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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** | **No School** |
| **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** | **No School** | |
| **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 compare 2 digit numbers to determine which number isgreater.  **Common Core:**  CC.1.NBT.3-compare 2 digit numbers  **Activity/Strategies:** lesson 7.1  **-pg 289-292**  **Assessment:**  Teacher observation, student product | **Learning Targets: :** I can show #s tens and ones  **Common Core:**  1.NBT.2/1.NBT.2a/1.NBT.2c understand place value  **Activity/Strategies:** Lesson 7.2 pgs 293-296  **Assessment:**  Teacher observation, student product | **Learning Targets: :** I can show #s tens and ones  **Common Core:**  1.NBT.2/1.NBT.2a/1.NBT.2c understand place value  **Activity/Strategies: Lesson 7.3 pgs 297-299**  **Assessment:**  Teacher observation, student product | **Learning Targets: :** I can show #s tens and ones  **Common Core:**  1.NBT.2/1.NBT.2a/1.NBT.2c understand place value  **Activity/Strategies: Mid-Chapter checkpoint pgs 300**  **Assessment:**  Teacher observation, student product | **No School** |
| **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 respect  **Strategies/Activities**: modeling;  School rules and classroom behavior-Class project modeling/videoing classroom rules and appropriate behavior.  **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 listen when the teacher is talking.  **Vocabulary:**personal sp respect  **Strategies/Activities**: modeling;  School rules and classroom behavior-Class project modeling/videoing classroom rules and appropriate behavior.  **Assessment:**  Teacher observation, exit slip | **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 listen when the teacher is talking.  **Vocabulary:**personal sp respect  **Strategies/Activities**: modeling;  School rules and classroom behavior-Class project modeling/videoing classroom rules and appropriate behavior.  **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 listen when the teacher is talking.  **Vocabulary:**personal sp respect  **Strategies/Activities** modeling;  School rules and classroom behavior-Class project modeling/videoing classroom rules and appropriate behavior.  **Assessment:**  Teacher observation, exit slip | **No School** |

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 |