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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading /ELA(1)****9:00-10:50****(Carter, Sam)** | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Learning Targets:** I can read for fluency, I can select facts and details from a story. I can understand and read words with final e. I can use adjectives for what kind**Vocabulary**: heard, herd, read, red, plane, plain, stood, room, thought, picture, remember**Activity/Strategies:** *A Southern Ranch* | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Learning Targets:** I can read for fluency, I can select facts and details from a story. I can understand and read words with final e. I can use adjectives for what kind**Vocabulary**: heard, herd, read, red, plane, plain, stood, room, thought, picture, remember**Activity/Strategies:** *A Southern Ranch* | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Learning Targets:** I can read for fluency, I can select facts and details from a story. I can understand and read words with final e. I can use adjectives for what kind**Vocabulary**: heard, herd, read, red, plane, plain, stood, room, thought, picture, remember**Activity/Strategies:** *A Southern Ranch* | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Learning Targets:** I can read for fluency, I can select facts and details from a story. I can understand and read words with final e. I can use adjectives for what kind**Vocabulary**: heard, herd, read, red, plane, plain, stood, room, thought, picture, remember**Activity/Strategies:** *A Southern Ranch* | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Learning Targets:** I can read for fluency, I can select facts and details from a story. I can understand and read words with final e. I can use adjectives for what kind**Vocabulary**: heard, herd, read, red, plane, plain, stood, room, thought, picture, remember**Activity/Strategies:** *A Southern Ranch***Assessment-** Summative assessment-unit test & goal monitoring |
| **Reading/ELA 3rd****10:00-11:50****(Grant, Braxton @ 10:50)** | ***See attached information and plans from Reading Street or view plans on my resource room website*****Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, **Vocabulary:** **Activity/Strategies:** MAP Testing-math (continued) | ***See attached information and plans from Reading Street or view plans on my resource room website*****Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, **Vocabulary:** **Activity/Strategies:** MAP Testing-Language Arts | ***See attached information and plans from Reading Street or view plans on my resource room website*****Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, **Vocabulary:** **Activity/Strategies:** MAP Testing-Language Arts | ***See attached information and plans from Reading Street or view plans on my resource room website*****Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, **Vocabulary:** **Activity/Strategies:** MAP Testing-Language Arts | ***See attached information and plans from Reading Street or view plans on my resource room website*****Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, **Vocabulary:** **Activity/Strategies:** **Assessment:**  -goal monitoring |
| **Lunch** | **11:50-12:15** | **11:50-12:15** | **11:50-12:15** | **11:50-12:15** | **11:50-12:15** |
| **1st grade Math** **12:20-2:05** | **Common Core:** CCSS CC.1.MD.4I can represent & interpret data**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 10 lesson 10.1 pgs 413-416**Assessment:** student work, flashback, exit slip | **Common Core:** CCSS CC.1.MD.4I can represent & interpret data**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 10 lesson 10.2 pgs 417-420**Assessment:** student work, flashback, exit slip | **Common Core:** CCSS CC.1.MD.4I can represent & interpret data**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 10 lesson 10.3 pgs 421-424**Assessment:** student work, flashback, exit slip | **Common Core:** CCSS CC.1.MD.4I can represent & interpret data**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 10 lesson 10.4 pgs 4425-428**Assessment:** student work, flashback, exit slip | **Common Core:** CCSS CC.1.MD.4I can represent & interpret data**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 10 lesson 10.5 pgs 429-431**Assessment:** student work, flashback, exit slip |
| **Social and Vocational** **Skills 2:30-3:00**Sam, carter, Robert, Caleb, Connor, O’Leeda and Landon on Fridays | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **Learning Target:** I can increase my listening comprehension and critical thinking skills. I can take turns. I can show respect for the work of others. I can complete my work without complaining.**Vocabulary:**personal sp Following directions**Strategies/Activities**: Impulsive Puppy, Group discussion, Activity-The Feeling’s Game**Assessment:**  Teacher observation | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **Learning Target:** I can increase my listening comprehension and critical thinking skills. I can take turns. I can show respect for the work of others. I can complete my work without complaining.**Vocabulary:**personal sp self-control, listening, following directions**Strategies/Activities**: Group discussion: collaborative story writing –“I feel…..today”**Assessment:** Teacher observation | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **Learning Target:** I can increase my listening comprehension and critical thinking skills. I can take turns. I can show respect for the work of others. I can complete my work without complaining.**Vocabulary:**personal sp filter**Strategies/Activities**: Group discussion: Social Stories-Review-You don’t always have to say what you think/I feel sad New story: Frustrations, Frustrations!**Assessment:** Teacher observation | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **Learning Target:** I can increase my listening comprehension and critical thinking skills. I can take turns. I can show respect for the work of others. I can complete my work without complaining.**Vocabulary:**personal sp Self-control**Strategies/Activities**: Video modeling: frustration**Assessment:** Teacher observation | **Standard:** K.SL.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **Learning Target:** I can increase my listening comprehension and critical thinking skills. I can take turns. I can show respect for the work of others. I can complete my work without complaining.**Vocabulary:**personal sp Considerate, listening**Strategies/Activities**: Fun Friday Flea Market- Point Sheet Tally (get paid)-Group Discussion with Impulsive PuppyGoal monitoring**Assessment:** Teacher observation |

Accommodations as needed:

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| **Reading ELA****1st** | (C.S.)Visual schedule, first-then strategies , visual timer, sensory regulation strategies and adaptive writing materials asneeded, visual and verbal prompts, repeated directions.(S.O.)One on one or small group instructionSelf-monitoringExtra practice of skillsModified tests, activities and assignmentsreader for assessments above Sam's reading abilityscribe for lengthy assignments and assessments |
| **Reading ELA 3rd** | (B.B.) One on one instruction, Small group instruction, Reader, modeling, repetition, positive reinforcement, visual supports, Audio books, recorded materials, graphic organizers, prompting and cueing, extended time(G.L.) Modified tests and assignments, Environmental modifications, Behavior contract/point sheet, Oral presentation of materials, Verbal prompts and cues, Paraphrasing, Repeated Practice |
| **Math** **1st** | (C.S.)Visual schedule, first-then strategies , visual timer, sensory regulation strategies and adaptive writing materials asneeded, visual and verbal prompts, repeated directions.(S.O.)One on one or small group instructionSelf-monitoringExtra practice of skillsModified tests, activities and assignmentsreader for assessments above Sam's reading abilityscribe for lengthy assignments and assessments |
| **Social and Vocational Skills** | (C.S.)Visual schedule, first-then strategies , visual timer, sensory regulation strategies and adaptive writing materials asneeded, visual and verbal prompts, repeated directions.(S.O.)One on one or small group instructionSelf-monitoringExtra practice of skillsModified tests, activities and assignmentsreader for assessments above Sam's reading abilityscribe for lengthy assignments and assessments(G.L.) Modified tests and assignments, Environmental modifications, Behavior contract/point sheet, Oral presentation of materials, Verbal prompts and cues, Paraphrasing, Repeated Practice(L.J.) Positive and corrective feedback, Preferential seating, Direct instruction for working independently, Modeling appropriate behavior(O.W.) Work system, Redirection and corrective feedback, Use of a timergraphic organizers, cue cards(R.R.) Environmental modifications, behavior contract/ point sheet, verbal prompts and cues, modeling, repeated practice, preferential seat(C.F.) Visual schedule, visual timer, visual and verbal prompts, repeated directions, point sheet, modeling, redirection, prompting and cueing, Direct instruction in how to respond |