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| Teacher: Brown | | | | | |
| Date of Instruction: Week 9 | | | | | |
| All lessons will follow the GMETS expectations of Gradual Release through station teaching. | | | | | |
| Opening (I Do) Kitchen Station: Para/ instructor | | Work Period (We Do, You Do) Promethean Board: Instructor | | Closing (You Do/ Check for understanding) Computer Station: Instructor/Independent | |
| Life Skills | | (I Do) Kitchen Station | (We Do, You Do) Promethean Board: Instructor | (We Check) Computer Station: | Differentiation |
| I can wash my hands | Monday | * Clean breakfast area | Weather forecast | * Assist with life skills | Assistance will be given based on student needs. |
| I can brush my teeth | | * Brush Teeth | * Dress the weather dog | Epic book on Patience | |
| I can follow bathroom rules | Tuesday | * Wash Hands | *Water plants | | |
| I can clean my area | | * Clean breakfast area | Weather forecast | * Assist with life skills | Assistance will be given based on student needs. |
| I can accept NO | * Brush Teeth | * Dress the weather dog | Epic book on NO | | |
| I am patient | Wednesday | * Wash Hands | *Water Plants | | |
| | | * Use bathroom | Weather forecast | * Assist with life skills | Assistance will be given based on student needs. |
| | * Clean breakfast area | * Dress the weather dog | Epic book on Patience | | |
| | Thursday | * Brush Teeth | *Water Plants | | |
| | | * Wash Hands | Weather forecast | * Assist with life skills | Assistance will be given based on student needs. |
| * Use bathroom | * Dress the weather dog | Epic book on NO | | | |
| | Friday | * Clean breakfast area | *Water Plants | | |
| | | * Brush Teeth | Weather forecast | * Assist with life skills | Assistance will be given based on student needs. |
| | * Wash Hands | * Dress the weather dog | Free choice Epic book | | |
| | | * Use bathroom | | | |
| | | (I Do) Kitchen Station: Instructor/ Para | | (We Check) Computer Station: Para | |

| Writing | | | (We Do, You Do) Promethean Board: Instructor | | Differentiation |
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| <p>Standard/s: ELAGSE3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Learning Target:</p> <p>I am learning to write over extended time frames</p> <p>I am learning to correctly hold my writing utensil</p> <p>I am learning to write and find my name</p> <p>I am learning about the letter “L”</p> <p>Success Criteria:</p> <p>I can write my name</p> <p>I can write the letter “L”</p> <p>I can write over extended time frames</p> <p>I can research important individuals in history</p> | Monday | Speech Handwriting Without Tears Activity: Paint letter of the week: | Speech Smartboard writing practice | Reading Eggs | <p>ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.</p> <p>*Braille will be used for VI students</p> |
| | Tuesday | OT | OT | Reading Eggs | <p>ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.</p> <p>*Braille will be used for VI students</p> |
| | Wednesday | Speech Handwriting Without Tears Activity: | Speech IEP Wednesday (goal check) | Keyboarding Without Tears | <p>ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.</p> <p>*Braille will be used for VI students</p> |

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| | Thursday | Handwriting Practice: Practice on Whiteboard | Handwriting Without Tears Activity: Create writing journals | Keyboarding Without Tears | ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers. *Braille will be used for VI students |
| | Friday | Letter formation with clay | Free time on the Promethean Board | Keyboarding Without Tears | ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers. *Braille will be used for VI students |
| Social Studies | | Kitchen Station: Para/Instructor | Promethean Board: Instructor | Computer Station: Para | Differentiation |
| Standard/s: SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. a. Explain the necessity of respecting the rights of others and promoting the common good. | Monday | Speech- Ms. Novak Jerry Garcia Book | Speech- Ms. Novak Jerry Garcia Book | Epic- Read Aloud | Braille will be used for VI students Sign will be used to enhance curriculum |
| | Tuesday | OT | OT | Epic-Read Aloud | Braille will be used for VI students Sign will be used to enhance curriculum |

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| Learning Target: I am learning to respect others I am learning to be patient I am learning to accept NO Success Criteria: I can respect others I can be patient I can accept NO | Wednesday | Speech- Ms. Novak | Speech- Ms. Novak | Epic- Read Aloud | Sign will be used to enhance curriculum Students assisted by need |
| | Thursday | What is voting? -voting video -take a vote on what activity to do next from a field of 2 | Complete winning activity | Epic- Read Aloud | Sign will be used to enhance curriculum Students assisted by need |
| | Friday | Write about an admired leader of choice in writing journal | Write about an admired leader of choice in writing journal | Epic- Read Aloud | Sign will be used to enhance curriculum Students assisted by need Student will trace or paste depending on ability |
| Math | | Kitchen Station: Para | Promethean Board: Instructor | Computer Station: Para | Differentiation |
| Standard(s): MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. | Monday | Small Group: 1:1 correspondence Count to 100 game | Khan Academy Practice | IXL | Leveled 1-3 based on student needs. |
| | Tuesday | Equals Lesson: Pumpkin patch counting | Prodigy Practice | IXL/ Prodigy | Leveled 1-3 based on student needs. |
| | Wednesday | Let's Play: Five Little Pumpkins with hands p. 62 | IEP Wednesday- PM | IXL | Leveled 1-3 based on student needs. |

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| (one-to-one correspondence) Learning Target: I am learning to count to 4 Success Criteria: I can count I can identify sets | Thursday | Learning Circle p. 64 | Khan Academy Practice | IXL/Prodigy | Leveled 1-3 based on student needs. |
| | Friday | Equals Comprehension Check | Equals Check for Understanding | IXL | Leveled 1-3 based on student needs. |
| Science | | Kitchen Station: Para/ Instructor | Promethean Board: Instructor | Computer Station: Para | Differentiation |
| Standard/s: S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment. a. Ask questions to collect information and create records of sources and effects of pollution on the plants and animals. b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals Learning Target: I am learning to recycle | Monday | Explain Rotten Pumpkin Experiment https://kidsactivitiesblog.com/6253/a-rotten-science-adventure | Carve Pumpkin | Record data in pumpkin journal | Students assisted based on need |
| | Tuesday | Take Pumpkin outside | Observe and draw in notebook | Observe and draw in notebook | Students assisted based on need |
| | Wednesday | Waste No Water Game! Outside | Waste No Water Game! Outside | Record data in pumpkin journal | Students assisted based on need |
| | Thursday | Recycle Relay | Recycle Relay | Record data in pumpkin journal | Students assisted based on need |

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| <p>I am learning the importance of recycling</p> <p>I am learning about pollution</p> <p>Success Criteria:</p> <p>I can identify the correct bin to recycle/ trash materials</p> <p>I can recycle</p> <p>I can record data</p> | Friday | Trash Pickup/ bubble party outside | Trash Pickup/ bubble party outside | Record data in pumpkin journal | Students assisted based on need |
| Reading | | Kitchen Station: Para | Promethean Board: Instructor | Computer Station: Para | Differentiation |
| <p>Standard/s: ELAGSEKRF4 Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.</p> <p>Learning Target:</p> <p>I am learning high-frequency words.</p> <p>Success Criteria:</p> <p>I can read high-frequency words</p> | Monday | Speech | Speech | 3 lessons Reading Eggs Book of the Week: Silly Kitty abcya | Instruction will be delivered in Mastery level or Pre-reading level |
| | Tuesday | Independent Free Read | Edmark practice: promethean-circle target word in a text | 3 lessons Reading Eggs Book of the Week: Silly Kitty abcya | Instruction will be delivered in Mastery level or Pre-reading level |
| | Wednesday | Speech Book of the week: Silly Kitty | Speech IEP Wednesday (goal check) | Listen to read aloud of choice Reading Eggs abcya | Instruction will be delivered in Mastery level or Pre-reading level |

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| I can identify high-frequency words | Thursday | Silly Kitty Craft | Book of the Week: Silly Kitty Read in Edmark Book | Reading Eggs Book of the Week: Silly Kitty | Braille will be used for VI students Instruction will be delivered in Mastery level or Prereading level |
| | Friday | Silly Kitty Craft Read in Edmark Book | Silly Kitty Comprehension Check | Reading Eggs Free choice | Braille will be used for VI students Instruction will be delivered in Mastery level or Prereading level |
| https://www.momjunction.com/articles/recycling-activities-and-games-for-kids_00397175/ | | | | | |