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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****Amazing words**-needs, responsibility, shelter, tickle, faithful, fetch, cuddle, heel**High Frequency Words**- come, in, my, on, way**Comprehension**-character and setting**Genre**-Realistic Fiction**Handwriting**-letter Aa | **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****Amazing words**-tempted, amount, resist, savings, consumer, retail, income, thrift shop, denomination, investor**Vocabulary**- arranged, bundles, dangerously, errands, excitedly, steady, unwrapped, wobbled**Comprehension**-author’s purpose, story structure**Spelling**-Dipthongs ou, ow, oi, oy | **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 change #s counting by 10s**Common Core:**1.NBT.1 extent the counting sequence.**ESSENTIAL VOCAB:****Digit, hundred,ones,ten****Activity/Strategies:** lesson 6.2**-PG 245-248**  **Assessment:**Teacher observation, student product | **Learning Targets:** I can understand # sequencing.**Common Core:** NBT.1 extend the counting sequence**ESSENTIAL VOCAB:****Digit, hundred,ones,ten****Activity/Strategies:****-Enrich E 46-47, and review from practice book****Assessment:**Teacher observation, student product | **Learning Targets: :** I can understand place value (ones/tens)**Common Core:** NBT.2b understand place value**ESSENTIAL VOCAB:****Digit, hundred,ones,ten****Activity/Strategies:** Lesson 6.3**PG 249-252****Assessment:**Teacher observation, student product | **Learning Targets:** I can show #s tens and ones**Common Core:** NBT.2b understand place value**ESSENTIAL VOCAB:****Digit, hundred,ones,ten****Activity/Strategies:** lesson 6.4**-PG 253-256** **Assessment:**Teacher observation, student product | **Learning Targets:** I can change #s counting by 10s**Common Core:**.1.NBT.2/1.NBT.2a/1.NBT.2c understand place value**ESSENTIAL VOCAB:****Digit, hundred,ones,ten****Activity/Strategies:** lesson 6.5**-PG 257-259** **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 build a structure block cooperatively.**Vocabulary:**personal sp respect**Strategies/Activities**: modeling; Emotion charades**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 build a structure block cooperatively.**Vocabulary:**personal sp respect**Strategies/Activities**: modeling; Students will work together to cooperatively create a structure with straws.**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 build a structure block cooperatively.**Vocabulary:**personal sp respect**Strategies/Activities**: modeling; Students will work together to play the Red Rover game practicing greetings and compliments.**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 build a structure block cooperatively.**Vocabulary:**personal sp respect**Strategies/Activities**: modeling; Students will work together to create a visual art piece. **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 respect the personal space of others on the carpet or moving about the classroom. **Vocabulary:**personal spTaking turns**Strategies/Activities**: Fun Friday cooperative game; Flea market**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 |