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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** **The Stone Garden** |  **See attached information and plans from Reading Street**  | **I can add read and use Prefixes un- and re-** | I can read and use. Long o and long i |  **I can read and use the high frequency words, carry, answered, poor, different** |
| **Reading/ELA 3rd****10:00-11:50****(Grant, Braxton @ 10:50)** | **R.F.3.4** Read with sufficient fluency and accuracy to support comprehension RL3.1Answer questions to demonstrate understanding of text S.L.3.1.Engage effectively in collaborative discissions L.3.4a Use sentence level context as a clue to the meaning of the word.**Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, I can capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Strategies and Activities:**Reading/Vocabulary/ Language- Review of reading comprehension skills, testing strategies, grammar skills and vocabulary words. | **R.F.3.4** Read with sufficient fluency and accuracy to support comprehension RL3.1Answer questions to demonstrate understanding of text S.L.3.1.Engage effectively in collaborative discissions L.3.4a Use sentence level context as a clue to the meaning of the word.**Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, I can capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Strategies and Activities:**Reading/Vocabulary/ Language- Review of reading comprehension skills, testing strategies, grammar skills and vocabulary words. | **R.F.3.4** Read with sufficient fluency and accuracy to support comprehension RL3.1Answer questions to demonstrate understanding of text S.L.3.1.Engage effectively in collaborative discissions L.3.4a Use sentence level context as a clue to the meaning of the word.**Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, I can capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Strategies and Activities:**Reading/Vocabulary/ Language- Review of reading comprehension skills, testing strategies, grammar skills and vocabulary words. | **R.F.3.4** Read with sufficient fluency and accuracy to support comprehension RL3.1Answer questions to demonstrate understanding of text S.L.3.1.Engage effectively in collaborative discissions L.3.4a Use sentence level context as a clue to the meaning of the word.**Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, I can capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Strategies and Activities:**Reading/Vocabulary/ Language- Review of reading comprehension skills, testing strategies, grammar skills and vocabulary words. | **R.F.3.4** Read with sufficient fluency and accuracy to support comprehension RL3.1Answer questions to demonstrate understanding of text S.L.3.1.Engage effectively in collaborative discissions L.3.4a Use sentence level context as a clue to the meaning of the word.**Learning Targets:** I can read for fluency, I can decode multi-syllable words, Know and apply grade level phonics, I can capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Strategies and Activities:**Reading/Vocabulary/ Language- Review of reading comprehension skills, testing strategies, grammar skills and vocabulary words. |
| **Lunch** | **12:00-12:25** | **12:00-12:25** | **12:00-12:25** | **12:00-12:25** |  |
| **1st grade Math** **12:20-2:05** | **Common Core:** CC.1MD.4 represent and interpret data **Learning Targets:** I can identify different times on a clock**Activity/Strategies:** Lesson 15 Time to the hour and half hour, checkpoint**Learning Targets:** I can use different graphs**Activity/Strategies:** Lesson 16 Use a picture graph, Use a bar graph**Assessment:**Formative exit slip/flashback**ESSENTIAL VOCAB:****Overall review and prep for second grade extension** | **Common Core:**CC.1.G.3 reason with shapes & their attributes.**Learning Targets:** I can identify different shapes.**Activity/Strategies:** Lesson 18 Take a survery, Lesson 19 Identify shapes**Assessment:**Formative exit slip/flashback | **Common Core:****Learning Targets:** I can identify different shapes.**Activity/Strategies:** Lesson 20 Equal shares, checkpoint**Assessment:**Formative exit slip/flashback | **Common Core:****Learning Targets:** I can different ways with different stratigies**Activity/Strategies Introduce addition with regrouping****Assessment:**Formative exit slip/flashback | **Last day of school Awards**  |
| **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. I can accept no as an answer**Vocabulary:**personal sp frustration, anger**Strategies/Activities**: Fun Friday Flea Market-Point sheet payday, goal monitoring**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. I can accept no as an answer**Vocabulary:**personal sp frustration, anger**Strategies/Activities**: Create a “worry doll or stone” for when I am feeling stressed and worried.**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. I can accept no as an answer**Vocabulary:**personal sp Following directions**Strategies/Activities**: Discussion reviewFollowing directions coloring activity**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. I can accept no as an answer**Vocabulary:**personal sp Following directions**Strategies/Activities**: Discussion reviewFollowing directions-Port and Starboard game**Assessment:** Teacher observation | **Last day of school Awards** |

# 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 |