|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 retell stories, describe characters, setting and major events, I can use personal and possessive pronouns**Vocabulary**: door, loved, should, wood **Activity/Strategies:**  *Mole and the Baby Bird*  | ***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 retell stories, describe characters, setting and major events, I can use personal and possessive pronouns**Vocabulary**: door, loved, should, wood **Activity/Strategies:**  *Mole and the Baby Bird*  | ***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 retell stories, describe characters, setting and major events, I can use personal and possessive pronouns**Vocabulary**: door, loved, should, wood **Activity/Strategies:**  *Mole and the Baby Bird*  | ***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 retell stories, describe characters, setting and major events, I can use personal and possessive pronouns**Vocabulary**: door, loved, should, wood **Activity/Strategies:**  *Mole and the Baby Bird*  | ***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 retell stories, describe characters, setting and major events, I can use personal and possessive pronouns**Vocabulary**: door, loved, should, wood **Activity/Strategies:**  *Mole and the Baby Bird* **Assessment:** weekly vocabulary test/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, I can use abstract nouns, I can use text features and search tools.**Vocabulary:** native, expression,settled, encourages, support, social, local. canvas, murals, residents**Activity/Strategies**: Talking walls | ***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, I can use abstract nouns, I can use text features and search tools.**Vocabulary:** native, expression,settled, encourages, support, social, local. canvas, murals, residents**Activity/Strategies**: Talking walls | ***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, I can use abstract nouns, I can use text features and search tools.**Vocabulary:** native, expression,settled, encourages, support, social, local. canvas, murals, residents**Activity/Strategies**: Talking walls | ***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, I can use abstract nouns, I can use text features and search tools.**Vocabulary:** native, expression,settled, encourages, support, social, local. canvas, murals, residents**Activity/Strategies**: Talking walls | ***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, I can use abstract nouns, I can use text features and search tools.**Vocabulary:** native, expression,settled, encourages, support, social, local. canvas, murals, residents**Activity/Strategies**: Talking walls**Activity/Strategies**: *Goal monitoring/weekly assessment* |
| **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.1.G.2I can reason with shapes & their attributes**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 12 lesson 12.1 **Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.2I can reason with shapes & their attributes**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 12 Lesson 12.2**Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.2I can reason with shapes & their attributes**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 12 Lesson 12.3**Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.1I can reason with shapes & their attributes**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 12 Lesson 12.4**Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.2I can reason with shapes & their attributes**Vocabulary:** graph, more, fewer, most, fewest**Activity:** Chapter 12 Lesson 12.5**Assessment:** Summative assessment-chapter test |
| **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 relaxing, emotions**Strategies/Activities**:, Group discussion, Relaxation techniques-tensing/relaxingr**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, relaxing, emotions**Strategies/Activities**: Group discussion: Lesson 4.10 “People Who Can Help”-create a book of adults identified to help with problems**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, relaxing, emotions**Strategies/Activities**: Video modeling: Kids Character Builder: **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, relaxing, emotions**Strategies/Activities**: Create calm down sandwich-strategies and techniques each child can use to calm down**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**: Fun Friday Flea Market-Point sheet payday, goal monitoring**Assessment:** Teacher observation |

# Accommodations as needed:

|  |  |
| --- | --- |
| **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 |