

Week of: April 14 - 17

Monday, Apr. 14

Teacher: Mrs. Thomas

<p>8:45 - 9:00</p> <p>Reading/ Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: L.M.</p>	<p>Skills: student will identify sight words and read them within sentences</p> <p>Activities/Strategies: Do 2 minutes of exercises with students first (C.F., L.M. and G.D.): Do 10 of each: jumping jacks, arm, leg circles, superman, wall sits Then, do DIBELS Benchmark Assessment with C.F. Have L.M. join Laura for sight words practice using "Sentence Practice 2". Then, when finished with C.F., take over for Laura and continue with sight word sentences. Go over words at top of practice sheet and then have L.M. read each sentence aloud. When he is able to read a sentence the first time without error, highlight the numeral.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Sentence Practice" packet in cubby, highlighter marker</p>
<p>9:00 - 9:30</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: B.S.</p>	<p>Skills: student will identify letters of the alphabet, match upper to lowercase letters, follow oral directions</p> <p>Activities/Strategies: ABA Reading skills</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavior Analysis</p> <p>Materials Needed: ABA box on top of cubbies, data sheets, pencil, glue stick, capital letter cards in folder, large brown construction paper in cubby</p>
<p>9:30 - 9:45</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: G.S., P. E.</p>	<p>Skills: student will take spelling pre-test for the week: 1st grade classroom list</p> <p>Activities/Strategies: Begin by doing 10 of each: jumping jacks, arm, leg circles, superman, wall sits Then give students spelling pre-test from list given in classroom using Sound Box Spelling sheets, or practice this week's words, write sentences using this week's spelling words (list and sound boxes on my desk)</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Spelling, Handwriting</p> <p>Materials Needed: Classroom spelling list, sound box spelling sheet, pencil</p>
<p>9:45 - 10:00</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: G.S., T.S., P.E.</p>	<p>Skills: students will identify sight words and read them within sentences</p> <p>Activities/Strategies: Go over words at top of each practice sheet and then students read sentences aloud. When they are able to read a sentence the first time without error, highlight the numeral. Students will earn a reading prize when they have completed. When finished reading sight word sentences, drill sight word cards- Primer level.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Dolch sight word recognition, oral reading fluency practice</p> <p>Materials Needed: "Sentence Practice" packets in cubbies, highlighter marker, Primer sight word cards in white drawers</p>
<p>10:00 - 10:30</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: T.S.</p>	<p>Skills: student will solve addition and subtraction CGI word problems involving Separate Result Unknown, Compare Quantity Unknown, and Partitive Division problems</p> <p>Activities/Strategies: Begin by doing 10 of each: jumping jacks, arm, leg circles, superman, wall sits Then, do CGI word problems in packet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Cognitively Guided Instruction</p> <p>Materials Needed: CGI word problems in packet in folder, pencil, counters</p>

<p>10:30 - 11:00</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.L.</p>	<p>Skills: student will identify verbs including linking verbs and will write sentences using those verbs</p> <p>Activities/Strategies: Begin by doing 10 of each: jumping jacks, arm, leg circles, superman, wall sits Do "Write About It" activity</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Grammar: verbs</p> <p>Materials Needed: "Write About It" activity in Reading/Writing bin, pencil</p>
<p>11:05 - 11:20</p> <p>Social Skills Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> Work Station Individual with Teacher Small Group Large Group Other <p>Students initials: M.L., C.M.</p>	<p>Skills: students will participate in role playing activities for modifying their personal space during greetings, standing in line, sitting in class or on the bus, asking someone for something, interrupting to ask someone a question.</p> <p>Activities/Strategies: "Don't be a Space Invader" activity in binder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Social skills: Personal Space</p> <p>Materials Needed: "Don't be a Space Invader" activity in binder</p>

<p>12:30- 1:00</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials B.S.</p>	<p>Skills: object counting and numeral recognition, name writing practice</p> <p>Activities/Strategies: ABA Math Skills</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavioral Analysis</p> <p>Materials Needed: ABA box, pencil</p>
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<p>1:25 - 1:40</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials T.S.</p>	<p>Skills: student will identify nouns, verbs and adjectives and will use the words to write silly sentences</p> <p>Activities/Strategies: Finish "Let's Sort This Out" activity: Have T.S. write sentences using nouns, verbs and adjectives</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Let's Sort This Out" activity in reading/writing bin, pencil</p>
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<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials G.S., N.K., P.E., K.B.</p>	<p>Skills: Nonsense Word Fluency, Daily Oral Reading Fluency, Accuracy, Retell</p> <p>Activities/Strategies: DIBELS Progress Monitoring for 1st Grade RtI Group</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Summative Evaluation of Reading skills</p> <p>Materials Needed: DIBELS Next Progress Monitoring materials</p>
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<p>2:30- 3:00</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials M.P., D.G., L.D., C.M.</p>	<p>Skills: Nonsense Word Fluency, Daily Oral Reading Fluency, Accuracy, Retell</p> <p>Activities/Strategies: DIBELS Progress Monitoring for 2nd Grade RtI Group</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Summative Assessment of Oral Reading Skills</p> <p>Materials Needed: DIBELS Next Progress Monitoring materials</p>
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Week of: April 14 - 17

Tuesday, Apr. 15

Teacher: Mrs. Thomas

<p>8:45 - 9:00</p> <p>Reading/ Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: L.M.</p>	<p>Skills: student will listen to follow directions for actions, will state how many days of the week, and say the days in order, will do actions to pronounce plural word endings, will name long and short objects, will name vehicles, classify objects into vehicle group, will use temporal words “first” & “next” and “top” and “bottom” to identify objects, will choose correct pair relations, will follow oral directions for coloring rules and will answer comprehension questions about a story read aloud</p> <p>Activities/Strategies: <i>Journeys Level K Lesson 48</i></p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Direct Instruction: Language</p> <p>Materials Needed: <i>Journeys Level K Teacher’s Presentation book</i> in right cabinet, student workbook in cubby, crayons, pencil</p>
<p>9:00 - 9:30</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: B.S.</p>	<p>Skills: student will identify lowercase letters of the alphabet, match upper to lowercase letters, follow oral directions</p> <p>Activities/Strategies: ABA Reading skills: Use foam lowercase letter puzzle in middle cabinet. Give B.S. a few letters at a time and ask him to find specific letters. Mark in ABA data sheet.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavior Analysis</p> <p>Materials Needed: ABA box on top of cubbies, data sheets, pencil, foam lowercase letter puzzle in middle cabinet</p>
<p>9:30 - 9:45</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: G.S.</p>	<p>Skills: student will identify nouns, verbs and adjectives and will use the words to write silly sentences</p> <p>Activities/Strategies: “Let’s Sort This Out” activity</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Let’s Sort This Out” activity in reading/writing bin, pencil</p>
<p>9:45 - 10:00</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: G.S., T.S., P.E.</p>	<p>Skills: students will read passages at their instructional level for oral reading fluency practice and accuracy</p> <p>Activities/Strategies: Do beginning level passage from 1st Grade Fluency binder: Have students take turns reading. Time for 1 minute and record correct words per minute. Students will read the same passage 3 times. Then, record the best time on Fluency chart in their folders. Have them read entire passage aloud after they have completed all 3 readings. Have students read different passages. While the other students are reading with you, have other students do sight word and blending activities on the iPad and computer</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>oral reading fluency practice</p> <p>Materials Needed: 1st grade fluency binder, Oral Reading fluency graphs in folders in cubbies, timer, pencil, marker, student computer, iPad</p>
<p>10:00 - 10:30</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: T.S.</p>	<p>Skills: student will say the number that is one more than a specified number, cross out each numeral that does not correspond to a group of objects, say numbers that are more than a specified number on a number line, write numerals for groups of objects, draw lines under numerals, trace the numerals 4, 8, and 9 cross out the numerals that are written backward</p> <p>Activities/Strategies: <i>Connecting Math Concepts Level A Lesson</i></p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: <i>Connecting Math Concepts Level A Teacher’s Presentation Book</i> in right cabinet, student workbook in cubby, dry erase board, marker, pencil</p>

<p>10:30 - 11:00</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.L.</p>	<p>Skills: student will identify verbs including linking verbs and will write sentences using those verbs</p> <p>Activities/Strategies: Begin by doing 10 of each: jumping jacks, arm, leg circles, superman, wall sits Continue with “Write About It” activity</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Grammar: verbs</p> <p>Materials Needed: “Write About It” activity in Reading/Writing bin, pencil</p>
<p>11:05 - 11:20</p> <p>Social Skills Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <i>Work Station</i> <i>Individual with Teacher</i> <i>Small Group</i> <i>Large Group</i> <i>Other</i> <p>Students initials: M.L., C.M.</p>	<p>Skills: students will play game to read conversation starters to peers and answer conversation starter questions asked of them by peers modeling appropriate body language for having conversations and will practice asking follow-up questions to their peers’ responses. They will learn to use follow-up questions and on-topic comments while conversing</p> <p>Activities/Strategies: Show students the “Follow-Up Questions” and “On-Topic Questions” visual and explain to students that when you have a conversation, you ask questions to keep the conversation going. Play “Conversation Game” activity in Social Skills bin with peers and Mrs. Thomas will record conversations on the iPad. Students will practice asking at least on more question about the response of their peers.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Social skills: Conversational skills- asking questions related to the topic</p> <p>Materials Needed: iPad, “Conversation Game” in social skills bin, “Follow-Up Questions” and “On-Topic Questions” visual sheet in binder</p>

<p>12:30- 1:00</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials B.S.</p>	<p>Skills: object counting and numeral recognition</p> <p>Activities/Strategies: Caterpillar counting activity in folder: Have B.S. count the circles on each caterpillar and then select the correct numeral to glue next to each caterpillar. When finished gluing all numerals, have B.S. color the caterpillars (do color identification- ask him which color he is using).</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: caterpillar counting activity in folder, glue stick, crayons</p>
<p>1:25 - 1:40</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials T.S., P.E.</p>	<p>Skills: student will be able to write complete sentences using main details and elaboration from a five-square graphic organizer</p> <p>Activities/Strategies: Finish “Crafting Sentences” activity in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Crafting Sentences” activity in folder, pencil, “Complete Sentence” and “Complete Thought” posters on wall in RR</p>
<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials G.S., N.K., P.E., K.B.</p>	<p>Skills: students will say correct sounds for /t/, /p/, /m/, /l/, /ea/, /r/, /p/, will read rhyming words “ear/ near”, and “an/ ran” correctly, will read words with letter combinations “ai”, “oa”, and “ea” correctly, will identify signs, will read sentences and answer comprehension questions about a story</p> <p>Activities/Strategies: <i>Journeys Level 1 Lesson</i></p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction: Direct Instruction Reading</p> <p>Materials Needed: <i>Journeys Level 1 Teacher’s Presentation book</i> in right cabinet, student textbooks/ workbooks on top of cubbies, pencils</p>

<p>2:30-3:00</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials M.P., D.G., L.D., C.M.</p>	<p>Skills: students will choose a text for Reader's Theater, will identify sight words within the passage, will read for expression, will identify reading errors and correct for accuracy</p> <p>Activities/Strategies: Have group choose a Reader's Theater text from the 3 selected. Then, vote on parts or assign parts to certain students. After students have their parts, discuss what students already know about the story. Then, have them read through the text and keep a running record of their word errors. When they have finished reading, go through each missed word again. Have students see if they can blend and segment word parts on own. Then, have students look at word wall and lightly underline all sight words in their parts. When students have finished finding sight words, look at each sentence and have students identify the ending punctuation and discuss how their voice should sound for the ending mark. Have them reread text practicing reading with expression.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Oral Reading Fluency</p> <p>Materials Needed: Reader's Theater text, pencils</p>
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Week of: April 14 - 17

Wednesday, Apr. 16

Teacher: Mrs. Thomas

<p>9:00 - 9:30</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: B.S.</p>	<p>Skills: match pictures to words, identify objects, identify 15 letters of the alphabet, match upper to lowercase letters, follow oral directions</p> <p>Activities/Strategies: ABA Reading skills</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavior Analysis</p> <p>Materials Needed: ABA box on top of cubbies, data sheets, pencil</p>
<p>9:30 - 9:45</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: G.S.</p>	<p>Skills: IEP goals: Reading/Math</p> <p>Activities/Strategies: IEP goal monitoring: writing goals</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: lined paper, IEP goal monitoring sheet in goals bin</p>
<p>9:45 - 10:00</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: G.S., T.S., P.E.</p>	<p>Skills: IEP goals: Reading</p> <p>Activities/Strategies: IEP goal monitoring: Reading goals</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: lined paper, IEP goal monitoring sheet in goals bin</p>

<p>10:00 - 10:30</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: T.S.</p>	<p>Skills: IEP goals: Mathematics</p> <p>Activities/Strategies: IEP goal monitoring: Math goals</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP goal monitoring sheet in goals bin</p>
<p>10:30 - 11:00</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.P.</p>	<p>Skills: grammar, capitalization, punctuation, spelling, and sentence structure</p> <p>Activities/Strategies: IEP writing goal testing</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP writing goal testing materials in goals bin, lined paper, pencils</p>
<p>11:00 - 11:15</p> <p>Social Skills Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> Work Station Individual with Teacher Small Group Large Group Other <p>Students initials: M.L., C.M.</p>	<p>Skills: students will participate in role-playing activities and will identify the "listening position"</p> <p>Activities/Strategies: Do "Listening Position" activity in folders</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Social skills: Listening</p> <p>Materials Needed: "Listening Position" activity in folders, pencils</p>

<p>12:30- 1:00</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials B.S.</p>	<p>Skills: shape identification, color identification, rote counting, object counting,</p> <p>Activities/Strategies: ABA math skills</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavioral Analysis</p> <p>Materials Needed: ABA box on top of cubbies, work strip, iPad, pencil</p>
<p>1:25- 1:40</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials T.S.</p>	<p>Skills: weekly IEP writing goal monitoring</p> <p>Activities/Strategies: IEP goal work: goal sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP writing goal testing materials in goals bin, lined paper, pencils</p>
<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials P.E., T.S., G.S.</p>	<p>Skills: weekly IEP reading goal monitoring</p> <p>Activities/Strategies: IEP goal work: goal sheets in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP writing goal testing materials in goals bin, lined paper, pencils</p>

2:30-3:00 Reading Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: weekly IEP reading goal monitoring Activities/Strategies: IEP goal work: goal sheets in folder Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: IEP writing goal testing materials in goals bin, lined paper, pencils
	Student initials A.E., D.G., L.D., C.M.		

Week of: April 14 - 17

Thursday, Apr. 17

Teacher: Mrs. Thomas

9:00 - 9:30 Reading Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: match pictures to words, identify objects, identify 15 letters of the alphabet, match upper to lowercase letters, follow oral directions Activities/Strategies: ABA Reading skills * Last 10- 15 minutes Rainbow Club Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Applied Behavior Analysis Materials Needed: ABA box on top of cubbies, data sheets, pencil
	Students initials: B.S.		
9:30 - 9:45 Writing/Reading Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: spelling test, phonemic awareness (deletion and addition of beginning, middle and ending sounds) Activities/Strategies: spelling test using Sound Box Spelling sheet in folder: cvc word card activity, then do CVC word card activity * Last 10- 15 minutes Rainbow Club Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: phonemic awareness: words given a sound at a time Materials Needed: Sound Box spelling color-coded boxes sheet in folder, classroom spelling list, pencil, blue cvc word card activity in Reading/ Writing bin
	Students initials: G.S., P.E.		
9:45 - 10:00 Reading Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: Activities/Strategies: Rainbow Club Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed:
	Students initials: G.S., T.S., P.E.		
10:00 - 10:30 Math Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: student will read 1st grade level sight words and will identify and discriminate the plus sign, say answers to plus-1 problems, respond to instructions involving ordinal numbers, cross out each numeral that does not correspond to a group of objects, trace the symbols +, 4, 9, cross out numerals that are written backward Activities/Strategies: 10:00- 10:15: 1st grade level sight words game: Cars Uno 10:15 - 10:30: <i>Connecting Math Concepts</i> Level A Lesson Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Direct Instruction Mathematics Materials Needed: Cars Uno game in blue drawers, <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbook in cubby, pencil
	Students initials: T.S.		

<p>10:30 - 11:00</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.L.</p>	<p>Skills: student will edit sentences based on grammar and rewrite the sentences correctly</p> <p>Activities/Strategies: Finish any writing activities from earlier in the week, then do <i>Correct the Sentence</i> Journal activity: Have ML. complete 1 week's worth of sentence corrections</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>DOL: Daily Oral Language</p> <p>Materials Needed: Writing activities in folder, <i>Correct the Sentence</i> Journal in cubby, pencil</p>
<p>11:05 - 11:15</p> <p>Social Skills Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> Work Station Individual with Teacher Small Group Large Group Other <p>Students initials: M.L., C.M.</p>	<p>Skills:</p> <p>Activities/Strategies: Rainbow Club</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed:</p>

<p>12:30- 1:00</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials B.S.</p>	<p>Skills: shape identification, color identification</p> <p>Activities/Strategies: Shape and Color Identification apps on iPad or Colorama game in middle cabinet</p> <p>* Rainbow Club last 10-15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavioral Analysis</p> <p>Materials Needed: iPad, Colorama game in middle cabinet</p>
<p>1:25- 1:40</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials T.S.</p>	<p>Skills: student will write complete sentences using beginning capitalization and</p> <p>Activities/Strategies: Finish any writing lessons from the week, or write sentences using 1st grade sight words list and "Stretch the Sentence" sheet.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Writing lessons from week in folder, 1st grade sight word cards in white drawers, "Stretch the Sentence" sheet in folder, pencil</p>
<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials G.S., P.E., K.B., T.S.</p>	<p>Skills: students will say correct sounds for /t/, /p/, /m/, /l/, /ea/, /r/, /p/, will read rhyming words "ear/ near", and "an/ ran" correctly, will read words with letter combinations "ai", "oa", and "ea" correctly, will identify signs, will read sentences and answer comprehension questions about a story</p> <p>Activities/Strategies: <i>Journeys Level 1</i> Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Direct Instruction</p> <p>Materials Needed: <i>Journeys Level 1</i> Teacher's Presentation book in right cabinet, student textbooks/ workbooks on top of cubbies, pencils</p>

<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Partners</i> <input type="checkbox"/> <i>Other</i> <p>Student initials M.P., D.G., L.D., C.M.</p>	<p>Skills: students will choose a text for Reader’s Theater, will identify sight words within the passage, will read for expression, will identify reading errors and correct for accuracy</p> <p>Activities/Strategies: Have group choose a Reader’s Theater text from the 3 selected. Then, vote on parts or assign parts to certain students. After students have their parts, discuss what students already know about the story. Then, have them read through the text and keep a running record of their word errors.</p> <p>When they have finished reading, go through each missed word again. Have students see if they can blend and segment word parts on own.</p> <p>Then, have students look at word wall and lightly underline all sight words in their parts.</p> <p>When students have finished finding sight words, look at each sentence and have students identify the ending punctuation and discuss how their voice should sound for the ending mark.</p> <p>Have them reread text practicing reading with expression.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Oral Reading Fluency</p> <p>Materials Needed:</p> <p>Reader’s Theater text, pencils</p>
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Week of: April 14 - 17

Monday, Apr. 14

Teacher: Ms. LeAnn

<p>8:45 - 9:00</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: G.D.</p>	<p>Skills: student will use top-line, mid-line, bottom-line formation to write letters</p> <p>Activities/Strategies: Alphabet Book: letter of the week, or choose another letter</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Alphabet book in cubby, pencil, magazines, scissors, glue</p>
<p>9:00 - 9:30</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F.</p>	<p>Skills: student will use top-line, mid-line, bottom-line formation to write letters</p> <p>Activities/Strategies: Alphabet Book: Letter of the Week or choose another letter for the week</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Alphabet book in cubby, pencil, magazines, scissors, glue</p>
<p>9:30 - 10:00</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.C.</p>	<p>Skills: student will identify upper and lowercase letters and will spell cvc words with large letter tiles.</p> <p>Activities/Strategies: Spread several orange letter mats (mixture of upper and lowercase letters) on the floor. Tell C.C. a letter sound or letter name and have him jump on top of the mat. Pick up and put more letters out as you go. After he finds all upper and lowercase letters, use lowercase letter mats and the tape sound boxes on the floor to have C.C. spell cvc words.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Orange letter mats on top of drawers, taped off sound boxes on floor</p>
<p>10:45 - 11:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: L.D.</p>	<p>Skills: spelling pre-test, student will use new spelling words to write complete sentences</p> <p>Activities/Strategies: Spelling Pre-Test for the week. Have L.D. bring his list with him from the classroom. He will use first 8 missed words for his list this week. If L.D. has taken his pre-test in his classroom, have read sight word sentences in folder: 1st grade- begin with set 2. Have L.D. read sentences aloud. Highlight the number of sentence once he can read it with NO errors on the FIRST try. Once he passes all on one set, go onto the next set. He may win a prize once through all of the 1st grade set.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom spelling list, pencil, lined paper, Dolch sight word sentences sheets in folder</p>
<p>1:00 - 1:15</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> Work Station Individual with Teacher Small Group Large Group Other <p>Students initials: C.P., L.V.</p>	<p>Skills: students will solve addition and subtraction CGI word problems involving Separate Result Unknown, Compare Quantity Unknown, and Partitive Division problems</p> <p>Activities/Strategies: Continue CGI word problems packet</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Cognitively Guided Instruction</p> <p>Materials Needed: CGI Word Problems packet in folders, pencil, counters</p>

1:45 - 2:15 Reading, Writing, Math Grade JK	Daily Activities:	Skills: top-line, mid-line, bottom-line formation of letters	Specially Designed Instruction:
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials H.F.	Activities/Strategies: Alphabet Book: letter of your choice. Then, read a story aloud to both students and ask comprehension questions as you read. Then, have them draw a picture about their favorite part of the story Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Materials Needed: Alphabet book in cubby, pencil, magazines, scissors, glue, book from reading corner to read aloud, white paper on top of cubbies, crayons

2:30 - 3:00 Reading, Writing, Math Grade JK	Daily Activities:	Skills:	Specially Designed Instruction:
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials H.F.	Activities/Strategies: No Lesson- H.F. joins B.H. at 1:45- 2:15 on Monday due to OT: Join Laura for 2nd Grade RtI Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Materials Needed:

Week of: April 14 - 17

Tuesday, Apr. 15

Teacher: Ms. LeAnn

8:45 - 9:00 Writing Grade K	Daily Activities:	Skills: student will look at pictures and describe the problem and will tell what to do to solve each problem	Specially Designed Instruction:
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other Students initials: G.D.	Activities/Strategies: Do, "What is the Problem?" activity in folder Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Social Skills: Problem Solving Materials Needed: "What is the Problem?" activity in folder, crayons
9:00 - 9:30 Writing Grade K	Daily Activities:	Skills: student will identify Pre-Primer level sight words, visually discriminate between the word and other words, use the word in a sentence and correctly spell each word.	Specially Designed Instruction:
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other Students initials: C.F.	Activities/Strategies: Pre-Primer "Trace It, Write It, Find It, Use It, Build It" packet in folder Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Materials Needed: "Trace It, Write It, Find It, Use It, Build It" packet in folder, pencil
9:30 - 10:00 Reading Grade K	Daily Activities:	Skills: student will follow directions to complete actions for plurals, prepositions, tense, state information: days of the week, identify part/whole concept: elephant, tree, will classify types of vehicles, will identify plurals, will identify top/bottom, will match, identify spatial word next, will identify lowercase letters d, m, j, h, f, write letters c, d and will listen to, discuss and recite poems	Specially Designed Instruction:
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials C.C.	Activities/Strategies: Journeys Level K Book 2 Lesson Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Direct Instruction Reading Materials Needed: Journeys Level K Book 2 Teacher's Presentation book in right cabinet, student workbook 2 in cubby, crayons, pencil

<p>10:45 - 11:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: L.D.</p>	<p>Skills: student will identify phonemes in 4, 5, and 6 sound words, student will read sounds for blends correctly</p> <p>Activities/Strategies: Using “Words with 4, 5, & 6 Phonemes (Sounds) laminated sheet in L.D.’s folder and the touch lights in left cabinet, have L.D. Do this activity for 7-8 minutes and then play, “I Have, Who Has” game with blends (th, ow, ee, qu, etc. game has “beachy” type pictures on with stick figures.)</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Words with 4, 5, & 6 Phonemes (Sounds) laminated sheet in L.D.’s folder and the touch lights in left cabinet, “I Have, Who Has” game with blends (th, ow, ee, qu, etc. game has “beachy” type pictures on with stick figures.) in middle blue drawer</p>
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<p>1:00 - 1:15</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <i>Work Station</i> <i>Individual with Teacher</i> <i>Small Group</i> <i>Large Group</i> <i>Other</i> <p>Students initials: C.P., L.V.</p>	<p>Skills: students will say the number that is 1 more than a specified number, count claps and identify the number of times the teacher claps, write numerals for groups of objects, draw lines under numerals, trace the numerals 8, 3, 2, cross out numerals that are written backward</p> <p>Activities/Strategies: <i>Connecting Math Concepts Lesson</i></p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Direct Instruction Mathematics</p> <p>Materials Needed: <i>Connecting Math Concepts</i> Teacher’s Presentation book in right cabinet, student workbooks in cubbies, pencils</p>
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<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials K.B.</p>	<p>Skills: student will listen to a word and identify the new word by changing the beginning, middle and ending sounds, student will correctly spell cvc words by looking at a picture and choosing the correct letters for sound boxes</p> <p>Activities/Strategies: Do blue CVC word card activity for the first 5 minutes, then do the “Build A Word” activity in Reading/Writing bin</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Phonemic Awareness</p> <p>Materials Needed: Blue CVC word card and “Build A Word” activity in Reading/Writing bin</p>
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<p>2:30 - 3:00</p> <p>Reading, Writing, Math Grade JK</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials H.F.</p>	<p>Skills: students will say the number that is 1 more than a specified number, count claps and identify the number of times the teacher claps, write numerals for groups of objects, draw lines under numerals, trace the numerals 8, 3, 2, cross out numerals that are written backward</p> <p>Activities/Strategies: <i>Connecting Math Concepts Lesson</i></p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Direct Instruction Mathematics</p> <p>Materials Needed: <i>Connecting Math Concepts</i> Teacher’s Presentation book in right cabinet, student workbook in cubby, pencil</p>
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Week of: April 14 - 17

Wednesday, Apr. 16

Teacher: Ms. LeAnn

<p>8:45 - 9:00</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: G.D.</p>	<p>Skills: IEP writing goals</p> <p>Activities/Strategies: IEP goal monitoring sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP goal monitoring sheet in folder, lined paper, pencil</p>
<p>9:00 - 9:30</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F.</p>	<p>Skills: writing grasp, writing name, copy shapes, identifying letters, numerals 0-30,</p> <p>Activities/Strategies: IEP Goal monitoring: Use goal monitoring sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP goal monitoring sheet in folder, pencil</p>
<p>9:30 - 10:00</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.C.</p>	<p>Skills: IEP reading goals</p> <p>Activities/Strategies: IEP goal monitoring sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP goal monitoring sheet in folder, lined paper, pencil</p>
<p>10:45 - 11:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: L.D.</p>	<p>Skills: oral reading fluency, retell, decoding, sight words</p> <p>Activities/Strategies: Goal testing: Use goal tracking sheet in pink folder on my black bookshelf. Do goal testing and record on L.D.'s sheet</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>IEP goal tracking</p> <p>Materials Needed: Pink folder on my black shelf, reading passages (DRA, BADER, BRIGANCE), sight word cards, pencil, timer</p>
<p>1:00 - 1:15</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <i>Work Station</i> <i>Individual with Teacher</i> <i>Small Group</i> <i>Large Group</i> <i>Other</i> <p>Students initials: C.P., L.V.</p>	<p>Skills: calendar skills, cutting, tracing shapes, writing first name, identifying colors, 10 letters of the alphabet, numerals 0-10</p> <p>Activities/Strategies: IEP Goal monitoring: Use goal monitoring sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP goal monitoring sheet in folder, pencil</p>
<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials K.B., P.E., T.S., G.S.</p>	<p>Skills: IEP reading goals</p> <p>Activities/Strategies: IEP goal monitoring sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP goal monitoring sheet in folder, pencil</p>

2:30-3:00 Reading, Writing, Math Grade JK	Daily Activities:	Skills: IEP goals	Specially Designed Instruction: Materials Needed: IEP goal monitoring materials in folder in goal monitoring bin
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials H.F.	Activities/Strategies: IEP goal monitoring sheet in folder Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	

Week of: April 14 - 17

Thursday, Apr. 17

Teacher: Ms. LeAnn

9:00 - 9:30 Writing Grade K	Daily Activities:	Skills: student will write first and last name	Specially Designed Instruction: Materials Needed: letter stamps in left cabinet, lined paper, pencil
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other Students initials: C.F.	Activities/Strategies: practice writing first and last name. May stamp first, then write full name. * Rainbow Club last 10-15 minutes Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	
9:30-10:00 Reading Grade K	Daily Activities:	Skills: student will blend beginning, middle and ending sounds to read cvc words	Specially Designed Instruction: Materials Needed: Spiderman cvc word card game in reading/writing bin
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials C.C.	Activities/Strategies: Spiderman cvc word card game in reading/writing bin * Last 10-15 minutes Rainbow Club Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	
10:45 - 11:00 Reading Grade 2	Daily Activities:	Skills: spelling test, student will read consonant blends and will come up with words beginning with those blends	Specially Designed Instruction: Materials Needed: Blend cards and data sheet in cubby, pencil
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other Students initials: L.D.	Activities/Strategies: Go through blend cards in L.D.'s cubby. First, have him sound out the blends and then go back to the beginning and have him come up with words that begin with those blends. Have him come up with 5 words for each blend. You may writing the words on the back of the cards. Some cards already have words written on them. If you feel that L.D. understands how each blend sounds and can read it correctly independently, mark the blend on the corresponding data sheet. Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	
1:00 - 1:20 Math Grade K	Daily Activities:	Skills: counting 1-30, identifying numerals 0-30, addition/subtraction skills	Specially Designed Instruction: Materials Needed: math skills game in middle cabinet
	<input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other Students initials: C.P., L.V.	Activities/Strategies: Math game in middle cabinet * Rainbow Club last 10 minutes Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	

<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials K.B.</p>	<p>Skills: student will identify letter sound in alliterated sentences and will write letters to learn directionality and will create letter shapes with arms</p> <p>Activities/Strategies: <i>Recipe for Reading</i> lessons. Begin with lesson where you left off on Thurs. and continue with lessons as far as you can until Rainbow Club.</p> <p>*Rainbow Club last 10-15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Phonemic Awareness, Auditory-Visual, Kinesthetic</p> <p>Materials Needed: <i>Recipe for Reading</i> Book on top of cubbies, lined "house" paper, pencil</p>
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<p>2:30-3:00</p> <p>Reading, Writing, Math Grade JK</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials H.F.</p>	<p>Skills: student will identify objects by their beginning letter sounds</p> <p>Activities/Strategies: Alphabet Sound and Sort activity</p> <p>* Rainbow Club last 10-15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Alphabet Sound and Sort box in left cabinet</p>
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Week of: April 14 - 17

Monday, Apr. 14

Teacher: Ms. Laura

<p>8:40 - 9:00</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F., L.M.</p>	<p>Skills: student will identify Pre-Primer sight words, student will identify the sounds for /c/, /o/, /a/ and will listen to sentences orally to hear the sounds, student will use kinesthetics to create letter shapes with body</p> <p>Activities/Strategies: Kaci will do DIBELS Benchmark Assessment with C.F During this time, do "Sentence Practice 1" with L.M.: Have him read the words at the top of the sheet and then read the sentences. Highlight the numeral when he is able to read a sentence independently without errors.</p> <p>When C.F. is finished with Kaci, do <i>Recipe for Reading</i> pg. 41 - 43</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Sentence Practice 1" in L.M. folder, highlighter, <i>Recipe for Reading</i> Book on bottom shelf of cubbies, "house" lined paper in cubby</p>
<p>9:00- 9:15</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: E.M.</p>	<p>Skills: top-line, mid-line, bottom-line formation of letters of the week</p> <p>Activities/Strategies: Alphabet Book: Letter of the week or letter of your choice</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>top-line, mid-line, bottom-line formation</p> <p>Materials Needed: Alphabet book in cubby, pencil, magazines, glue, scissors</p>
<p>9:15- 9:30</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.C.</p>	<p>Skills: top-line, mid-line, bottom-line formation of letters of the week</p> <p>Activities/Strategies: Alphabet Book: Letter of the week or letter of your choice</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>top-line, mid-line, bottom-line formation</p> <p>Materials Needed: Alphabet book in cubby, pencil, magazines, glue, scissors</p>
<p>9:25 - 9:45</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F.</p>	<p>Skills: student will identify letters, letter sounds, and kindergarten sight words</p> <p>Activities/Strategies: ABA skills</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavioral Analysis</p> <p>Materials Needed: ABA folder in cubby, pencil</p>
<p>9:45 - 10:00</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: L.V., L.M.</p>	<p>Skills: top-line, mid-line, bottom-line formation of letters of the week</p> <p>Activities/Strategies: Alphabet Book: Letter of the week or letter of your choice</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>top-line, mid-line, bottom-line formation</p> <p>Materials Needed: Alphabet book in cubby, pencil, magazines, glue, scissors</p>

<p>10:00-10:15</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.M.</p>	<p>Skills: spelling pre-test, student will read a story and answer comprehension questions about the text.</p> <p>Activities/Strategies: Spelling Pre-test for week. If C.M. is finished with spelling list, have him write sentences using new words.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Classroom spelling list, pencil, lined paper</p>
<p>10:15 - 10:30</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials M.P.</p>	<p>Skills: spelling pre-test, student will use new words to write complete sentences</p> <p>Activities/Strategies: Spelling Pre-test for week. When finished with pre-test and if there is extra time, have M.P. write sentences using new spelling words</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Classroom spelling list, pencil, lined paper</p>
<p>11:30 - 11:45</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials B.S.</p>	<p>Skills: name writing, copying simple shapes</p> <p>Activities/Strategies: ABA writing skills</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavioral Analysis</p> <p>Materials Needed: ABA box on top of cubbies, pencil</p>
<p>1:15-1:30</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <i>Work Station</i> <i>Individual with Teacher</i> <i>Small Group</i> <i>Large Group</i> <i>Partners</i> <i>Other</i> <p>Student initials M.P.</p>	<p>Skills: visualizing, retelling, and modeling the action of addition and subtraction (as removal) situations, using standard notation (+, -, =) to represent addition and subtraction situations.</p> <p>Activities/Strategies: Investigations lesson from classroom or do Connecting Math Concepts Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: <i>Investigations</i> sheet from classroom, <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils</p>
<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials G.S., N.K., P.E., K.B.</p>	<p>Skills: students will listen for absurdities, will tell the days of the week (yesterday, today, tomorrow), tell the date, will listen to oral directions and do actions as directed (listen for word "and", will classify objects, will tell opposite words, will identify words that are the same and different, and will listen to a story to answer questions</p> <p>Activities/Strategies: <i>Journeys Level A Language</i> Lessons 9, 11</p> <p>* Mrs. Thomas will pull students for DIBELS Progress Monitoring one at a time during this lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Direct Instruction: Language</p> <p>Materials Needed: <i>Journeys Level A Language</i> Teacher's Presentation Book on top of cubbies</p>

<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials M.P., D.G., L.D., C.M.</p>	<p>Skills: students will read and highlight given sight words in a passage and then will demonstrate comprehension by drawing a picture about the passage</p> <p>Activities/Strategies: Do sight word recognition pages in folders. Have students do different numbered packets so that they must work independently. They can use a highlighter to find each sight word listed.</p> <p>* Mrs. Thomas will pull students for DIBELS Progress Monitoring one at a time during this lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Sight word recognition sheets in folders, highlighters, crayons</p>
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Week of: April 14 - 17

Tuesday, Apr. 15

Teacher: Ms. Laura

<p>8:40 - 9:00</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F.</p>	<p>Skills: student will look at capital letters, lowercase letters, two- & three-letter words, scan a line of text from left to right; and point to the matching item found on the same line and will look at an illustration, a group of letters, or a word; scan left to right and point to the matching configuration on the same line of the page</p> <p>Activities/Strategies: Do Edmark Reading Discrimination lessons</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Edmark Reading materials in empty cubby, pencil, sticky note</p>
<p>9:00-9:15</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: E.M.</p>	<p>Skills: student will read Pre-Primer level sight words, write the words, visually discriminate between other words, use the words in a sentence and spell the word</p> <p>Activities/Strategies: "Trace It, Write It, Find It, Use It, Build It" sight word packet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Trace It, Write It, Find It, Use It, Build It" sight word packet in folder, pencil, scissors, glue</p>
<p>9:15-9:30</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.C.</p>	<p>Skills: student will read Pre-Primer level sight words, write the words, visually discriminate between other words, use the words in a sentence and spell the word</p> <p>Activities/Strategies: "Trace It, Write It, Find It, Use It, Build It" sight word packet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Trace It, Write It, Find It, Use It, Build It" sight word packet in folder, pencil, scissors, glue</p>
<p>9:25 - 9:45</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F.</p>	<p>Skills: student will identify letters, letter sounds, and kindergarten sight words</p> <p>Activities/Strategies: ABA skills</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavioral Analysis</p> <p>Materials Needed: ABA folder in cubby, pencil</p>

<p>9:45 - 10:00</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: L.V., L.M.</p>	<p>Skills: students will read Pre-Primer level sight words, write the words, visually discriminate between other words, use the words in a sentence and spell the word</p> <p>Activities/Strategies: “Trace It, Write It, Find It, Use It, Build It” sight word packet in folders</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Trace It, Write It, Find It, Use It, Build It” sight word packet in folder, pencil, scissors, glue</p>
<p>10:00- 10:15</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.M.</p>	<p>Skills: student will identify verb types and use them in sentences,</p> <p>Activities/Strategies: “Write About It” activity in Reading/Writing Bin</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Grammar: Verbs</p> <p>Materials Needed: “Write About It” activity in Reading/Writing Bin, pencil, lined paper</p>
<p>10:15 - 10:30</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials M.P.</p>	<p>Skills: student will identify verb types and use them in sentences,</p> <p>Activities/Strategies: “Write About It” activity in Reading/Writing Bin</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Write About It” activity in Reading/Writing Bin, pencil, lined paper</p>
<p>11:30 - 11:45</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials B.S.</p>	<p>Skills: name writing, copying simple shapes</p> <p>Activities/Strategies: ABA writing skills</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Applied Behavioral Analysis</p> <p>Materials Needed: ABA box on top of cubbies, pencil</p>
<p>1:15- 1:30</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> Work Station Individual with Teacher Small Group Large Group Partners Other <p>Student initials M.P.</p>	<p>Skills: visualizing, retelling, and modeling the action of addition and subtraction (as removal) situations, using standard notation (+, -, =) to represent addition and subtraction situations.</p> <p>Activities/Strategies: Investigations lesson from classroom or do Connecting Math Concepts Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Investigations sheet from classroom, Connecting Math Concepts Teacher’s Presentation book in right cabinet, student workbooks in cubbies, pencils</p>

<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials N.K.</p>	<p>Skills: student will cross mid-line to spell sight words kinesthetically, student will read words to put sentences in correct order</p> <p>Activities/Strategies: Have N.K. stand in reading corner and place the letter poster so that the letter “a” is nose level. First, have him point to each letter of the alphabet alternating hands in rhythm. (Point with left hand, hands at side, point with right hand, hands at side). Then, tell N.K. a sight word from word wall and have him spell the words doing the same motion. Do this activity for 15 minutes.</p> <p>Then, N.K. may play “Jumbled Sentences” on the iPad. Have him do Level 2 or 3 on the app.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Mid-line activities</p> <p>Materials Needed: Mid-line letter chart in reading corner, iPad</p>
<p>2:30- 3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials M.P., D.G., L.D., C.M.</p>	<p>Skills: student will cross mid-line to spell sight words kinesthetically, student will read words to put sentences in correct order</p> <p>Activities/Strategies: Have M.P. stand in reading corner and place the letter poster so that the letter “a” is nose level. First, have him point to each letter of the alphabet alternating hands in rhythm. (Point with left hand, hands at side, point with right hand, hands at side). Then, tell M.P. a sight word from word wall and have him spell the words doing the same motion. Do this activity for 15 minutes.</p> <p>Then, M.P. may play “Jumbled Sentences” on the iPad. Have him do Level 2 or 3 on the app.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Mid-line activities</p> <p>Materials Needed: Mid-line letter chart in reading corner, iPad</p>

Week of: April 14 - 17

Wednesday, Apr. 16

Teacher: Ms. Laura

<p>8:40 - 9:00</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F.</p>	<p>Skills: cutting shapes and angles, tracing shapes, writing first name, identify 10 colors, 10 letters of the alphabet and numerals 0-10, object counting</p> <p>Activities/Strategies: IEP goal monitoring: Use goal monitoring sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Goal monitoring sheet in folder, pencil</p>
<p>9:00- 9:15</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: E.M.</p>	<p>Skills: IEP writing goals</p> <p>Activities/Strategies: IEP writing goal monitoring</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP goal monitoring materials in goal monitoring bin, pencil, lined paper</p>
<p>9:15- 9:30</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.C.</p>	<p>Skills: IEP writing goals</p> <p>Activities/Strategies: IEP writing goal monitoring</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP goal monitoring materials in goal monitoring bin, pencil, lined paper</p>
<p>9:25 - 9:45</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F.</p>	<p>Skills: using tripod grasp, writing name, copy shapes, identify letters of the alphabet, numerals 0-30</p> <p>Activities/Strategies: IEP goal monitoring: Use goal monitoring sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Goal monitoring sheet in folder, pencil</p>
<p>9:45 - 10:00</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: L.V., L.M.</p>	<p>Skills: sentence writing using proper capitalization, punctuation, and legible handwriting</p> <p>Activities/Strategies: IEP goal monitoring: Use goal monitoring sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Goal monitoring sheet in folder, pencil</p>

10:00-10:15 Reading Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: retell, oral reading fluency, addition and subtraction facts, word decoding, sight word recognition Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in pink folder on my black shelf. Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: Reading level passages (BADER, DRA, BRIGANCE), sight word cards, weekly spelling list, pencil
	Student initials C.M.		

10:15 - 10:30 Writing Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: retell, oral reading fluency, addition and subtraction facts, word decoding, sight word recognition Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in bin Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: Reading level passages (BADER, DRA, BRIGANCE), sight word cards, flashcards, pencil
	Student initials M.P.		

10:30-10:45 Social Skills Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: student will write the answer to "Why?" questions and write about what to do instead Activities/Strategies: "Why Shouldn't You?" activity in folder Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Social Skills: Problem Solving Materials Needed: "Why Shouldn't You?" activity in folder
	Students initials: A.S.		

11:30 - 11:45 Writing Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: name writing, copying simple shapes Activities/Strategies: ABA writing skills Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Applied Behavioral Analysis Materials Needed: ABA box on top of cubbies, pencil
	Student initials B.S.		

1:15-1:30 Math Grade 1	Daily Activities: Work Station Individual with Teacher Small Group Large Group Partners Other	Skills: addition/subtraction facts, task completion, skip counting, open addition and subtraction problems containing one unknown, word problems involving 3 whole numbers, identifying coins and values Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in goal monitoring bin Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: Goal monitoring materials, pencil
	Student initials M.P.		

2:00 - 2:30 Reading Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: retell, oral reading fluency, addition and subtraction facts, word decoding, sight word recognition Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in bin Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: Reading level passages (BADER, DRA, BRIGANCE), sight word cards, flashcards, pencil
	Student initials G.S., N.K., P.E.		

2:30 - 3:00 Reading Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: retell, oral reading fluency, addition and subtraction facts, word decoding, sight word recognition Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in bin Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: Reading level passages (BADER, DRA, BRIGANCE), sight word cards, flashcards, pencil
	Student initials: D.G., L.D., C.M., M.P.		

Week of: April 14 - 17

Thursday, Apr. 17

Teacher: Ms. Laura

8:40 - 9:00 Reading Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: students will identify lowercase letters and sequence missing lowercase letters with stamps Activities/Strategies: <i>Journeys Level K</i> lesson Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: <i>Journeys Level K</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils
	Students initials: C.F.		
9:00- 9:15 Writing Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: student will write a sentence using given word cards Activities/Strategies: "Windy Cards" writing activity in Reading/Writing bin Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: "Windy Cards" writing activity in Reading/Writing bin, sheets in folder, pencil
	Students initials: E.M.		
9:15- 9:30 Writing Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: student will write a sentence using given word cards Activities/Strategies: "Windy Cards" writing activity in Reading/Writing bin Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: "Windy Cards" writing activity in Reading/Writing bin, sheets in folder, pencil
	Students initials: C.C.		
9:25 - 9:45 Reading Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: beginning letter sounds, letter recognition, letter sequencing Activities/Strategies: ABA skills for letter recognition, letter/sound correspondence, sequencing the alphabet Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: ABA materials in cubby
	Students initials: C.F.		

<p>9:45 - 10:00</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: L.V., L.M.</p>	<p>Skills: student will write a sentence using given word cards</p> <p>Activities/Strategies: “Windy Cards” writing activity in Reading/Writing bin</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Windy Cards” writing activity in Reading/Writing bin, sheets in folder, pencil</p>
<p>10:00- 10:15</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.M.</p>	<p>Skills: student will identify verbs and will identify verb tenses and linking verbs</p> <p>Activities/Strategies: Do “Write About It” lesson in Reading/Writing bin</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Write About It” lesson in Reading/Writing bin, pencil</p>
<p>10:15 - 10:30</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials M.P.</p>	<p>Skills: student will identify verbs and will identify verb tenses and linking verbs</p> <p>Activities/Strategies: Do “Write About It” lesson in Reading/Writing bin</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Write About It” lesson in Reading/Writing bin, pencil</p>
<p>11:30 - 11:45</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials B.S.</p>	<p>Skills: letter writing practice: Capital letters</p> <p>Activities/Strategies: Letter writing sheet: Give B.S. a sticker for best formation</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: letter formation sheet in folder, stickers in purple binder</p>
<p>1:15- 1:30</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> Work Station Individual with Teacher Small Group Large Group Partners Other <p>Student initials M.P.</p>	<p>Skills: students will write answers to problems that start with teen numbers and minus 1 or 2, write number problems for word problems that tell about more and less on a number line, write answers to problems that minus 10 or 20, write the number of cents for rows of dimes and pennies, write numbers that are 3 more than specified numbers</p> <p>Activities/Strategies: <i>Investigations</i> lesson from classroom or <i>Connecting Math Concepts</i> Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Direct Instruction</p> <p>Materials Needed: <i>Connecting Math Concepts</i> Teacher’s Presentation book in right cabinet, student workbooks in cubbies, pencil</p>

<p>2:00 - 2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Partners</i> <input type="checkbox"/> <i>Other</i> <p>Student initials N.K.</p>	<p>Skills: student read consonant blends and will identify words that begin with those blends</p> <p>Activities/Strategies: Have student read the consonant blend cards. Go through each card, having him sound out the blends. Then, go back to beginning and have N.K. come up with 5 words per card containing those blends. Once you feel N.K. has “mastered” the blend, mark the data sheet.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Blend cards and data sheet in cubby, pencil</p>
<p>2:30- 3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Partners</i> <input type="checkbox"/> <i>Other</i> <p>Student initials L.D.</p>	<p>Skills: student will cross mid-line to spell sight words kinesthetically, student will read words to put sentences in correct order</p> <p>Activities/Strategies: Have L.D. stand in reading corner and place the letter poster so that the letter “a” is nose level. First, have him point to each letter of the alphabet alternating hands in rhythm. (Point with left hand, hands at side, point with right hand, hands at side). Then, tell L.D. a sight word from word wall and have him spell the words doing the same motion. Do this activity for 15 minutes.</p> <p>Then, L.D. may play “Jumbled Sentences” on the iPad. Have him do Level 1 or 2 on the app.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Mid-line activities</p> <p>Materials Needed: Mid-line letter chart in reading corner, iPad</p>

Week of: April 14 - 17

Monday, Apr. 14

Teacher: Ms. Amanda

12:30 - 1:00 Math Grade K	Daily Activities: <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Partners</i> <input type="checkbox"/> <i>Other</i>	Skills: students will add and subtract and identify more Activities/Strategies: 12:30- 12:45- <i>Investigations</i> Lesson in your binder 12:45- 1:00 <i>Connecting Math Concepts Level A</i> Lesson and ABA math skills	Specially Designed Instruction: Materials Needed: Missing numeral grids in binder, dry erase markers, <i>Connecting Math Concepts Level A</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils
	Student initials L.V., C.F.	Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	

Week of: April 14 - 17

Tuesday, Apr. 15

Teacher: Ms. Amanda

12:30 - 1:00 Math Grade K	Daily Activities: <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Partners</i> <input type="checkbox"/> <i>Other</i>	Skills: students will add and subtract daily and identify more Activities/Strategies: 12:30- 12:45- <i>Investigations</i> Lesson in your binder 12:45- 1:00 <i>Connecting Math Concepts Level A</i> Lesson and ABA math skills	Specially Designed Instruction: Materials Needed: Number Bingo game in middle cabinet, <i>Connecting Math Concepts Level A</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils
	Student initials L.V., C.F.	Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	

Week of: April 14 - 17

Wednesday, Apr. 16

Teacher: Ms. Amanda

12:30 - 1:00 Math Grade K	Daily Activities: <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Partners</i> <input type="checkbox"/> <i>Other</i>	Skills: calendar skills, IEP goal monitoring Activities/Strategies: calendar then IEP goal monitoring using sheets in goal monitoring folders	Specially Designed Instruction: Materials Needed: IEP goal monitoring sheets in folders or folder on black shelves, pencil
	Student initials L.V., C.F.	Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	

Week of: April 14 - 17

Thursday, Apr. 17

Teacher: Ms. Amanda

12:30 - 1:00 Math Grade K	Daily Activities: <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Partners</i> <input type="checkbox"/> <i>Other</i>	Skills: students will add and subtract up to 10 Activities/Strategies: 12:30- 12:45- Play Sum Swamp game in middle cabinet 12:45- 1:00 <i>Connecting Math Concepts Level A</i> Lesson and ABA math skills * C.F. Rainbow Club last 10-15 minutes	Specially Designed Instruction: Materials Needed: Sum Swamp game in middle cabinet, <i>Connecting Math Concepts Level A</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils
	Student initials L.V., C.F.	Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	

