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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading /ELA(1)****9:00-10:50****(Carter, Sam)** | **Common Core:** **CCSS-FS 3, 3f-CCSS IT 1,3- CCSS L 1c &1e****Learning Targets:** I can read for fluency, I can read words with inflectional endings, I can ask and answer key details in a text **Activity/Strategies:** The Class Pet-Unit test**Assessment:** Summative assessment-unit test | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Common Core:** **CCSS L 1 & 3, CCSS FS 3f, CCSS W 2, CCSS L 1e-****Learning Targets:** I can read for fluency, I can read words with inflectional endings, I can ask and answer questions about key details in a text , I can write about a topic**Activity/Strategies:** Frog & Toad Together Day Day 1**Assessment-** Student work, teacher observation, oral questioning | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Common Core:** **CCSS L 3 & 1, CCSS FS 3, CCSS W 2, CCSS L 1e****Learning Targets:** I can read for fluency, I can decode words, I can ask and answer key details in a text , I can write informati8ve**Activity/Strategies:** Frog & Toad Together Day Day 2 & 3**Assessment-** Student work, teacher observation, oral questioning | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Common Core:** **CCSS L 3 & 1, CCSS FS 3, CCSS W 2, CCSS L 1e****Learning Targets:** I can read for fluency, I can decode words, I can ask and answer key details in a text , I can write informati8ve**Activity/Strategies:** Frog & Toad Together Day Day 3 & 4**Assessment-** Student work, teacher observation, oral questioning | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Common Core:** **CCSS L 3 & 1, CCSS FS 3, CCSS W 2, CCSS L 1e****Learning Targets:** I can read for fluency, I can decode words, I can ask and answer key details in a text , I can write informati8ve**Activity/Strategies:** Frog & Toad Together Day Day 4 & 5**Assessment-** Summative assessment-unit test & goal monitoring |
| **Reading/ELA 3rd****10:00-11:50****(Grant, Braxton @ 10:50)** | **Common Core:** **CCSS-FS 3, 3f-CCSS IT 1,3- CCSS L 1c &1e****Learning Targets:** I can read for fluency, I can read words with inflectional endings, I can ask and answer key details in a text **Activity/Strategies:** Rocks in His Head-Unit test**Assessment:** Summative assessment-unit test | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Common Core:** **CCSS-FS 3, 3f-CCSS IT 1,3- CCSS L 1g,2-CCSS FS 3& 3a.b., CCSS T 1****Learning Targets:** I can read for fluency, I can read decode words with Latin suffixes**Activity/Strategies:** America’s Champion Swimmer: Gertrude Ederle-Day 1**Assessment:** student product | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Common Core:** **CCSS-FS 3, 3f-CCSS IT 1,3- CCSS L 1g,2-CCSS FS 3& 3a.b., CCSS T 1****Learning Targets:** I can read for fluency, I can read decode words with Latin suffixes**Activity/Strategies:** America’s Champion Swimmer: Gertrude Ederle-Day 2 &3**Assessment:** student product | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Common Core:** **CCSS-FS 3, 3f-CCSS IT 1,3- CCSS L 1g,2-CCSS FS 3& 3a.b., CCSS T 1****Learning Targets:** I can read for fluency, I can read decode words with Latin suffixes**Activity/Strategies:** America’s Champion Swimmer: Gertrude Ederle-Day 4**Assessment:** student product | ***See attached information and plans from Reading Street or view plans on the 1st grade website*****Common Core:** **CCSS-FS 3, 3f-CCSS IT 1,3- CCSS L 1g,2-CCSS FS 3& 3a.b., CCSS T 1****Learning Targets:** I can read for fluency, I can read decode words with Latin suffixes**Activity/Strategies:** America’s Champion Swimmer: Gertrude Ederle-Day 5-goal monitoring, unit test**Assessment:** Summative assessment-unit test |
| **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** | **Common Core:** CC 1.0A.7 work with addition & subtraction equations**Learning Targets:** I can decide if a number sentence is true or false**Activity/Strategies:** Ch 5 Lesson 5.9 & 10pgs 217-224**Assessment:** Formative exit slip/flashback | **Common Core:** CC 1.0A.7 work with addition & subtraction equations**Learning Targets:** I can decide if a number sentence is true or false**Activity/Strategies:** Ch 5 Chapter Testpgs 225-228**Assessment:** Summative | **Common Core:** CCSS1.OA.6I can use strategies to add and subtract within 20**Vocabulary:** add, subtract, sum difference**Activity:** Chapter 8 lesson 8.1 pgs 317-320**Assessment:** student work, flashback, exit slip | **Common Core:** CCSS 1.NBT.4I can use place value to add and subtract within 20**Vocabulary:** add, subtract, sum difference**Activity:** Chapter 8 lesson 8.2 pgs 321-324**Assessment:** student work, flashback, exit slip | **Common Core:** CCSS 1.NBT.6I can use place value to add and subtract within 20**Vocabulary:** add, subtract, sum difference**Activity:** Chapter 8 lesson 8.3 pgs 325-328**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.**Vocabulary:**personal sp Following directions**Strategies/Activities**: Impulsive Puppy, Group discussion-Lesson Following Directions-activity= Take a penny from the pot**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 Appropriate behavior**Strategies/Activities**: Group discussion: Social Skills Candyland**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 Appropriate behavior in specific situations**Strategies/Activities**: Group discussion: Social Stories**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 Appropriate emotions**Strategies/Activities**: Feelings Game writing 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 Considerate**Strategies/Activities**: Fun Friday Flea Market- Point Sheet Tally (get paid)-Group Discussion with Impulsive PuppyGoal 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 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 |