|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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** | **See attached information and plans from Reading Street or view plans on the 1st grade website** | **No School Thanksgiving Break** | **No School Thanksgiving Break** | **No School Thanksgiving Break** |
| **Reading/ELA 3rd**  **10:00-11:50**  **(Grant, Braxton @ 10:50)** | **See attached information and plans from Reading Street or view plans on the 3rd grade website** | **See attached information and plans from Reading Street or view plans on the 3rd grade website** |  |  |  | |
| **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** | **Learning Targets:** I can subtract  **Common Core:**  1.OA.1 represents & solve problem solving addition & subtraction.  **Activity/Strategies:** Additional practice work book pages  **Assessment:**  Teacher observation, student product | **Learning Targets:** I can subtract  **Common Core:**  1.OA.1 represents & solve problem solving addition & subtraction.  **Activity/Strategies:** Additional practice work book pages  **Assessment:**  Teacher observation, student product | **No School Thanksgiving Break** | **No School Thanksgiving Break** | **No School Thanksgiving Break** |
| **Social and Vocational Skills 2:30-3:00**  **(Carter, Sam, Grant, Landon, O’Leeda, Robert, Connor on Friday)** | **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 anger  **Strategies/Activities**: Calm down strategies-Calm down sandwich 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.  **Vocabulary:**personal sp anger  **Strategies/Activities**: Tiny’s Calm Space  **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 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 |