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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** | **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** | **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** |
| **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** | **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** | **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** |

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| **1st grade Math** **12:20-2:05** | **Learning Targets:** I can add & subtract within 20 **Common Core:** CC.1.OA.3Understands and applies properties of operations between addition and subtraction**Activity/Strategies:** Chpt 3.1 -Pg 97-100**Assessment:**Teacher observation, student product | **Learning Targets:** I can add & subtract within 20 **Common Core:** CC.1.OA.5Understands and applies properties of operations between addition and subtraction**Activity/Strategies:** Chpt 3.2 -Pg 101-104**Assessment:**Teacher observation, student product | **Learning Targets:** I can add & subtract within 20 **Common Core:** CC.1.OA.6Understands and applies properties of operations between addition and subtraction**Activity/Strategies:** Chpt 3.3 -Pg 105-108**Assessment:**Teacher observation, student product | **Learning Targets:** I can add & subtract within 20 **Common Core:** CC.1.OA.6Understands and applies properties of operations between addition and subtraction**Activity/Strategies:** Chpt 3.4-Pg 109-112**Assessment:**Teacher observation, student product | **Learning Targets:** I can add & subtract within 20 **Common Core:** CC.1.OA.6Understands and applies properties of operations between addition and subtraction**Activity/Strategies:** Chpt 3.5-Pg 113-116**Assessment:**Teacher observation, student product |
| **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 practice self-control in the classroom. I can use positive self-talk to direct my thoughts and behavior.**Vocabulary:**personal sp Self-control, positive self-talk**Strategies/Activities**: Simon Says-Classroom rules**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 practice self-control in the classroom.**Vocabulary:**personal sp Emotional control**Strategies/Activities**: Positive self-talk discussion and activity(40). **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 practice self-control in the classroom.**Vocabulary:**personal sp Self-control, **Strategies/Activities**:Role play situations (41)**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 practice self-control in the classroom.**Vocabulary:**personal sp Self-control, emotional self-control-Stop, Look, Think, Decide**Strategies/Activities**: **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 practice self-control in the classroom.**Vocabulary:**personal sp Self-control, Identifying problem causing behaviors (60)**Strategies/Activities**: **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 |