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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading /ELA(1)**  **9:00-10:50**  **(Carter, Sam)** | **No School**  **Memorial Day Holiday** | ***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 find the main idea and details in a story, I can read the diphthongs oi and oy.  **Vocabulary**: against, goes, heavy, kinds, today, gadget, equipment, convenient, engine, pilot, steer, cellar, furnace  **Activity/Strategies:**  *Simple Machines* | ***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 find the main idea and details in a story, I can read the diphthongs oi and oy.  **Vocabulary**: against, goes, heavy, kinds, today, gadget, equipment, convenient, engine, pilot, steer, cellar, furnace  **Activity/Strategies:**  *Simple Machines* | ***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 find the main idea and details in a story, I can read the diphthongs oi and oy.  **Vocabulary**: against, goes, heavy, kinds, today, gadget, equipment, convenient, engine, pilot, steer, cellar, furnace  **Activity/Strategies:**  *Simple Machines* | ***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 find the main idea and details in a story, I can read the diphthongs oi and oy.  **Vocabulary**: against, goes, heavy, kinds, today, gadget, equipment, convenient, engine, pilot, steer, cellar, furnace  **Activity/Strategies:**  *Simple Machines*  **Assessment:** weekly vocabulary test/monitoring-ESY |
| **Reading/ELA 3rd**  **10:00-11:50**  **(Grant, Braxton @ 10:50)** |  | ***\*This lesson will be continued because of schedule changes due to testing.***  ***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-ESY* |
| **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.2  I can reason with shapes & their attributes  **Vocabulary:** circle, hexagon, rectangle, square, triangle  **Activity:** Chapter 12 Review  **Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.2  I can reason with shapes & their attributes  **Vocabulary:** circle, hexagon, rectangle, square, triangle  **Activity:** Chapter 12 Test  **Assessment:** Summative assessment-Chapter Test | **Common Core:** CC.1.G.2  I can reason with shapes & their attributes  **Vocabulary:** circle, hexagon, rectangle, square, triangle  **Activity:**  Spiral Review Chapters  1 & 2  **Assessment:** student work, flashback, exit slip | **Common Core:** CC.1.G.2  I can reason with shapes & their attributes  **Vocabulary:** circle, hexagon, rectangle, square, triangle  **Activity:**  Spiral Review Chapters 3& 4  **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 stress  **Strategies/Activities**: Group discussion, “How to be stress free”, What is stress? When do we feel stressed? Circle of control (pics) Social stories-Marvin the Mouse –Getting rid of 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. 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 frustration, anger  **Strategies/Activities**: Video modeling: Stress Free Kids: “Sea Otter Cove”  **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:

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| **Reading ELA**  **1st** | (C.S.)Visual schedule, first-then strategies , visual timer, sensory regulation strategies and adaptive writing materials as  needed, visual and verbal prompts, repeated directions.  (S.O.)One on one or small group instruction  Self-monitoring  Extra practice of skills  Modified tests, activities and assignments  reader for assessments above Sam’s reading ability  scribe 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 as  needed, visual and verbal prompts, repeated directions.  (S.O.)One on one or small group instruction  Self-monitoring  Extra practice of skills  Modified tests, activities and assignments  reader for assessments above Sam’s reading ability  scribe 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 as  needed, visual and verbal prompts, repeated directions.  (S.O.)One on one or small group instruction  Self-monitoring  Extra practice of skills  Modified tests, activities and assignments  reader for assessments above Sam’s reading ability  scribe 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 timer  graphic 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 |