

<b>Monday</b>	OT, Speech Integrated Lesson (9:30-10:30)	<b>Writing (indiv. Lessons 7:45-10:30)</b>	<b>N Weekly Ind. IEP Plans</b>
	<b>O</b> – NCSCOS Extend (Science) Explore, observe, and communicate properties of common objects -Use of senses to describe and sort by properties (characteristics: texture, color, shape, size, smell, sound) in common objects <b>GP</b> – Students will follow directions to make a recipe. <b>A</b> – Students will answer questions about the activity	<b>O</b> – NCSCOS Extend (ELA) Goal 4 Write and/or participate in writing behaviors. <b>GP</b> – Students will create letter K by gluing torn strips of paper <b>A</b> – Students will independently trace L on wipe off board. <b>Diff</b> - (M) Given story starter type 2-3 sentences (H) Type Name	ELSB Unit 6 Lessons 1, 1, 2, 2, 3 ID #s 1-10 ID Shapes Language for learning lessons 4,4,5,5
<b>Tuesday</b>	<b>Science (1:10 – 1:30)</b>	<b>Writing (indiv. Lessons 7:45-10:30)</b>	<b>R Weekly Ind. IEP Plans</b>
	<b>O</b> – NCSCOS Extend (Science) The learner will explore, observe, communicate, animal characteristics <b>GP</b> - Students will complete an experiment to answer the question "Why do penguins have two layers of feathers" (Make a hypothesis, do an experiment, organize data) <b>A</b> – Students will answer questions to draw a conclusion about why the penguin has two layers.	<b>O</b> – NCSCOS Extend (ELA) Goal 4 Write and/or participate in writing behaviors. <b>GP</b> – Students will trace k in salt a minimum of 3 times. <b>A</b> – Students will independently trace k on wipe off board. <b>Diff</b> - (M)Given story starter type 2-3 sentences (H) Type Name	ELSB Unit 2 lesson 4, 4,5, 5, assess Identify Numbers Identify first 10 letters and sign them
<b>Wednesday</b>	<b>Science (1:10 – 1:30)</b>	<b>Writing (indiv. Lessons 7:45-10:30)</b>	<b>H Weekly Ind. IEP Plans</b>
	<b>O</b> – NCSCOS Extend (Science) Explore, observe, communicate, and investigate properties of solids, liquids and mixtures • Buoyancy (float or sink) <b>GP</b> - Students will complete an experiment to answer the question what makes a ship float. (Make a hypothesis, do an experiment, organize data) <b>A</b> – Students will answer questions to draw a conclusion about what made the ship float.	<b>O</b> – NCSCOS Extend (ELA) Goal 4 Write and/or participate in writing behaviors. <b>GP</b> – Students will letter K worksheet activity <b>A</b> – Students will independently trace L on wipe off board. <b>Diff</b> - (M)Given story starter type 2-3 sentences (H) Type Name	ELSB Unit 2 lesson 5, assess ID Shapes ID colors Identify #s to 20 Type Name ID letters Match words to pictures
<b>Thursday</b>	<b>Science (1:10 – 1:30)</b>	<b>Writing (indiv. Lessons 7:45-10:30)</b>	<b>J Weekly Ind. IEP Plans</b>
	<b>O</b> – NCSCOS Extend (Science) The learner will explore, observe, communicate, properties of objects <b>GP</b> - Students will complete an experiment to answer the question Will clay, pebbles, or sand let water go through it or stop it like a dam? (Make a hypothesis, do an experiment, organize data) <b>A</b> – Students will answer questions to draw a conclusion about what medium worked as the best dam.	<b>O</b> – NCSCOS Extend (ELA) Goal 4 Write and/or participate in writing behaviors. <b>GP</b> – Students will create K with HWT materials (wood blocks and magnets) <b>A</b> – Students will independently trace K on wipe off board. <b>Diff</b> - (M)Given story starter type 2-3 sentences (H) Type Name	ELSB Unit 2 pre-test, lesson 1, 1, 1 Identify numbers Match number to quantity
<b>Friday</b>	<b>IEP Skills (8:30 – 9:15)</b>	<b>Writing (indiv. Lessons 7:45-10:30)</b>	<b>M Weekly Ind. IEP Plans</b>
	<b>Extra time in schedule used to review key IEP concepts with students in extended 1:1 lessons.</b>	<b>O</b> – NCSCOS Extend (ELA) Goal 4 Write and/or participate in writing behaviors. <b>GP</b> – Students will roll out playdough into snakes and form them to make the letter K <b>A</b> – Students will independently trace K on wipe off board. <b>Diff</b> - (M)Given story starter type 2-3 sentences (H) Type Name	Corrective reading lessons 35-39 ID numerical value of coins Addition using number line Subtraction using number line Measure (cups/pints) (inches/feet) Given story starter type 2-3 sentences Decodable reader level D
	<b>Notes</b>	<b>Notes</b>	<b>C Weekly Ind. IEP Plans</b>
	***Monday's Integrated lesson has been moved to Thursday due to testing. ** On Monday students will have extended 1:1 time during centers instead to make up for the time that will be lost on Thursday.***		Reading Mastery 5-14 (2 per day) Decodable benchmark assessment 1:1 correspondence 1-20 Represent single digit numbers w/manipulatives

	Morning Meeting (10:30-11:15)	Story Based Lesson (7:45 – 8:10)
<b>Monday</b>	<p><b>O</b> – NCSCOS Extended (Math) Goal 1 Develop number sense for whole numbers. (ELA) Goal 1 Develop and apply enabling strategies and skills to read and write. (Science) Goal 2 explore, observe and communicate daily weather.</p> <ol style="list-style-type: none"> <li>1. Sign In</li> <li>2. Social story/song - When</li> <li>3. Madeline's France powerpoint</li> <li>4. March – trace #</li> <li>5. Days of the Week and Months of the Year song</li> <li>6. Identify Date</li> <li>7. How many days in March</li> <li>8. Daily Pattern ABAB (10 slides)</li> <li>9. Count by 5s song (Sensory Movement)</li> <li>10. Number match 1-20 (Id #s to 999/Matthew)</li> <li>11. Trace #7</li> <li>12. Letter K word match</li> <li>13. Letter K word trace/write (differentiate based on students)</li> <li>14. Letter K sort</li> <li>15. Alphabet Raps</li> <li>16. News To You (Social Studies Story Online)</li> </ol>	<p><b>O</b> – NCSCOS Extended (ELA) Goal 2 Develop and apply strategies and skills to comprehend text that is read heard and viewed.</p> <p><b>A</b> – Key Questions for Martha Speaks</p> <ol style="list-style-type: none"> <li>1. Prediction Question – What do you think the story will be about?</li> <li>2. Identify Author and Title</li> <li>3. Introduce Vocabulary word</li> <li>4. Practice Repeated Story Line</li> <li>5. Point to text while it is read.</li> <li>6. .What kind of animal was Martha? [literal]</li> <li>7. .What did Martha do that other dogs cannot do? [literal]</li> <li>8. .What made Martha speak? [inferential]</li> <li>9. How often did Martha eat alphabet soup? [inferential]</li> <li>10. .When Martha's family told her to be quiet how did she feel? [inferential]</li> <li>11. What did Martha do when she saw the burglar? [literal]</li> <li>12. What was the story about?</li> <li>13. Vocabulary review</li> </ol>
<b>Tuesday</b>	<p>(Same each day. Social story, number trace, and letter activities change weekly. If/when student show mastery of other activities, variety and specific skills will be added or changed.)</p>	<p>**Ask Matthew inference and prediction questions in addition to these.</p> <p><b>Monday:</b>  <b>GP</b> – Students will connect text to understanding by interacting with the marth speaks word play game  <a href="http://pbskids.org/martha/games/wordplay/index.html">http://pbskids.org/martha/games/wordplay/index.html</a></p> <p><b>Tuesday:</b>  <b>GP</b> – Students will combine letters to spell words by completing an alphabet cereal activity.</p> <p><b>Wednesday:</b>  <b>GP</b> – Students will connect text to understanding participating in a Martha speaks preposition game.  <a href="http://pbskids.org/martha/games/dogsonice/index.html">http://pbskids.org/martha/games/dogsonice/index.html</a></p> <p><b>Thursday:</b>  <b>GP</b> – Students will sort numbers and letters first using the smartboard then on a worksheet.</p> <p><b>Friday:</b>  <b>A</b> – Students will be individually assessed on their ability to answer comprehension questions.</p>
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<b>Friday</b>		