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| **Mrs. Selch’s Lesson Plans Week of:** August 15, 2016  For Individual Student Accommodations / Supplementary Aides & Services: See Data Notebook | | | | | | |
| **8:30 – 8:45** Morning Duty in Cafeteria | | | | | | |
| **8:45 – 9:00** Fluharty’s for Support | | | | | | |
| **9:00 – 9:20** **Socials Skills (K/1)** | | | | | | |
| **Common Core**  PL-P-PW-S-PPH1  Demonstrate awareness of the concept of responsibility to oneself and others  **Vocabulary**   * Big Deal * Little Deal * Strategy | **Day** | | **Learning Targets – I can:** | | **Activities** | **Questions** |
| **M** | | Identify if a problem is a big deal or little deal | | Students will answer question on an index card before beginning book  Read aloud Big Deal and little deals | What do you think is the difference between a BIG deal and little deal? |
| **T** | | Identify if a problem is a big deal or little deal | | Finish reading aloud Big Deal and little deals | Is your answer from yesterday different? What is a Big Deal? What is a little deal? |
| **W** | | **No Group to Attend 3rd Grade PLC** | | | |
| **Th** | | Identify if a problem is a big deal or little deal | | Discuss strategies for handling a Big Deal | How do you handle a Big Deal? |
| **F** | | Identify if a problem is a big deal or little deal | | Discuss strategies for handling a little deal | How do you handle a little deal? |
| **9:20 – 9:50 Vocational Skills 1st Grade** | | | | | | |
| **Common Core**  2.37 demonstrate skills and work habits that lead to success in future schooling and work | | | **Learning Targets – I can:** | | **Activities** | |
| Begin assigned tasks, stay on task, and follow directions while completing assigned tasks | | Student will complete assigned reading tasks from general education teacher | |
| **9:50 – 10:00 Check-In 1st Grade (Fluharty)** | | | | | | |
| **10:00 – 10:30 Planning** | | | | | | |
| **10:30 – 11:00 Co-Teaching 1st Grade (Fluharty)** | | | | | | |
| **11:00 – 11:30 Vocational Skills 3rd Grade** | | | | | | |
| **Common Core**  2.37 demonstrate skills and work habits that lead to success in future schooling and work | | | **Learning Targets – I can:** | | **Activities** | |
| Begin assigned tasks, stay on task, and follow directions while completing assigned tasks | | Student will complete assigned math task from clinic teacher | |
| **11:30 – 12:00 Lunch / Planning** | | | | | | |
| **12:00 – 12:30 Co-teach 3rd Grade Writing (Kremer)** | | | | | | |
| **12:30 – 12:40 Check-In Kindergarten (Sharpe)** | | | | | | |
| **12:40 – 12:50 Planning** | | | | | | |
| **12:50 – 1:25 Vocational Skills 1st Grade** | | | | | | |
| **Common Core**  2.37 demonstrate skills and work habits that lead to success in future schooling and work | | | **Learning Targets – I can:** | | **Activities** | |
| Begin assigned tasks, stay on task, and follow directions while completing assigned tasks | | Student will complete assigned activity from clinic teacher | |
| **1:25 – 2:00 Co-teach 3rd Grade Math (Janes)** | | | | | | |
| **2:00 – 2:30 Vocational Skills 3rd Grade & 2:30 – 3:00**  **Vocational Skills 1st Grade** | | | | | | |
| **Common Core**  2.37 demonstrate skills and work habits that lead to success in future schooling and work | | | | **Learning Targets – I can:** | **Activities** | |
| Begin assigned tasks, stay on task, and follow directions while completing assigned tasks | Student will complete assigned math task from general education teacher | |
| **2:30 – 3:00** **Socials Skills (3rd)** | | | | | | |
| **Common Core**  PL-P-PW-S-PPH1  Demonstrate awareness of the concept of responsibility to oneself and others  **Vocabulary**   * Big Deal * Little Deal * Strategy | | **Day** | | **Learning Targets – I can:** | **Activities** | **Questions** |
| **M** | | Identify if a problem is a big deal or little deal | Students will answer question on an index card before beginning book  Read aloud Big Deal and little deals | What do you think is the difference between a BIG deal and little deal? |
| **T** | | Identify if a problem is a big deal or little deal | Finish reading aloud Big Deal and little deals | Is your answer from yesterday different?  What is a Big Deal?  What is a little deal? |
| **W** | | Identify if a problem is a big deal or little deal | Discuss strategies for handling a Big Deal | How do you handle a Big Deal? |
| **Th** | | Identify if a problem is a big deal or little deal | Discuss strategies for handling a little deal | How do you handle a little deal? |
| **F** | | **No Group – Progress Monitoring / Data Collection / Meet with Individual Students as Needed** | | |
| **3:00 – 3:30** **Socials Skills (3rd and 5th)** | | | | | | |
| **Common Core**  (3rd Grade) PL-P-PW-S-PPH1  Demonstrate awareness of the concept of responsibility to oneself and others  (5th Grade) PL-5-PW-S-SMEH4  Demonstrate social interaction by identifying self-management and coping strategies that enhance health  **Vocabulary**   * Big Deal * Little Deal * Strategy | | **Day** | | **Learning Targets – I can:** | **Activities** | **Questions** |
| **M** | | Identify if a problem is a big deal or little deal | Students will answer question on an index card before beginning book  Read aloud Big Deal and little deals | What do you think is the difference between a BIG deal and little deal? |
| **T** | | Identify if a problem is a big deal or little deal | Finish reading aloud Big Deal and little deals | Is your answer from yesterday different?  What is a Big Deal?  What is a little deal? |
| **W** | | Identify if a problem is a big deal or little deal | Discuss strategies for handling a Big Deal | How do you handle a Big Deal? |
| **Th** | | Identify if a problem is a big deal or little deal | Discuss strategies for handling a little deal | How do you handle a little deal? |
| **F** | | **No Group – Progress Monitoring / Data Collection / Meet with Individual Students as Needed** | | |
| **3:30 – 3:50 Behavior Binder, Reflection/Reward, Get Students to Bus, Stand in Foyer and Monitor Students (0 Voice Level)** | | | | | | |