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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 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 | **Learning Targets:** I can understand place value **Common Core:** CC.1.NBT.3 understand place value**Activity/Strategies:** less 7.2 & 7.3**-pg 293-300 place value****Assessment:**Teacher observation, student product | **Learning Targets: :** I can understand place value**Common Core:** CC.1.NBT.3 understand place valueCC.1.NBT.5 use place value understanding & properties of operations to add & substract**Activity/Strategies:** less 7.4 & 7.5Pg 301-308 place value**Assessment:**Teacher observation, student product | **Learning Targets:** I can understand place value**Common Core:** CC.1.NBT.3 understand place value**Activity/Strategies:** less chpt reviewpg 309-312 place value**Assessment:**Teacher observation, student product | **Learning Targets: :** I can understand place value**Common Core:** CC.1.NBT.3 understand place value**Activity/Strategies:** CHPT 7 TEST APg AG 121-126**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 complete my work without complaining.**Vocabulary:**personal sp respect**Strategies/Activities**: modeling; Character Counts-Character Play Doh Hero**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; Charcater Counts- Show you care-demonstration/ discussion of how caring about others raises them up.**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; Character Counts-Character Heroes Acrostic form names**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; Character Counts-Recipe for kindness**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** Fun Friday Flea Market-Character Counts: Respect-Brush up on respect**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 |