

Week of: April 28 - May 2

Monday, Apr. 28

Teacher: Mrs. Thomas

<p>8:45 - 9:00</p> <p>Listening Comp./ Oral Exp. 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: Journeys Level K Lesson 48</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: Journeys Level K Teacher’s Presentation book 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 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 write sentences or paragraphs based on visuals and given writing centers activities</p> <p>Activities/Strategies: Begin by doing 10 of each: jumping jacks, arm, leg circles, superman, wall sits Writing Center activity: Have M.L. choose an activity that he has not chosen recently</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 center materials in reading corner, 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 learn about sportsmanship and teamwork, and practice language arts skills of compare and contrast, cause and effect, and finding examples in a story to support answers.</p> <p>Activities/Strategies: “Howard B. Wigglebottom” Lesson 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: Sportsmanship</p> <p>Materials Needed: “Howard B. Wigglebottom” Lesson in binder, pencil, laptop computer</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 letters, words and sentences and will use Pre-Primer level sight words in sentences</p> <p>Activities/Strategies: Do “Letter, Word or Sentence” activity in folder, then do “Sight Word Practice: Trace it, Write it, Find it, Use it, Build it” 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: “Letter, Word or Sentence” and “Sight Word Practice: Trace it, Write it, Find it, Use it, Build it” activities in folder, pencil, scissors, glue stick</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 28 - May 2

Tuesday, Apr. 29

Teacher: Mrs. Thomas

<p>8:45 - 9:00</p> <p>Listening Comp./ Oral Exp. 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: Journeys Level K Lesson 48</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: Journeys Level K Teacher’s Presentation book 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 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 write sentences or paragraphs based on visuals and given writing centers activities</p> <p>Activities/Strategies: Begin by doing 10 of each: jumping jacks, arm, leg circles, superman, wall sits Writing Center activity: Have M.L. choose an activity that he has not chosen recently</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 center materials in reading corner, 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 learn about sportsmanship and teamwork, and practice language arts skills of compare and contrast, cause and effect, and finding examples in a story to support answers.</p> <p>Activities/Strategies: “Howard B. Wigglebottom” Lesson 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: Sportsmanship</p> <p>Materials Needed: “Howard B. Wigglebottom” Lesson in binder, pencil, laptop computer</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: 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 letters, words and sentences and will use Pre-Primer level sight words in sentences</p> <p>Activities/Strategies: Do “Letter, Word or Sentence” activity in folder, then do “Sight Word Practice: Trace it, Write it, Find it, Use it, Build it” 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: “Letter, Word or Sentence” and “Sight Word Practice: Trace it, Write it, Find it, Use it, Build it” activities in folder, pencil, scissors, glue stick</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: 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: Summative Assessment of Oral Reading Skills</p> <p>Materials Needed: DIBELS Next Progress Monitoring materials</p>
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Week of: April 28 - May 2

Wednesday, Apr. 30

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</p> <p>Grade 2</p>	<p>Daily Activities: <i>Work Station</i> <i>Individual with Teacher</i> <i>Small Group</i> <i>Large Group</i> <i>Other</i></p> <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> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p>	<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>
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<p>12:30- 1:00</p> <p>Math</p> <p>Grade K</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> <i>Work Station</i></p> <p><input type="checkbox"/> <i>Individual with Teacher</i></p> <p><input type="checkbox"/> <i>Small Group</i></p> <p><input type="checkbox"/> <i>Large Group</i></p> <p><input type="checkbox"/> <i>Partners</i></p> <p><input type="checkbox"/> <i>Other</i></p> <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> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p>	<p>Specially Designed Instruction:</p> <p>Applied Behavioral Analysis</p> <p>Materials Needed: ABA box on top of cubbies, work strip, iPad, pencil</p>
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<p>1:25- 1:40</p> <p>Writing</p> <p>Grade 1</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> <i>Work Station</i></p> <p><input type="checkbox"/> <i>Individual with Teacher</i></p> <p><input type="checkbox"/> <i>Small Group</i></p> <p><input type="checkbox"/> <i>Large Group</i></p> <p><input type="checkbox"/> <i>Partners</i></p> <p><input type="checkbox"/> <i>Other</i></p> <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> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP writing goal testing materials in goals bin, lined paper, pencils</p>
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<p>2:00 - 2:30</p> <p>Reading</p> <p>Grade 1</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> <i>Work Station</i></p> <p><input type="checkbox"/> <i>Individual with Teacher</i></p> <p><input type="checkbox"/> <i>Small Group</i></p> <p><input type="checkbox"/> <i>Large Group</i></p> <p><input type="checkbox"/> <i>Partners</i></p> <p><input type="checkbox"/> <i>Other</i></p> <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> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP writing goal testing materials in goals bin, lined paper, pencils</p>
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<p>2:30- 3:00</p> <p>Reading</p> <p>Grade 2</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> <i>Work Station</i></p> <p><input type="checkbox"/> <i>Individual with Teacher</i></p> <p><input type="checkbox"/> <i>Small Group</i></p> <p><input type="checkbox"/> <i>Large Group</i></p> <p><input type="checkbox"/> <i>Partners</i></p> <p><input type="checkbox"/> <i>Other</i></p> <p>Student initials A.E., D.G., L.D., C.M.</p>	<p>Skills: weekly IEP reading goal monitoring</p> <p>Activities/Strategies: IEP goal work: goal sheets in folder</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: IEP writing goal testing materials in goals bin, lined paper, pencils</p>
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Week of: April 28 - May 2

Thursday, May 1

Teacher: Mrs. Thomas

<p>8:45 - 9:00</p> <p>Listening Comp./ Oral Exp. 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 short stories and will answer comprehension about the stories and match pictures to the stories</p> <p>Activities/Strategies: "Listening Comprehension Activity Cards" 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>Listening Comprehension</p> <p>Materials Needed: "Listening Comprehension Activity Cards" in folder</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.E.</p>	<p>Skills: students will spell words using sound boxes and will discriminate between letters, words and sentences</p> <p>Activities/Strategies: Practice spelling words for the week using sound boxes, then do "Letter, Word or Sentence" 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>Materials Needed: Classroom spelling list, sound boxes, pencil, "Letter, Word or Sentence" activity in folders</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>

10:30 - 11:00 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"/> Other Students initials: M.L.	Skills: Activities/Strategies: No Writing: 2nd Grade Field Trip 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:
11:05 - 11:20 Social Skills Grade 2	Daily Activities: Work Station Individual with Teacher Small Group Large Group Other Students initials: M.L., C.M.	Skills: Activities/Strategies: No Group: 2nd Grade Field Trip 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:

12:30- 1:00 Math 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 Student initials B.S.	Skills: student will recognize numerals 1-10 and count objects for numerals 1-10 Activities/Strategies: “Counting Coconuts” 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: Materials Needed: “Counting Coconuts” activity in folder
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1:25 - 1:40 Writing 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 Student initials T.S.	Skills: student will read Pre-Primer sight words, write the words, use them in a sentence and correctly spell each word Activities/Strategies: Continue “Sight Word Practice: Trace it, Write it, Find it, Use it, Build it” 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: Materials Needed: “Sight Word Practice: Trace it, Write it, Find it, Use it, Build it” activity in folder, pencil, scissors, glue stick
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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 Student initials G.S., N.K., P.E., K.B.	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 Activities/Strategies: Journeys Level 1 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 Reading Materials Needed: Journeys Level 1 Teacher’s Presentation book in right cabinet, student textbooks/ workbooks on top of cubbies, pencils
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2:30- 3:00 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"/> Partners <input type="checkbox"/> Other Student initials M.P., D.G., L.D., C.M.	Skills: Activities/Strategies: No Group: 2nd Grade Field Trip 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:
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Week of: April 28 - May 2

Friday, May 2

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>* Last 10- 15 minutes 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>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/ 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., P.E.</p>	<p>Skills: spelling test, phonemic awareness (deletion and addition of beginning, middle and ending sounds)</p> <p>Activities/Strategies: spelling test using Sound Box Spelling sheet in folder: cvc word card activity, then do CVC word card activity</p> <p>* Last 10- 15 minutes 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>phonemic awareness: words given a sound at a time</p> <p>Materials Needed: Sound Box spelling color-coded boxes sheet in folder, classroom spelling list, pencil, blue cvc word card activity in Reading/ Writing 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:</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>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 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</p> <p>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</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: Cars Uno game in blue drawers, <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbook in cubby, 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 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>

11:05 - 11:15 Social Skills Grade 2	Daily Activities: Work Station Individual with Teacher Small Group Large Group 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: M.L., C.M.		

12:30-1:00 Math 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: shape identification, color identification Activities/Strategies: Shape and Color Identification apps on iPad or Colorama game in middle cabinet * 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 _____	Specially Designed Instruction: Applied Behavioral Analysis Materials Needed: iPad, Colorama game in middle cabinet
	Student initials B.S.		

1:25-1:40 Writing 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: student will write complete sentences using beginning capitalization and Activities/Strategies: Finish any writing lessons from the week, or write sentences using 1st grade sight words list and “Stretch the Sentence” sheet. 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: Writing lessons from week in folder, 1st grade sight word cards in white drawers, “Stretch the Sentence” sheet in folder, pencil
	Student initials T.S.		

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: 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 Activities/Strategies: <i>Journeys Level 1</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: Direct Instruction Materials Needed: <i>Journeys Level 1</i> Teacher’s Presentation book in right cabinet, student textbooks/ workbooks on top of cubbies, pencils
	Student initials G.S., P.E., K.B., T.S.		

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: students will identify sight words within the Reader’s Theater story, “The Three Little Pigs” and will identify how many letters per sight word, students will describe characters in “The Three Little Pigs” and will compare and contrast “The Three Little Pigs” story and other versions, will compare and contrast real pigs vs. story pigs, make sentences and put words in ABC order Activities/Strategies: Three Little Pigs Literacy Unit activities in folders * 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 _____	Specially Designed Instruction: Reading fluency and comprehension Materials Needed: Three Little Pigs Literacy Unit activities in folders, pencils
	Student initials M.P., D.G., L.D., C.M.		

Week of: April 28 - May 2

Monday, Apr. 28

Teacher: Ms. LeAnn

<p>8:45 - 9:00</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> Work Station</p> <p><input type="checkbox"/> Individual with Teacher</p> <p><input type="checkbox"/> Small Group</p> <p><input type="checkbox"/> Large Group</p> <p><input type="checkbox"/> Other</p> <p>Students initials: G.D.</p>	<p>Skills: student will write two sentences using beginning capitalization, ending punctuation and phonetic spelling</p> <p>Activities/Strategies: Spring writing prompt in folder</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Spring writing prompt in folder, pencil</p>
<p>9:00 - 9:30</p> <p>Writing Grade K</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> Work Station</p> <p><input type="checkbox"/> Individual with Teacher</p> <p><input type="checkbox"/> Small Group</p> <p><input type="checkbox"/> Large Group</p> <p><input type="checkbox"/> Other</p> <p>Students initials: C.F.</p>	<p>Skills: student will write two sentences using beginning capitalization, ending punctuation and phonetic spelling</p> <p>Activities/Strategies: Spring writing prompt in folder</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Spring writing prompt in folder, pencil</p>
<p>9:30 - 10:00</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> Work Station</p> <p><input type="checkbox"/> Individual with Teacher</p> <p><input type="checkbox"/> Small Group</p> <p><input type="checkbox"/> Large Group</p> <p><input type="checkbox"/> Partners</p> <p><input type="checkbox"/> Other</p> <p>Student initials C.C.</p>	<p>Skills: student will identify beginning, middle and ending sounds to read cvc words, student will identify sight words and will read mini-books containing sight words</p> <p>Activities/Strategies: Do "Build a Word" activity in Reading/Writing bin for first 15 minutes, then have C.C. do "Sight Word Readers" for last 10-15 minutes</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Build a Word" activity in Reading/Writing bin, Sight Word Readers on top of cubbies</p>

10:45 - 11:00 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"/> Other Students initials: L.D., M.S.	Skills: spelling pre-test, students will read sentences containing sight words Activities/Strategies: Spelling Pre-Test for the week. Have students bring lists with them from the classroom. Both can do 8 words Sight word sentences: Highlight the number of sentence once they read it with NO errors on the FIRST try. Have students take turns reading one sentence at a time. 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: classroom spelling list, pencil, Sight word sentences in Reading/Writing bin, highlighters
1:00 - 1:15 Math Grade K	Daily Activities: Work Station Individual with Teacher Small Group Large Group Other Students initials: C.P., L.V.	Skills: students will solve addition and subtraction CGI word problems involving Separate Result Unknown, Compare Quantity Unknown, and Partitive Division problems Activities/Strategies: Continue CGI word problems packet 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: Cognitively Guided Instruction Materials Needed: CGI Word Problems packet in folders, pencil, counters

2:15 - 2:30 Social Skills 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 Student initials B.H.	Skills: student will watch a video social story about keeping eye contact and will answer questions/discuss, then will practice keeping eye contact while playing a conversation game Activities/Strategies: have B.H. watch “Hidden Rules Revealed #3: Keeping Eye Contact” on Youtube: https://www.youtube.com/watch?v=qqfBDWyaEO4 Then, play the “Conversation Game” in Social Skills bin and have him practice keeping eye contact while playing the game 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: student computer or iPad, “Conversation Game” in Social Skills bin
2:30 - 3:00 Reading, Writing, Math Grade JK	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 Student initials H.F.	Skills: top-line, mid-line, bottom-line formation of letters Activities/Strategies: Alphabet Book: letter of your choice. Then, read a story aloud to H.F. and ask comprehension questions as you read. Then, have her draw a picture about her 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 _____	Specially Designed Instruction: Materials Needed: Alphabet book in cubby, pencil, magazines, scissors, glue, book from reading corner to read aloud, white paper on top of cubbies, crayons

Week of: April 28 - May 2

Tuesday, Apr. 29

Teacher: Ms. LeAnn

8:45 - 9:00 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 Students initials: G.D.	Skills: student will write two sentences using beginning capitalization, ending punctuation and phonetic spelling Activities/Strategies: Spring writing prompt 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: Spring writing prompt in folder, pencil
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<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 write two sentences using beginning capitalization, ending punctuation and phonetic spelling</p> <p>Activities/Strategies: Spring writing prompt 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: Spring writing prompt 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: student will identify beginning, middle and ending sounds to read cvc words, student will identify sight words and will read mini-books containing sight words</p> <p>Activities/Strategies: Do "Build a Word" activity in Reading/Writing bin for first 15 minutes, then have C.C. do "Sight Word Readers" for 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: "Build a Word" activity in Reading/Writing bin, Sight Word Readers on top of cubbies</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., M.S.</p>	<p>Skills: spelling pre-test, students will read sentences containing sight words</p> <p>Activities/Strategies: Spelling Pre-Test for the week. Have students bring lists with them from the classroom. Both can do 8 words Sight word sentences: Highlight the number of sentence once they read it with NO errors on the FIRST try. Have students take turns reading one sentence at a time.</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, Sight word sentences in Reading/Writing bin, highlighters</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>

<p>2:15 - 2:30</p> <p>Social Skills 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.H.</p>	<p>Skills: student will watch a video social story about keeping eye contact and will answer questions/discuss, then will practice keeping eye contact while playing a conversation game</p> <p>Activities/Strategies: have B.H. watch "Hidden Rules Revealed #3: Keeping Eye Contact" on Youtube: https://www.youtube.com/watch?v=qqfBDWyaEO4 Then, play the "Conversation Game" in Social Skills bin and have him practice keeping eye contact while playing the game</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: student computer or iPad, "Conversation Game" in Social Skills bin</p>
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2:30 - 3:00 Reading, Writing, Math Grade JK	Daily Activities:	Skills: top-line, mid-line, bottom-line formation of letters	Specially Designed Instruction: Materials Needed: Alphabet book in cubby, pencil, magazines, scissors, glue, book from reading corner to read aloud, white paper on top of cubbies, crayons
	<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 H.F. and ask comprehension questions as you read. Then, have her draw a picture about her 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 _____	

Week of: April 28 - May 2

Wednesday, Apr. 30

Teacher: Ms. LeAnn

8:45 - 9:00 Writing Grade K	Daily Activities:	Skills: IEP writing goals	Specially Designed Instruction: Materials Needed: IEP goal monitoring sheet in folder, 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: G.D.	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 _____	
9:00 - 9:30 Writing Grade K	Daily Activities:	Skills: writing grasp, writing name, copy shapes, identifying letters, numerals 0-30,	Specially Designed Instruction: Materials Needed: IEP goal monitoring sheet in folder, 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: IEP Goal monitoring: Use 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 _____	
9:30 - 10:00 Reading Grade K	Daily Activities:	Skills: IEP reading goals	Specially Designed Instruction: Materials Needed: IEP goal monitoring sheet in folder, 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"/> Partners <input type="checkbox"/> Other Student initials C.C.	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 _____	

<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., M.S.</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:</p> <p>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:</p> <p>IEP goal monitoring sheet in folder, pencil</p>
<p>2:15 - 2:30</p> <p>Social Skills 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.H.</p>	<p>Skills: student will read a book about making friends and will answer questions about the story</p> <p>Activities/Strategies: finish reading the Joy Berry friendship book with B.H.</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>Joy Berry friendship book on social skills book shelf</p>

<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: IEP 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:</p> <p>IEP goal monitoring materials in folder in goal monitoring bin</p>
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Week of: April 28 - May 2

Thursday, May 1

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 read a social story about doing work</p> <p>Activities/Strategies: Review social story about doing work with G.D. and discuss. Then, he may choose a social skills game to play</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: Doing my work</p> <p>Materials Needed:</p> <p>My Social Story About Doing My Work in cubby, social skills game</p>
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<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 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.</p> <p>Activities/Strategies: Pre-Primer “Trace It, Write It, Find It, Use It, Build It” 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” packet 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: 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</p> <p>Activities/Strategies: <i>Journeys Level K Book 2 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 Reading</p> <p>Materials Needed: <i>Journeys Level K Book 2 Teacher’s Presentation book in right cabinet, student workbook 2 in cubby, crayons, pencil</i></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., M.S.</p>	<p>Skills:</p> <p>Activities/Strategies: <i>No Group: 2nd Grade Field Trip</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:</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: 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 Teacher’s Presentation book in right cabinet, student workbooks in cubbies, pencils</i></p>
<p>2:15 - 2:30</p> <p>Social Skills 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.H.</p>	<p>Skills: student will listen to a social story about asking others to play and then will role play with the teacher</p> <p>Activities/Strategies: Have B.H. read, “Asking Someone to Play” and discuss. Then, do social skills cards in right cabinet</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: Asking others to play</p> <p>Materials Needed: “Asking Someone to Play” in folder, Social skills cards in orange box in right cabinet</p>

2:30 - 3:00 Reading, Writing, Math Grade JK	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> Student initials H.F.	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 Activities/Strategies: <i>Connecting Math Concepts</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: Direct Instruction Mathematics Materials Needed: <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbook in cubby, pencil
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Week of: April 28 - May 2

Friday, May 2

Teacher: Ms. LeAnn

9:00 - 9:30 Writing 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>Other</i> Students initials: C.F.	Skills: student will write first and last name 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 _____	Specially Designed Instruction: Materials Needed: letter stamps in left cabinet, lined paper, pencil
9:30- 10:00 Reading 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> Student initials C.C.	Skills: student will blend beginning, middle and ending sounds to read cvc words 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 _____	Specially Designed Instruction: Materials Needed: Spiderman cvc word card game in reading/writing bin
10:45 - 11:00 Reading Grade 2	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>Other</i> Students initials: L.D., M.S.	Skills: spelling test, student will read consonant blends and will come up with words beginning with those blends Activities/Strategies: Go through blend cards in L.D.'s cubby. First, have students sound out the blends and then go back to the beginning and have them come up with words that begin with those blends. Have him come up with 5 words for each blend. You may write the words on the back of the cards. Some cards already have words written on them. If you feel that the students understand 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 _____	Specially Designed Instruction: Materials Needed: Blend cards and data sheet in cubby, pencil
1:00 - 1:20 Math Grade K	Daily Activities: <i>Work Station</i> <i>Individual with Teacher</i> <i>Small Group</i> <i>Large Group</i> <i>Other</i> Students initials: C.P., L.V.	Skills: counting 1-30, identifying numerals 0-30, addition/subtraction skills 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 _____	Specially Designed Instruction: Materials Needed: math skills game in middle cabinet

2:15 - 2:30 Social Skills 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: student will read social story about social anxiety and how to ask others to play Activities/Strategies: Read, "Braden, The Super Friend" social story and discuss 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: Asking others to play Materials Needed: "Braden, The Super Friend" social story in folder
	Student initials B.H.		

2:30- 3:00 Reading, Writing, Math Grade JK	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: student will identify objects by their beginning letter sounds Activities/Strategies: Alphabet Sound and Sort activity * 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 _____	Specially Designed Instruction: Materials Needed: Alphabet Sound and Sort box in left cabinet
	Student initials H.F.		

Week of: April 28 - May 1

Monday, Apr. 28

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: 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 Activities/Strategies: Kaci will do DIBELS Benchmark Assessment with C.F When C.F. is finished with Kaci, do <i>Recipe for Reading</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>Recipe for Reading</i> Book on bottom shelf of cubbies, "house" lined paper in cubby
	Students initials: C.F., L.M.		
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 two sentences using beginning capitalization, ending punctuation and phonetic spelling Activities/Strategies: Spring writing prompt 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: Spring writing prompt in folder, pencil
	Students initials: E.M., B.H.		

<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 write two sentences using beginning capitalization, ending punctuation and phonetic spelling</p> <p>Activities/Strategies: Spring writing prompt 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: Spring writing prompt in folder, pencil</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.M.</p>	<p>Skills: student will write two sentences using beginning capitalization, ending punctuation and phonetic spelling</p> <p>Activities/Strategies: Spring writing prompt 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: Spring writing prompt in folder, pencil</p>
<p>10:00-10:15</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.S.</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., C.M.</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: <i>Work Station</i> <i>Individual with Teacher</i> <i>Small Group</i> <i>Large Group</i> <i>Partners</i> <i>Other</i></p> <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> <p><input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____</p>	<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> <p><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> <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</p> <p>* Mrs. Thomas will pull students for DIBELS Progress Monitoring one at a time during this lesson</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____</p>	<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> <p><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> <p>Student initials M.P., D.G., L.D., C.M., M.S.</p>	<p>Skills: students will identify sight words within the Reader's Theater story, "The Three Little Pigs" and will identify how many letters per sight word, students will describe characters in "The Three Little Pigs" and will compare and contrast "The Three Little Pigs" story and other versions, will compare and contrast real pigs vs. story pigs, make sentences and put words in ABC order</p> <p>Activities/Strategies: Three Little Pigs Literacy Unit activities in folders</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____</p>	<p>Specially Designed Instruction:</p> <p>Reading fluency and comprehension</p> <p>Materials Needed: Three Little Pigs Literacy Unit activities in folders, pencils</p>

Week of: April 28 - May 1

Tuesday, Apr. 29

Teacher: Ms. Laura

<p>8:40 - 9:00</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <p><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>Other</i></p> <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</p> <p>When C.F. is finished with Kaci, do <i>Recipe for Reading</i> lesson</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: <i>Recipe for Reading</i> Book on bottom shelf of cubbies, "house" lined paper in cubby</p>
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<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., B.H.</p>	<p>Skills: student will write two sentences using beginning capitalization, ending punctuation and phonetic spelling</p> <p>Activities/Strategies: Spring writing prompt 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: Spring writing prompt in folder, pencil</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 write two sentences using beginning capitalization, ending punctuation and phonetic spelling</p> <p>Activities/Strategies: Spring writing prompt 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: Spring writing prompt in folder, pencil</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.M.</p>	<p>Skills: student will write two sentences using beginning capitalization, ending punctuation and phonetic spelling</p> <p>Activities/Strategies: Spring writing prompt 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: Spring writing prompt in folder, pencil</p>
<p>10:00-10:15</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.S.</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., C.M.</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"> 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: <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., M.S.</p>	<p>Skills: students will identify sight words within the Reader's Theater story, "The Three Little Pigs" and will identify how many letters per sight word, students will describe characters in "The Three Little Pigs" and will compare and contrast "The Three Little Pigs" story and other versions, will compare and contrast real pigs vs. story pigs, make sentences and put words in ABC order</p> <p>Activities/Strategies: Three Little Pigs Literacy Unit activities 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>Reading fluency and comprehension</p> <p>Materials Needed: Three Little Pigs Literacy Unit activities in folders, pencils</p>

Week of: April 28 - May 2

<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., B.H.</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.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>
<p>10:00- 10:15</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.S.</p>	<p>Skills: retell, oral reading fluency, addition and subtraction facts, word decoding, sight word recognition</p> <p>Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in pink folder on my black shelf.</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: Reading level passages (BADER, DRA, BRIGANCE), sight word cards, weekly spelling list, 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., C.M.</p>	<p>Skills: retell, oral reading fluency, addition and subtraction facts, word decoding, sight word recognition</p> <p>Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in 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: Reading level passages (BADER, DRA, BRIGANCE), sight word cards, flashcards, pencil</p>
<p>10:30- 10:45</p> <p>Social Skills 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: A.S.</p>	<p>Skills: student will write the answer to "Why?" questions and write about what to do instead</p> <p>Activities/Strategies: "Why Shouldn't You?" 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>Social Skills: Problem Solving</p> <p>Materials Needed: "Why Shouldn't You?" activity in folder</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: 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</p> <p>Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in goal monitoring 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: Goal monitoring materials, 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., N.K., P.E., K.B., T.S.</p>	<p>Skills: retell, oral reading fluency, addition and subtraction facts, word decoding, sight word recognition</p> <p>Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in 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: Reading level passages (BADER, DRA, BRIGANCE), sight word cards, flashcards, 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"/> 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 D.G., L.D., C.M., M.P., M.S.</p>	<p>Skills: retell, oral reading fluency, addition and subtraction facts, word decoding, sight word recognition</p> <p>Activities/Strategies: IEP goal monitoring: Use goal monitoring sheets in 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: Reading level passages (BADER, DRA, BRIGANCE), sight word cards, flashcards, pencil</p>

Week of: April 28 - May 2

Thursday, May 1

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., B.H.</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: E.M. "Trace It, Write It, Find It, Use It, Build It" sight word packet in folder B.H.: Do "See 'N Write" letter formation 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: "Trace It, Write It, Find It, Use It, Build It" sight word packet in folder, pencil, scissors, glue, See 'N Write device in right cabinet, 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: 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.</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>

10:00-10:15 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 Student initials M.S.	Skills: Activities/Strategies: No Writing: 2nd Grade Field Trip 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:
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 Student initials M.P., C.M	Skills: Activities/Strategies: No Writing: 2nd Grade Field Trip 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:
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 Student initials B.S.	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
1:15-1:30 Math Grade 1	Daily Activities: Work Station Individual with Teacher Small Group Large Group Partners Other Student initials M.P.	Skills: visualizing, retelling, and modeling the action of addition and subtraction (as removal) situations, using standard notation (+, -, =) to represent addition and subtraction situations. Activities/Strategies: Investigations lesson from classroom or do Connecting Math Concepts 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: Investigations sheet from classroom, Connecting Math Concepts Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils
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 Student initials N.K.	Skills: student will cross mid-line to spell sight words kinesthetically, student will read words to put sentences in correct order 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. Then, N.K. may play "Jumbled Sentences" on the iPad. Have him do Level 2 or 3 on the app. 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: Mid-line activities Materials Needed: Mid-line letter chart in reading corner, iPad

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 Student initials M.P., D.G., L.D., C.M., M.S.	Skills: Activities/Strategies: No Group: 2nd Grade Field Trip 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:
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Week of: April 28 - May 2

Friday, May 2

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 Students initials: C.F.	Skills: students will identify lowercase letters and sequence missing lowercase letters with stamps Activities/Strategies: Journeys Level K 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: Journeys Level K Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils
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 Students initials: E.M., B.H.	Skills: students will decide whether sentences are "complete" or "incomplete" Activities/Strategies: "Complete or Incomplete?" 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: "Complete or Incomplete?" activity in Reading/Writing bin, pencils
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 Students initials: C.C.	Skills: students will decide whether sentences are "complete" or "incomplete" Activities/Strategies: "Complete or Incomplete?" 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: "Complete or Incomplete?" activity in Reading/Writing bin, pencils
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 Students initials: C.F.	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

<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.</p>	<p>Skills: students will decide whether sentences are “complete” or “incomplete”</p> <p>Activities/Strategies: “Complete or Incomplete?” 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: “Complete or Incomplete?” activity in Reading/Writing bin, pencils</p>
<p>10:00- 10:15</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.S.</p>	<p>Skills: students will decide whether sentences are “complete” or “incomplete”</p> <p>Activities/Strategies: “Complete or Incomplete?” 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: “Complete or Incomplete?” activity in Reading/Writing bin, pencils</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., C.M.</p>	<p>Skills: students will write complete sentences containing at least 6 words and will write 5 sentences on topic</p> <p>Activities/Strategies: Writing Center</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 Center materials in reading corner, pencils</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"> <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: 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: 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., M.S.</p>	<p>Skills: students will identify sight words within the Reader’s Theater story, “The Three Little Pigs” and will identify how many letters per sight word, students will describe characters in “The Three Little Pigs” and will compare and contrast “The Three Little Pigs” story and other versions, will compare and contrast real pigs vs. story pigs, make sentences and put words in ABC order</p> <p>Activities/Strategies: Three Little Pigs Literacy Unit activities in folders</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>Reading fluency and comprehension</p> <p>Materials Needed: Three Little Pigs Literacy Unit activities in folders, pencils</p>

Week of: April 28 - May 2

Monday, Apr. 28

Teacher: Ms. Amanda

12:30 - 1:00 Math Grade K	Daily Activities:	Skills: students will count on from a given number, will identify and write numerals in the 0-20 range, will fill out ten frames for given numbers	Specially Designed Instruction: Materials Needed: Counting activity packet in folders, <i>Connecting Math Concepts Level A</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils
	<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 L.V., C.F.	Activities/Strategies: 12:30- 12:45- Counting activity packet in folders 12:45- 1:00 <i>Connecting Math Concepts Level A</i> Lesson and ABA math skills 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 28 - May 2

Tuesday, Apr. 29

Teacher: Ms. Amanda

12:30 - 1:00 Math Grade K	Daily Activities:	Skills: students will count on from a given number, will identify and write numerals in the 0-20 range, will fill out ten frames for given numbers	Specially Designed Instruction: Materials Needed: Counting activity packet in folders, <i>Connecting Math Concepts Level A</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils
	<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 L.V., C.F.	Activities/Strategies: 12:30- 12:45- Counting activity packet in folders 12:45- 1:00 <i>Connecting Math Concepts Level A</i> Lesson and ABA math skills 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 28 - May 2

Wednesday, Apr. 30

Teacher: Ms. Amanda

12:30 - 1:00 Math Grade K	Daily Activities:	Skills: calendar skills, IEP goal monitoring	Specially Designed Instruction: Materials Needed: IEP goal monitoring sheets in folders or folder on black shelves, 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"/> Partners <input type="checkbox"/> Other Student initials L.V., C.F.	Activities/Strategies: calendar then IEP goal monitoring using sheets in goal monitoring folders 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 28 - May 2

Thursday, May 1

Teacher: Ms. Amanda

12:30 - 1:00 Math Grade K	Daily Activities:	Skills: students will count on from a given number, will identify and write numerals in the 0-20 range, will fill out ten frames for given numbers	Specially Designed Instruction: Materials Needed: Counting activity packet in folders, <i>Connecting Math Concepts Level A</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils
	<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 L.V., C.F.	Activities/Strategies: 12:30- 12:45- Counting activity packet in folders 12:45- 1:00 <i>Connecting Math Concepts Level A</i> Lesson and ABA math skills 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 28 - May 2

Friday, May 2

Teacher: Ms. Amanda

<p>12:30 - 1:00</p> <p>Math Grade K</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.V., C.F.</p>	<p>Skills: students will count on from a given number, will identify and write numerals in the 0-20 range, will fill out ten frames for given numbers</p> <p>Activities/Strategies:</p> <p>12:30- 12:45- Counting activity packet in folders</p> <p>12:45- 1:00 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>Counting activity packet in folders, <i>Connecting Math Concepts Level A</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies, pencils</p>
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