|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 know & apply grade level phonics, I can describe connections between things, I can use personal, possessive and indefinite pronouns**Vocabulary**: among, another, instead, none**Activity/Strategies:**  *Dot and Jabber and the Great Acorn Mystery* | ***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 know & apply grade level phonics, I can describe connections between things, I can use personal, possessive and indefinite pronouns**Vocabulary**: among, another, instead, none**Activity/Strategies:**  *Dot and Jabber and the Great Acorn Mystery* | ***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 know & apply grade level phonics, I can describe connections between things, I can use personal, possessive and indefinite pronouns**Vocabulary**: among, another, instead, none**Activity/Strategies:**  *Dot and Jabber and the Great Acorn Mystery* | ***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 know & apply grade level phonics, I can describe connections between things, I can use personal, possessive and indefinite pronouns**Vocabulary**: among, another, instead, none**Activity/Strategies:**  *Dot and Jabber and the Great Acorn Mystery* | ***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 know & apply grade level phonics, I can describe connections between things, I can use personal, possessive and indefinite pronouns**Vocabulary**: among, another, instead, none**Activity/Strategies:**  *Dot and Jabber and the Great Acorn Mystery***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 capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Vocabulary:** discovery, crystal,journey, unaware, disappeared, joyful, scoop, goal, hovered, twilight, violently**Activity/Strategies**: *“Two Bad Ants”* | ***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 capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Vocabulary:** discovery, crystal,journey, unaware, disappeared, joyful, scoop, goal, hovered, twilight, violently**Activity/Strategies**: *“Two Bad Ants”* | ***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 capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Vocabulary:** discovery, crystal,journey, unaware, disappeared, joyful, scoop, goal, hovered, twilight, violently**Activity/Strategies**: *“Two Bad Ants”* | ***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 capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Vocabulary:** discovery, crystal,journey, unaware, disappeared, joyful, scoop, goal, hovered, twilight, violently**Activity/Strategies**: *“Two Bad Ants”* | ***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 capitalize important words, I can describe characters, I can identify and know the meaning of common prefixes and suffixes**Vocabulary:** discovery, crystal,journey, unaware, disappeared, joyful, scoop, goal, hovered, twilight, violently**Activity/Strategies**: *“Two Bad Ants”*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:** circle, hexagon, rectangle, square, triangle**Activity:** Chapter 12 lesson 12.6 Pgs 505-508**Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.2I can reason with shapes & their attributes**Vocabulary:** circle, hexagon, rectangle, square, triangle**Activity:** Chapter 12 lesson 12.7Pgs 509-512**Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.2I can reason with shapes & their attributes**Vocabulary:** circle, hexagon, rectangle, square, triangle**Activity:** Chapter 12 lesson 12.8Pgs 513-516**Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.2I can reason with shapes & their attributes**Vocabulary:** circle, hexagon, rectangle, square, triangle**Activity:** Chapter 12 lesson 12.9Pgs 517-520**Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.2I can reason with shapes & their attributes**Vocabulary:** circle, hexagon, rectangle, square, triangle**Activity:** Chapter 12 lesson 12.10 Pgs 521-524**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. I can accept no as an answer**Vocabulary:**personal sp frustration, anger**Strategies/Activities**:, Group discussion, Games-“May I have your seat please?” and Invisible leader**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**: Group discussion: Social stories-How to accept no, feeling frustrated**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 “calm down sandwich” for when I am feeling frustrated and angry**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**: Video modeling: How to accept no as an answer:**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**: 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 |