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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 understand what the theme of a story is. I can spell words with ea. I can use adjectives for colors and shapes**Vocabulary:** castle, coach, happily, married, prince, pumpkin, woman, twelve O’clock**Activity/Strategies:** *Cinderella* | ***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 understand what the theme of a story is. I can spell words with ea. I can use adjectives for colors and shapes**Vocabulary:** castle, coach, happily, married, prince, pumpkin, woman, twelve O’clock**Activity/Strategies:** *Cinderella* | ***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 understand what the theme of a story is. I can spell words with ea. I can use adjectives for colors and shapes**Vocabulary:** castle, coach, happily, married, prince, pumpkin, woman, twelve O’clock**Activity/Strategies:** *Cinderella* | ***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 understand what the theme of a story is. I can spell words with ea. I can use adjectives for colors and shapes**Vocabulary:** castle, coach, happily, married, prince, pumpkin, woman, twelve O’clock**Activity/Strategies:** *Cinderella* | ***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 understand what the theme of a story is. I can spell words with ea. I can use adjectives for colors and shapes**Vocabulary:** castle, coach, happily, married, prince, pumpkin, woman, twelve O’clock**Activity/Strategies:** *Cinderella***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:** raindrops, farewell, airport, memories, described, curious, delicious, homesick**Activity/Strategies:** *Good-bye 382 Shin Dang Dong* | ***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:** raindrops, farewell, airport, memories, described, curious, delicious, homesick**Activity/Strategies:** *Good-bye 382 Shin Dang Dong* | ***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:** raindrops, farewell, airport, memories, described, curious, delicious, homesick**Activity/Strategies:** *Good-bye 382 Shin Dang Dong* | ***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:** raindrops, farewell, airport, memories, described, curious, delicious, homesick**Activity/Strategies:** *Good-bye 382 Shin Dang Dong* | ***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:** raindrops, farewell, airport, memories, described, curious, delicious, homesick**Activity/Strategies:** *Good-bye 382 Shin Dang Dong***Assessment:** Summative assessment-unit test-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.1I can order objects by length**Vocabulary:** measure, length, longer, taller, shorter**Activity:** Chapter 9 lesson 9.2 pgs **Assessment:** student work, flashback, exit slip | **Common Core:**  CC.1.MD.1I can order objects by length**Vocabulary:** measure, length, longer, taller, shorter, compare**Activity:** Chapter 9 lesson 9.3 pgs **Assessment:** student work, flashback, exit slip | **Common Core:**  CC.1.MD.1I can order objects by length**Vocabulary:** measure, length, longer, taller, shorter, compare**Activity:** Chapter 9 Lesson 9.4**Assessment:** student work, flashback, exit slip | **Common Core:**  CC.1.MD.1I can order objects by length**Vocabulary:** measure, length, longer, taller, shorter, compare**Activity:** Chapter 9 lesson 9.5 pgs **Assessment:** student work, flashback, exit slip | **Common Core:**  CC.1.MD.1I can order objects by length**Vocabulary:** measure, length, longer, taller, shorter, compare**Activity:** Chapter 9 Lesson 9.6 **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-Tied in Knots**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 –impulse control**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 green words, red words**Strategies/Activities**: Group discussion: Social Stories (green words and red words/role playing**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: self-control**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 |