and worm line.</li><li>-The students will review the letter cards (letter, keyword sound)...review correct formation.</li><li>-Build Words: tap them out to segment and blend sounds</li><li>-Nonsense Words</li><li>-Sound Dictation/Word Dictation drills using dry erase and/or magnetic</li></ul> <p>Review Letters/Letter Formation<br/>Letter: t, b, f, n, m, l, u, c, o, a, g,</p> <ul style="list-style-type: none"><li>-Introduce the card with Echo: what do you notice? Tall letter? Keyword?</li></ul>   |

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|           | <ul style="list-style-type: none"> <li>-Repeat card</li> <li>-Model formation: shape the learning (what did I do wrong?)</li> <li>-Sky write the letter</li> <li>-Dry erase letter formation</li> <li>-Magnetic boards</li> <li>-Add letter to student notebook/activity page</li> <li>-Review all cards/sound dictation drills</li> <li>-name writing with correct letter formation</li> <li>-Rhyming: produce a rhyming word and identify</li> <li>-SMART board game-talk me through making the letters. Students practice on SMART board.</li> <li>- Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend</li> </ul> <p>Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Homework: Students are encouraged to explore reading at home nightly.</p> <p><b>**PROGRESS MONITOR!</b></p>  |
| Wednesday | <p><b>Topic/Unit:</b> FUNdations K – Unit 1 Week 5 Day 3 (pages 108 – 109)</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>-The class will review the sky line, plane line, grass line, and worm line.</li> <li>-The students will review the letter cards (letter, keyword sound)...review correct formation.</li> <li>-Build Words: tap them out to segment and blend sounds</li> <li>-Nonsense Words</li> <li>-Sound Dictation/Word Dictation drills using dry erase and/or magnetic</li> </ul> <p>Review Letters/Letter Formation</p> <p>Letter: t, b, f, n, m, l, u, c, o, a, g,</p> <ul style="list-style-type: none"> <li>-Introduce the card with Echo: what do you notice? Tall letter? Keyword?</li> <li>-Repeat card</li> <li>-Model formation: shape the learning (what did I do wrong?)</li> <li>-Sky write the letter</li> <li>-Dry erase letter formation</li> <li>-Magnetic boards</li> <li>-Add letter to student notebook/activity page</li> <li>-Review all cards/sound dictation drills</li> <li>-name writing with correct letter formation</li> <li>-Rhyming: produce a rhyming word and identify</li> <li>-SMART board game-talk me through making the letters. Students practice on SMART board.</li> <li>- Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend</li> </ul> <p>Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Homework: Students are encouraged to explore reading at home nightly.</p> <p><b>**PROGRESS MONITOR!</b></p> |
| Thursday  | <p><b>Topic/Unit:</b> FUNdations K – Unit 1 Week 5 Day 4 (pages 100 – 101)</p>  |

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|        | <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities.</p> <p><b>DOK Levels:</b> 1, 2</p> <ul style="list-style-type: none"> <li>-The class will review the sky line, plane line, grass line, and worm line.</li> <li>-The students will review the letter cards (letter, keyword sound)...review correct formation.</li> <li>-Build Words: tap them out to segment and blend sounds</li> <li>-Nonsense Words</li> <li>-Sound Dictation/Word Dictation drills using dry erase and/or magnetic</li> </ul> <p>Review Letters/Letter Formation<br/>Letter: t, b, f, n, m, l, u, c, o, a, g,</p> <ul style="list-style-type: none"> <li>-Introduce the card with Echo: what do you notice? Tall letter? Keyword?</li> <li>-Repeat card</li> <li>-Model formation: shape the learning (what did I do wrong?)</li> <li>-Sky write the letter</li> <li>-Dry erase letter formation</li> <li>-Magnetic boards</li> <li>-Add letter to student notebook/activity page</li> <li>-Review all cards/sound dictation drills</li> <li>-name writing with correct letter formation</li> <li>-Rhyming: produce a rhyming word and identify</li> <li>-SMART board game-talk me through making the letters. Students practice on SMART board.</li> <li>- Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend</li> </ul> <p>Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Homework: Students are encouraged to explore reading at home nightly.</p> <p><b>**PROGRESS MONITOR!</b></p> |
| Friday | <p><b>Topic/Unit:</b> FUNdations K – Unit 1 Week 5 Day 5 (pages 102 – 103)</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>-No School</li> </ul> <p>Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Homework: Students are encouraged to explore reading at home nightly.</p> <p><b>**PROGRESS MONITOR!</b></p>  |

**ELA Common Core Standards (K):** cc.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes), and recognize and produce rhyming words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words, and demonstrate basic knowledge of one-to-one letter-sound correspondence .

**CC.1.1.K.E:** Read emergent reader text with purpose and understanding.

**CC.1.2.K.K:** Determine or clarify the meaning of unknown words or multiple meaning words in grade level content.

**CC.1.4.K.F:** Demonstrate a grade-appropriate command of the conventions of the standard English grammar.

**CC.1.5.K.A:** Participate in collaborative conversations with peers and adults in small and large groups.

# 1<sup>st</sup> Grade ELA

## Fundations

10:00 – 10:45

Monday

**Topic/Unit:** FUNdations 1 – Unit 2 Week 3 Day 1 (pages 126-127)

**Objective:** The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).

**DOK Levels:** 1, 2

-The class will review the letter sound cards orally. We will also review the vowel sounds using the Fundations poster.

-Review letters from yesterday (card, sound, formation).

-Letters: sky write the letter, dry erase boards letter formation, sound dictation drills

-Phoneme Segmentation: Teacher will give three sounds, students tell the word. Teacher will show three letter cards...students make three sounds and blend to tell the word.

Teacher says the word...students must segment and blend the three sounds. Magnetic boards/SMART

-Word Play: The students will work on phoneme segmentation. The teacher will write a word on the board and ask the students the sounds of the three letters (m-a-t). The students will segment the sounds individually and then blend them together to read the word.

-Oral Phoneme Segmentation-magnetic boards and SMART board model

-Review Capital Letters "A-Z" - sky write it, SMART board model and practice, dry erase boards

-put letters in student notebook using correct letter formation.

-Sound Dictation Drills using dry erase boards

-Word/Sound dictation using magnetic boards and SMART board model

-trick words...word and sentence dictation

-Beginning sound-what sound do you hear at the beginning of mat, etc.

-oral and producing rhyming

-SMART board game...walk me through how to make the letter. Correct letter formation

-objects with sounds...actual objects and on SMART board.

-Rhyming: oral produce the rhyme and identify if two words rhyme

-practice oral rhyming: identification (yes or no if 2 words rhyme) and producing (give me a word that rhymes with...)

-Beginning Sounds...what sound do you hear at the beginning of "mat" etc.

- practice name writing with correct letter formation

-Giraffe Book List 2: sight words

-Guided Reading Leveled Reader- together, super star partner reading, vocabulary/comprehension skill

-Kid Writing/Sentence Building/Sentence Dictation using SMART board model

-letter Sound Bingo , CVC puzzles, roll a word

Hand-over-hand and dot/highlighter modifications as needed.

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|           | <p>Homework: Students are encouraged to read at home nightly.</p> <p><b>**PROGRESS MONITOR!</b></p>  |
| Tuesday   | <p><b>Topic/Unit:</b> FUNdations 1 – Unit 2 Week 3 Day 2 (pages 128-129)</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>-The class will review the letter sound cards orally. We will also review the vowel sounds using the Foundations poster.</li> <li>-Review letters from yesterday (card, sound, formation).</li> <li>-Letters: sky write the letter, dry erase boards letter formation, sound dictation drills</li> <li>-Phoneme Segmentation: Teacher will give three sounds, students tell the word. Teacher will show three letter cards...students make three sounds and blend to tell the word. Teacher says the word...students must segment and blend the three sounds. Magnetic boards/SMART</li> <li>-Word Play: The students will work on phoneme segmentation. The teacher will write a word on the board and ask the students the sounds of the three letters (m-a-t). The students will segment the sounds individually and then blend them together to read the word.</li> <li>-Oral Phoneme Segmentation-magnetic boards and SMART board model</li> <li>-Review Capital Letters "A-Z" - sky write it, SMART board model and practice, dry erase boards</li> <li>-put letters in student notebook using correct letter formation.</li> <li>-Sound Dictation Drills using dry erase boards</li> <li>-Word/Sound dictation using magnetic boards and SMART board model</li> <li>-trick words...word and sentence dictation</li> <li>-Beginning sound-what sound do you hear at the beginning of mat, etc.</li> <li>-oral and producing rhyming</li> <li>-SMART board game...walk me through how to make the letter. Correct letter formation</li> <li>-objects with sounds...actual objects and on SMART board.</li> <li>-Rhyming: oral produce the rhyme and identify if two words rhyme</li> <li>-practice oral rhyming: identification (yes or no if 2 words rhyme) and producing (give me a word that rhymes with...)</li> <li>-Beginning Sounds...what sound do you hear at the beginning of "mat" etc.</li> <li>- practice name writing with correct letter formation</li> <li>-Giraffe Book List 2: sight words</li> <li>-Guided Reading Leveled Reader- together, super star partner reading, vocabulary/comprehension skill</li> <li>-Kid Writing/Sentence Building/Sentence Dictation using SMART board model</li> <li>-letter Sound Bingo , CVC puzzles, roll a word</li> </ul> <p>Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Homework: Students are encouraged to read at home nightly.</p> <p><b>**PROGRESS MONITOR!</b></p> |
| Wednesday | <p><b>Topic/Unit:</b> FUNdations 1 – Unit 2 Week 3 Day 3 (pages 130-131)</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words</p>  |

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|          | <p>through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).<br/> <b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>-The class will review the letter sound cards orally. We will also review the vowel sounds using the Foundations poster.</li> <li>-Review letters from yesterday (card, sound, formation).</li> <li>-Letters: sky write the letter, dry erase boards letter formation, sound dictation drills</li> <li>-Phoneme Segmentation: Teacher will give three sounds, students tell the word. Teacher will show three letter cards...students make three sounds and blend to tell the word. Teacher says the word...students must segment and blend the three sounds. Magnetic boards/SMART</li> <li>-Word Play: The students will work on phoneme segmentation. The teacher will write a word on the board and ask the students the sounds of the three letters (m-a-t). The students will segment the sounds individually and then blend them together to read the word.</li> <li>-Oral Phoneme Segmentation-magnetic boards and SMART board model</li> <li>-Review Capital Letters "A-Z"- sky write it, SMART board model and practice, dry erase boards</li> <li>-put letters in student notebook using correct letter formation.</li> <li>-Sound Dictation Drills using dry erase boards</li> <li>-Word/Sound dictation using magnetic boards and SMART board model</li> <li>-trick words...word and sentence dictation</li> <li>-Beginning sound-what sound do you hear at the beginning of mat, etc.</li> <li>-oral and producing rhyming</li> <li>-SMART board game...walk me through how to make the letter. Correct letter formation</li> <li>-objects with sounds...actual objects and on SMART board.</li> <li>-Rhyming: oral produce the rhyme and identify if two words rhyme</li> <li>-practice oral rhyming: identification (yes or no if 2 words rhyme) and producing (give me a word that rhymes with...)</li> <li>-Beginning Sounds...what sound do you hear at the beginning of 'mat' etc.</li> <li>- practice name writing with correct letter formation</li> <li>-Giraffe Book List 2: sight words</li> <li>-Guided Reading Leveled Reader- together, super star partner reading, vocabulary/comprehension skill</li> <li>-Kid Writing/Sentence Building/Sentence Dictation using SMART board model</li> <li>-letter Sound Bingo , CVC puzzles, roll a word</li> </ul> <p>Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Homework: Students are encouraged to read at home nightly.<br/> <b>**PROGRESS MONITOR!</b></p> |
| Thursday | <p><b>Topic/Unit:</b> FUNdations 1 – Unit 2 Week 3 Day 4 (pages 132-133)<br/> <b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).<br/> <b>DOK Levels:</b> 1, 2</p> <ul style="list-style-type: none"> <li>-The class will review the letter sound cards orally. We will also review the vowel sounds using the Foundations poster.</li> </ul>   |

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|        | <ul style="list-style-type: none"> <li>-Review letters from yesterday (card, sound, formation).</li> <li>-Letters: sky write the letter, dry erase boards letter formation, sound dictation drills</li> <li>-Phoneme Segmentation: Teacher will give three sounds, students tell the word. Teacher will show three letter cards...students make three sounds and blend to tell the word. Teacher says the word...students must segment and blend the three sounds. Magnetic boards/SMART</li> <li>-Word Play: The students will work on phoneme segmentation. The teacher will write a word on the board and ask the students the sounds of the three letters (m-a-t). The students will segment the sounds individually and then blend them together to read the word.</li> <li>-Oral Phoneme Segmentation-magnetic boards and SMART board model</li> <li>-Review Capital Letters "A-Z"- sky write it, SMART board model and practice, dry erase boards</li> <li>-put letters in student notebook using correct letter formation.</li> <li>-Sound Dictation Drills using dry erase boards</li> <li>-Word/Sound dictation using magnetic boards and SMART board model</li> <li>-trick words...word and sentence dictation</li> <li>-Beginning sound-what sound do you hear at the beginning of mat, etc.</li> <li>-oral and producing rhyming</li> <li>-SMART board game...walk me through how to make the letter. Correct letter formation</li> <li>-objects with sounds...actual objects and on SMART board.</li> <li>-Rhyming: oral produce the rhyme and identify if two words rhyme</li> <li>-practice oral rhyming: identification (yes or no if 2 words rhyme) and producing (give me a word that rhymes with...)</li> <li>-Beginning Sounds...what sound do you hear at the beginning of 'mat' etc.</li> <li>- practice name writing with correct letter formation</li> <li>-Giraffe Book List 2: sight words</li> <li>-Guided Reading Leveled Reader- together, super star partner reading, vocabulary/comprehension skill</li> <li>-Kid Writing/Sentence Building/Sentence Dictation using SMART board model</li> <li>-letter Sound Bingo , CVC puzzles, roll a word</li> <li>Hand-over-hand and dot/highlighter modifications as needed.</li> </ul> <p>Homework: Students are encouraged to read at home nightly.</p> <p><b>**PROGRESS MONITOR!</b></p> |
| Friday | <p><b>Topic/Unit:</b> FUNdations 1 – Unit 2 Week 3 Day 5 (pages 134-135)</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <p>-No School</p> <p>Homework: Students are encouraged to read at home nightly.</p> <p><b>**PROGRESS MONITOR!</b></p>   |

**ELA Common Core Standards (1):** CC.1.1.1.C- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and

segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

CC.1.1.1.D- Know and apply grade level phonics and word analysis skills in decoding words. • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade level words with inflectional endings. • Read grade-appropriate irregularly spelled words.

CC.1.1.1.E- Read with accuracy and fluency to support comprehension

CC.1.4.1.F- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. (REMINDE-start with a capital, end with a period, meatball spaces )

CC.1.4.1.L-Demonstrate a grade appropriate command of the conventions of standard

English grammar and spelling

CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small

and larger groups

CC.1.5.1.E- Produce complete sentences when appropriate to task and situation

CC.1.5.1.G- Demonstrate command of the conventions of standard English when

speaking based on grade 1 level and content.

# 1<sup>st</sup> Grade FLEX Reading Intervention

## Fundations & Guided Reading Review

10:45 – 11:15

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| Monday | <p><b>Topic/Unit:</b> FUNdations 1 – Unit 2 Week 3 Review</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <p><b>Direct Instruction Group 1</b> : Fundations Unit</p> <ul style="list-style-type: none"> <li>-Review cards/vowels and standard cards</li> <li>-ELA: beginning, middle, end sounds</li> <li>-name writing with correct letter formation</li> <li>-Rhyming: produce a rhyming word and identify</li> <li>-SMART board game-talk me through making the letters. Students practice on SMART board.</li> <li>- Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend</li> <li>-Phoneme Segmentation-magnetic boards</li> <li>-“Review A-Z” ...sky write, SMART board...tell me how to make it, dry erase using Fundations lines</li> <li>-SMART...walk me through making letter/ match object to sound</li> <li>-nonsense words</li> <li>-trick words/sight words- Giraffe books (read/write)</li> <li>-sentence, word, and sound dictation</li> <li>-Kid writing</li> </ul> |
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|                | <p>Guided Reading: leveled readers are instructional level</p> <ul style="list-style-type: none"> <li>-objects in bag...tell me the letter</li> <li>-rhyming...oral identify and produce</li> <li>-SMART and dry erase review of correct letter formations</li> <li>-Letter matching game. BINGO, CVC puzzles, Giraffe books, sight word roll a word, sparkle</li> </ul> <p>Appropriate hand-over-hand and other accommodations as needed.</p> <p><b>*Center:</b> Group 2 working on guided or independent centers, interactive notebook, small group with Mrs. K., Daily 5/Daily 3 activities, computer applications (starfall, Reading Eggs, Reflex, etc)</p> <p>Homework: There is no homework during FLEX times.</p>  |
| <p>Tuesday</p> | <p><b>Topic/Unit:</b> FUNdations 1 – Unit 2 Week 3 Review</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <p><b>Direct Instruction Group 1 :</b> Foundations Unit</p> <ul style="list-style-type: none"> <li>-Review cards/vowels and standard cards</li> <li>-ELA: beginning, middle, end sounds</li> <li>-name writing with correct letter formation</li> <li>-Rhyming: produce a rhyming word and identify</li> <li>-SMART board game-talk me through making the letters. Students practice on SMART board.</li> <li>- Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend</li> <li>-Phoneme Segmentation-magnetic boards</li> <li>-“Review A-Z” ...sky write, SMART board...tell me how to make it, dry erase using Foundations lines</li> <li>-SMART...walk me through making letter/ match object to sound</li> <li>-nonsense words</li> <li>-trick words/sight words- Giraffe books (read/write)</li> <li>-sentence, word, and sound dictation</li> <li>-Kid writing</li> </ul> <p>Guided Reading: leveled readers are instructional level</p> <ul style="list-style-type: none"> <li>-objects in bag...tell me the letter</li> <li>-rhyming...oral identify and produce</li> <li>-SMART and dry erase review of correct letter formations</li> <li>-Letter matching game. BINGO, CVC puzzles, Giraffe books, sight word roll a word, sparkle</li> </ul> <p>Appropriate hand-over-hand and other accommodations as needed.</p> <p><b>*Center:</b> Group 2 working on guided or independent centers, interactive notebook, small group with Mrs. K., Daily 5/Daily 3 activities, computer applications (starfall, Reading Eggs, Reflex, etc)</p> <p>Homework: There is no homework during FLEX times.</p> |

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| <p>Wednesday</p> | <p><b>Topic/Unit:</b> FUNdations 1 – Unit 2 Week 3 Review<br/> <b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).<br/> <b>DOK Levels:</b> 1, 2, 3</p> <p><b>Direct Instruction Group 1</b> : Foundations Unit<br/> -Review cards/vowels and standard cards<br/> -ELA: beginning, middle, end sounds<br/> -name writing with correct letter formation<br/> -Rhyming: produce a rhyming word and identify<br/> -SMART board game-talk me through making the letters. Students practice on SMART board.<br/> - Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend<br/> -Phoneme Segmentation-magnetic boards<br/> -"Review A-Z" ...sky write, SMART board...tell me how to make it, dry erase using Foundations lines<br/> -SMART...walk me through making letter/ match object to sound<br/> -nonsense words<br/> -trick words/sight words- Giraffe books (read/write)<br/> -sentence, word, and sound dictation<br/> -Kid writing<br/> Guided Reading: leveled readers are instructional level<br/> -objects in bag...tell me the letter<br/> -rhyming...oral identify and produce<br/> -SMART and dry erase review of correct letter formations<br/> -Letter matching game. BINGO, CVC puzzles, Giraffe books, sight word roll a word, sparkle<br/> Appropriate hand-over-hand and other accommodations as needed.</p> <p>*<b>Center:</b> Group 2 working on guided or independent centers, interactive notebook, small group with Mrs. K., Daily 5/Daily 3 activities, computer applications (starfall, Reading Eggs, Reflex, etc)</p> <p>Homework: There is no homework during FLEX times.</p> |
| <p>Thursday</p>  | <p><b>Topic/Unit:</b> FUNdations 1 – Unit 2 Week 3 Review<br/> <b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).<br/> <b>DOK Levels:</b> 1, 2</p> <p><b>Direct Instruction Group 1</b> : Foundations Unit<br/> -Review cards/vowels and standard cards<br/> -ELA: beginning, middle, end sounds<br/> -name writing with correct letter formation<br/> -Rhyming: produce a rhyming word and identify<br/> -SMART board game-talk me through making the letters. Students practice on SMART board.</p>   |

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|        | <p>- Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend</p> <p>-Phoneme Segmentation-magnetic boards</p> <p>-“Review A-Z” ...sky write, SMART board...tell me how to make it, dry erase using Foundations lines</p> <p>-SMART...walk me through making letter/ match object to sound</p> <p>-nonsense words</p> <p>-trick words/sight words- Giraffe books (read/write)</p> <p>-sentence, word, and sound dictation</p> <p>-Kid writing</p> <p>Guided Reading: leveled readers are instructional level</p> <p>-objects in bag...tell me the letter</p> <p>-rhyming...oral identify and produce</p> <p>-SMART and dry erase review of correct letter formations</p> <p>-Letter matching game. BINGO, CVC puzzles, Giraffe books, sight word roll a word, sparkle</p> <p>Appropriate hand-over-hand and other accommodations as needed.</p> <p><b>*Center:</b> Group 2 working on guided or independent centers, interactive notebook, small group with Mrs. K., Daily 5/Daily 3 activities, computer applications (starfall, Reading Eggs, Reflex, etc)</p> <p>Homework: There is no homework during FLEX times.</p> |
| Friday | <p><b>Topic/Unit:</b> FUNdations 1 – Unit 2 Week 3 Review</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities. (phoneme segmentation, phonics, rhyming, phonemic awareness, beg/middle/ending sounds).</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <p><b>No School</b></p> <p>Homework: There is no homework during FLEX times.</p>   |

**ELA Common Core Standards (1):** CC.1.1.1.C- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

CC.1.1.1.D- Know and apply grade level phonics and word analysis skills in decoding words. • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade level words with inflectional endings. • Read grade-appropriate irregularly spelled words.

CC.1.1.1.E- Read with accuracy and fluency to support comprehension

CC.1.4.1.F- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. (REMINd-start with a capital, end with a period, meatball spaces )

CC.1.4.1.L-Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling

CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small and larger groups

CC.1.5.1.E- Produce complete sentences when appropriate to task and situation  
 CC.1.5.1.G- Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

| <h1>Kindergarten Math</h1> <h2>Big Ideas Math</h2> <p>11:20 – 12:00</p> |   |
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| Monday  | <p><b>Math Chapter &amp; Lesson:</b> Chapter 2: Compare Numbers 0-5- Lesson 2.1: Equal Groups (pages 59-64)</p> <p><b>Objective:</b> The students will be able to show and count equal groups and determine equal and unequal groups.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>* Review</li> <li>* Lesson...model, guided instruction, independent practice, assessments, team huddle</li> </ul> <p>-Review: Students will play a game to review numbers.<br/>           -Students watch the Curious George<br/>           -I tool manipulatives on SMART board to build shapes &amp; SMART board lesson<br/>           -The students will practice oral counting.<br/>           -Review correct number formation using SMART board and dry erase boards.<br/>           -The teacher will review center rules and rules with math “tools”.<br/>           -The teacher will model with manipulatives: guided instruction using bears, counters<br/>           -Counting objects game<br/>           -10 Frame and I tools manipulatives ...show me 15, 16, etc. count and one-to one correspondence<br/>           -Guided Practice using dry erase boards and manipulatives<br/>           -Students will use pages 60-61 on the SMART board and as guided and independent instruction.<br/>           -Students will use interactive math centers to review<br/>           -Guess my Shape<br/>           -The students will complete independent activity centers.<br/>           Appropriate hand-over-hand and various accommodations as needed.</p> <p>Homework: None<br/> <b>**PROGRESS MONITOR!</b></p> |
| Tuesday   | <p><b>Math Chapter &amp; Lesson:</b> Chapter 2: Compare Numbers 0-5- Lesson 2.2: Greater Than (pages 65- 70)</p> <p><b>Objective:</b> The students will be able to determine the greater amount using groups of manipulatives and numerals.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>* Review</li> <li>* Lesson...model, guided instruction, independent practice, assessments, team huddle</li> </ul> <p>-Review: Students will play a game to review numbers.<br/>           -Students watch the Curious George</p>   |

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|                  | <ul style="list-style-type: none"> <li>-I tool manipulatives on SMART board to build shapes &amp; SMART board lesson</li> <li>-The students will practice oral counting.</li> <li>-Review correct number formation using SMART board and dry erase boards.</li> <li>-The teacher will review center rules and rules with math “tools”.</li> <li>-The teacher will model with manipulatives: guided instruction using bears, counters</li> <li>-Counting objects game</li> <li>-10 Frame and I tools manipulatives ...show me 15, 16, etc. count and one-to one correspondence</li> <li>-Guided Practice using dry erase boards and manipulatives</li> <li>-Students will use pages 66-67 on the SMART board and as guided and independent instruction.</li> <li>-Students will use interactive math centers to review</li> <li>-Guess my Shape</li> <li>-The students will complete independent activity centers.</li> </ul> <p>Appropriate hand-over-hand and various accommodations as needed.</p> <p>Homework: None<br/> <b>**PROGRESS MONITOR!</b></p>  |
| <p>Wednesday</p> | <p><b><u>Math Chapter &amp; Lesson:</u></b> Chapter 2: Compare Numbers 0-5- Lesson 2.3: Less Than <b>(pages 71- 76)</b></p> <p><b><u>Objective:</u></b> The students will be able to determine the lesser value using groups of manipulatives and numerals.</p> <p><b><u>DOK Levels:</u></b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>* Review</li> <li>* Lesson...model, guided instruction, independent practice, assessments, team huddle</li> </ul> <ul style="list-style-type: none"> <li>-Review: Students will play a game to review numbers.</li> <li>-Students watch the Curious George</li> <li>-I tool manipulatives on SMART board to build shapes &amp; SMART board lesson</li> <li>-The students will practice oral counting.</li> <li>-Review correct number formation using SMART board and dry erase boards.</li> <li>-The teacher will review center rules and rules with math “tools”.</li> <li>-The teacher will model with manipulatives: guided instruction using bears, counters</li> <li>-Counting objects game</li> <li>-10 Frame and I tools manipulatives ...show me 15, 16, etc. count and one-to one correspondence</li> <li>-Guided Practice using dry erase boards and manipulatives</li> <li>-Students will use pages 72-73 on the SMART board and as guided and independent instruction.</li> <li>-Students will use interactive math centers to review</li> <li>-Guess my Shape</li> <li>-The students will complete independent activity centers.</li> </ul> <p>Appropriate hand-over-hand and various accommodations as needed.</p> <p>Homework: None<br/> <b>**PROGRESS MONITOR!</b></p> |
| <p>Thursday</p>  | <p><b><u>Math Chapter &amp; Lesson:</u></b> Chapter 2: Compare Numbers 0-5- Lesson 2.4: Compare Numbers By counting <b>(pages 77- 82)</b></p> <p><b><u>Objective:</u></b> The students will be able to compare two sets of numbers of objects by counting the objects in each group.</p> <p><b><u>DOK Levels:</u></b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>* Review</li> </ul>  |

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|        | <p>* Lesson...model, guided instruction, independent practice, assessments, team huddle</p> <ul style="list-style-type: none"> <li>-Review: Students will play a game to review numbers.</li> <li>-Students watch the Curious George</li> <li>-I tool manipulatives on SMART board to build shapes &amp; SMART board lesson</li> <li>-The students will practice oral counting.</li> <li>-Review correct number formation using SMART board and dry erase boards.</li> <li>-The teacher will review center rules and rules with math “tools”.</li> <li>-The teacher will model with manipulatives: guided instruction using bears, counters</li> <li>-Counting objects game</li> <li>-10 Frame and I tools manipulatives ...show me 15, 16, etc. count and one-to one correspondence</li> <li>-Guided Practice using dry erase boards and manipulatives</li> <li>-Students will use pages 78-79 on the SMART board and as guided and independent instruction.</li> <li>-Students will use interactive math centers to review</li> <li>-Guess my Shape</li> <li>-The students will complete independent activity centers.</li> </ul> <p>Appropriate hand-over-hand and various accommodations as needed.</p> <p>Homework: None</p> <p><b>**PROGRESS MONITOR!</b></p> |
| Friday | <p><b>Math Chapter &amp; Lesson:</b> Chapter 2: Compare Numbers 0-5- Lesson 2.4: Compare Numbers By counting (<b>pages 77- 82</b>)</p> <p><b>Objective:</b> The students will be able to compare two sets of numbers of objects by counting the objects in each group.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>* Review</li> <li>* Lesson...model, guided instruction, independent practice, assessments, team huddle</li> </ul> <p>-No School</p> <p>Homework: None</p> <p><b>**PROGRESS MONITOR!</b></p>   |

**Math Common Core Standards (K):** K.CC.B.4a: When counting objects, say the number names in standard order, pairing each object with only one number name.

**K.CC.B.4b:** Understand that the last number name said is the number of objects counted.

**K.CC.B.5:** Count to answer “how many” questions.

**K.CC.A.3:** Write numbers 0-20

**K.CC.B.4c:** Understand that each successive number name refers to a quantity that is one larger.

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| <h1>1<sup>st</sup> Grade Math</h1> <h2>Big Ideas Math</h2> <p>12:45 – 1:45</p> |   |
| Monday   | <p><b>Math Chapter &amp; Lesson:</b> Chapter 1: Addition and Subtraction Situations – Lesson 1.1: Addition: Add To (<b>pages 3- 8</b>)</p> <p><b>Objective:</b> The students will be able to use the add to strategy to display addition sentences.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> |

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|           | <ul style="list-style-type: none"> <li>* Review</li> <li>* Lesson...model, guided instruction, independent practice, assessments, team huddle</li> </ul> <p>-Review: Addition means “put together” and Subtraction means “take away”</p> <p>-Students watch the Curious George</p> <p>-I tool manipulatives on SMART board to build shapes &amp; SMART board lesson</p> <p>-manipulatives to add visual</p> <p>-Guided Practice using dry erase boards and manipulatives</p> <p>-Students will use pages 4-5 on the SMART board and as guided and independent instruction.</p> <p>-Students will use interactive math centers to review</p> <p>Appropriate hand-over-hand and various accommodations as needed.</p> <p>Homework: None</p> <p><b>**PROGRESS MONITOR!</b></p>   |
| Tuesday   | <p><b>Math Chapter &amp; Lesson:</b> Chapter 1: Addition and Subtraction Situations– Lesson 1.2: Solve to Add Problems <b>(pages 9-14)</b></p> <p><b>Objective:</b> The students will be able to solve addition sentences using pictures and manipulatives.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>* Review</li> <li>* Lesson...model, guided instruction, independent practice, assessments, team huddle</li> </ul> <p>-Review: Addition means “put together” and Subtraction means “take away”</p> <p>-Students watch the Curious George</p> <p>-I tool manipulatives on SMART board to build shapes &amp; SMART board lesson</p> <p>-manipulatives to add visual</p> <p>-Guided Practice using dry erase boards and manipulatives</p> <p>-Students will use pages 10-11 on the SMART board and as guided and independent instruction.</p> <p>-Students will use interactive math centers to review</p> <p>Appropriate hand-over-hand and various accommodations as needed.</p> <p>Homework: None</p> <p><b>**PROGRESS MONITOR!</b></p> |
| Wednesday | <p><b>Math Chapter &amp; Lesson:</b> Chapter 1: Addition and Subtraction Situations– Lesson 1.3: Solve Put Together Problems <b>(pages 15-20)</b></p> <p><b>Objective:</b> The students will be able to use the put together strategy to solve addition problems.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>* Review</li> <li>* Lesson...model, guided instruction, independent practice, assessments, team huddle</li> </ul> <p>-Review: Addition means “put together” and Subtraction means “take away”</p> <p>-Students watch the Curious George</p> <p>-I tool manipulatives on SMART board to build shapes &amp; SMART board lesson</p> <p>-manipulatives to add visual</p> <p>-Guided Practice using dry erase boards and manipulatives</p> <p>-Students will use pages 16-17 on the SMART board and as guided and independent instruction.</p>  |

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|          | <p>-Students will use interactive math centers to review<br/>Appropriate hand-over-hand and various accommodations as needed.</p> <p>Homework: None<br/><b>**PROGRESS MONITOR!</b></p>   |
| Thursday | <p><b>Math Chapter &amp; Lesson:</b> Chapter 1: Addition and Subtraction Situations – Lesson 1.4: Solve Problems with Two Unknown Values <b>(pages 21-68626)</b><br/><b>Objective:</b> The students will be able to solve addition problems that have two unknown values using a variety of strategies.<br/><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>* Review</li> <li>* Lesson...model, guided instruction, independent practice, assessments, team huddle</li> </ul> <p>-Review: Addition means “put together” and Subtraction means “take away”<br/>-Students watch the Curious George<br/>-I tool manipulatives on SMART board to build shapes &amp; SMART board lesson<br/>-manipulatives to add visual<br/>-Guided Practice using dry erase boards and manipulatives<br/>-Students will use pages 22-23 on the SMART board and as guided and independent instruction.<br/>-Students will use interactive math centers to review<br/>Appropriate hand-over-hand and various accommodations as needed.</p> <p>Homework: None<br/><b>**PROGRESS MONITOR!</b></p> |
| Friday   | <p><b>Math Chapter &amp; Lesson:</b> Chapter 1: Addition and Subtraction Situations – Lesson 1.4: Solve Problems with Two Unknown Values <b>(pages 21-68626)</b><br/><b>Objective:</b> The students will be able to solve addition problems that have two unknown values using a variety of strategies.<br/><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>* Review</li> <li>* Lesson...model, guided instruction, independent practice, assessments, team huddle</li> </ul> <p>-No School</p> <p>Homework: None<br/><b>**PROGRESS MONITOR!</b></p>   |

**Math Common Core Standards (1):** 1.G.A.1: Distinguish between defining attributes and non-defining attributes.  
1.OA.C.6: Add and subtract within 20 including showing fluency for addition and subtraction within 10.  
1.OA.D.7: Understand the meaning of the equal sign.

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| <h1>Kindergarten FLEX Intervention</h1> <p><b>Foundations Review</b><br/>1:45 – 2:30</p> |  |
| Monday   | <b>Topic/Unit:</b> FUNdations K – Unit 1 Week 5 Review |

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|         | <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <p><b>Direct Instruction Group:</b> (Foundations Unit)</p> <ul style="list-style-type: none"> <li>-The class will review the sky line, plane line, grass line, and worm line.</li> <li>-The students will review the letter cards (letter, keyword sound)...review correct formation.</li> <li>- Build Words: tap them out to segment and blend sounds</li> <li>-Nonsense Words</li> <li>-Sound Dictation/Word Dictation drills using dry erase and/or magnetic</li> </ul> <p>Review Letters/Letter Formation<br/> Letter: t, b, f, n, m, l, u, c, o, a, g,</p> <ul style="list-style-type: none"> <li>-Introduce the card with Echo: what do you notice? Tall letter? Keyword?</li> <li>-Repeat card</li> <li>-Words with that letter sound</li> <li>-Model formation: shape the learning (what did I do wrong?)</li> <li>-Sky write the letter</li> <li>-Scavenger Hunt to find the letter</li> <li>-Dry erase letter formation</li> <li>-Worksheet/workbook to review – find the letter (what letter? What sound?)</li> <li>-Magnetic boards</li> <li>-Add letter to student notebook/activity page</li> <li>-Review all cards/sound dictation drills</li> <li>-Word play: explain words and sentences</li> <li>-name writing with correct letter formation</li> <li>-Rhyming: produce a rhyming word and identify</li> <li>-SMART board game-talk me through making the letters. Students practice on SMART board.</li> <li>- Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend</li> </ul> <p>Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Brain Break</p> <p><b>Center:</b> Name Writing/Name Puzzles</p> <p>Homework: There is no homework assigned during FLEX times.</p> |
| Tuesday | <p><b>Topic/Unit:</b> Big Ideas Math – Review of Numbers 0-10 and Boehm</p> <p><b>Objective:</b> The students will identify numbers using objects (counting), written numbers using correct number formation, and number name.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <ul style="list-style-type: none"> <li>-Review correct number formation using SMART board and dry erase boards.</li> <li>-Counting objects game</li> <li>-10 Frame and I tools manipulatives ...show me 5, 6, etc. count and one-to one correspondence</li> <li>-Guess my Shape</li> </ul> <p>Center: Boehm review games and scavenger hunt</p> <p>Appropriate hand-over-hand and other accommodations as needed.</p>   |

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|                  | <p>Homework: There is no homework during FLEX time.</p>   |
| <p>Wednesday</p> | <p><b>Topic/Unit:</b> FUNdations K – Unit 1 Week 5 Review<br/> <b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities.<br/> <b>DOK Levels:</b> 1, 2, 3</p> <p><b>Direct Instruction Group:</b> (Foundations Unit)<br/> -The class will review the sky line, plane line, grass line, and worm line.<br/> -The students will review the letter cards (letter, keyword sound)...review correct formation.<br/> - Build Words: tap them out to segment and blend sounds<br/> -Nonsense Words<br/> -Sound Dictation/Word Dictation drills using dry erase and/or magnetic<br/> Review Letters/Letter Formation<br/> Letter: t, b, f, n, m, l, u, c, o, a, g,<br/> -Introduce the card with Echo: what do you notice? Tall letter? Keyword?<br/> -Repeat card<br/> -Words with that letter sound<br/> -Model formation: shape the learning (what did I do wrong?)<br/> -Sky write the letter<br/> -Scavenger Hunt to find the letter<br/> -Dry erase letter formation<br/> -Worksheet/workbook to review – find the letter (what letter? What sound?)<br/> -Magnetic boards<br/> -Add letter to student notebook/activity page<br/> -Review all cards/sound dictation drills<br/> -Word play: explain words and sentences<br/> -name writing with correct letter formation<br/> -Rhyming: produce a rhyming word and identify<br/> -SMART board game-talk me through making the letters. Students practice on SMART board.<br/> - Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend<br/> Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Brain Break</p> <p><b>Center:</b> Read Aloud/Rhyming</p> <p>Homework: There is no homework assigned during FLEX times.</p> |
| <p>Thursday</p>  | <p><b>Topic/Unit:</b> Big Ideas Math – Review of Numbers 0-10 and Boehm<br/> <b>Objective:</b> The students will identify numbers using objects (counting), written numbers using correct number formation, and number name.<br/> <b>DOK Levels:</b> 1, 2, 3</p> <p>-Review correct number formation using SMART board and dry erase boards.<br/> -Counting objects game</p>  |

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|        | <p>-10 Frame and I tools manipulatives ...show me 5, 6, etc. count and one-to one correspondence</p> <p>-Guess my Shape</p> <p>Center: Boehm review games and scavenger hunt</p> <p>Appropriate hand-over-hand and other accommodations as needed.</p> <p>Homework: There is no homework during FLEX time.</p>   |
| Friday | <p><b>Topic/Unit:</b> FUNdations K – Unit 1 Week 5 Review</p> <p><b>Objective:</b> The students will be able to recite letter recognition and letter sound fluency. The students will demonstrate segmenting and blending sounds in individual words through phoneme segmentation activities.</p> <p><b>DOK Levels:</b> 1, 2, 3</p> <p><b>Direct Instruction Group:</b> (Foundations Unit)</p> <ul style="list-style-type: none"> <li>-The class will review the sky line, plane line, grass line, and worm line.</li> <li>-The students will review the letter cards (letter, keyword sound)...review correct formation.</li> <li>- Build Words: tap them out to segment and blend sounds</li> <li>-Nonsense Words</li> <li>-Sound Dictation/Word Dictation drills using dry erase and/or magnetic</li> </ul> <p>Review Letters/Letter Formation</p> <p>Letter: t, b, f, ,n ,m, l, u, c, o, a, g,</p> <ul style="list-style-type: none"> <li>-Introduce the card with Echo: what do you notice? Tall letter? Keyword?</li> <li>-Repeat card</li> <li>-Words with that letter sound</li> <li>-Model formation: shape the learning (what did I do wrong?)</li> <li>-Sky write the letter</li> <li>-Scavenger Hunt to find the letter</li> <li>-Dry erase letter formation</li> <li>-Worksheet/workbook to review – find the letter (what letter? What sound?)</li> <li>-Magnetic boards</li> <li>-Add letter to student notebook/activity page</li> <li>-Review all cards/sound dictation drills</li> <li>-Word play: explain words and sentences</li> <li>-name writing with correct letter formation</li> <li>-Rhyming: produce a rhyming word and identify</li> <li>-SMART board game-talk me through making the letters. Students practice on SMART board.</li> <li>- Phoneme Segmentation...listen to three sounds...look at three letters and make three sounds (m-a-t) ...tap it out and blend</li> </ul> <p>Hand-over-hand and dot/highlighter modifications as needed.</p> <p>Brain Break</p> <p><b>Center:</b> Phonemic Awareness</p> <p>Homework: There is no homework assigned during FLEX times.</p> |

**ELA Common Core Standards (K):** cc.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes), and recognize and produce rhyming words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words, and demonstrate basic knowledge of one-to-one letter-sound correspondence .

**CC.1.1.K.E:** Read emergent reader text with purpose and understanding.

**CC.1.2.K.K:** Determine or clarify the meaning of unknown words or multiple meaning words in grade level content.

**CC.1.4.K.F:** Demonstrate a grade-appropriate command of the conventions of the standard English grammar.

**CC.1.5.K.A:** Participate in collaborative conversations with peers and adults in small and large groups.