

# Educational Day at a Glance

Daily Schedule	Embedded Goals *Reference IEP Goals	Supports/Accommodations	SDI Data
Transition to School	<ul style="list-style-type: none"> <li>-express what is happening with grammatically correct sentences of at least 5 words in length (<i>speech</i>)</li> <li>-choose a strategy to repair a communication breakdown (<i>speech</i>)</li> <li>-engage in partner activities with peers (<i>adaptive</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-visual aids</li> <li>-checklists</li> <li>-additional prompts</li> <li>-task broken down</li> <li>-peer helper</li> <li>-AAC device</li> </ul>	<ul style="list-style-type: none"> <li>-teacher observations</li> <li>-Forms</li> </ul>
Math	<ul style="list-style-type: none"> <li>-identify operation and choose a tool (<i>math problem solving</i>)</li> <li>-solve the problem (<i>math calculation</i>)</li> <li>-recognize critical elements and broad concepts (<i>adaptive</i>)</li> <li>-demonstrate understanding of the text (describe characters, main idea, key details, determine meanings of words, apply decoding skills) (<i>reading</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-hundreds chart/multiplication chart</li> <li>-note cards</li> <li>-graphic organizers</li> <li>-checklists</li> <li>-manipulatives</li> <li>-reteaching a different way</li> <li>-reduced number of problems</li> <li>-highlighting signs and key words</li> <li>-drawing pictures</li> <li>-read word problems (mask unnecessary information)</li> <li>-peer mentor</li> <li>-white board and marker</li> </ul>	<ul style="list-style-type: none"> <li>-topic tests</li> <li>-student work samples</li> <li>-quizzes</li> <li>-daily check outs (exit tickets)</li> <li>-Fastbridge scores</li> </ul>
Reading	<ul style="list-style-type: none"> <li>-demonstrate understanding of the text (describe characters, main idea, key details, determine meanings of words, apply decoding skills) (<i>reading</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-text read aloud by teacher</li> <li>-audio text</li> <li>-graphic organizers or diagrams explaining text structure and/or story components</li> <li>-small group instruction</li> <li>-choral reading</li> <li>-read-spell-read to practice key terms/new words</li> <li>-masking content</li> <li>-simplified explanations (concise language to explain terms)</li> <li>-have students identify words that they know and words they</li> </ul>	<ul style="list-style-type: none"> <li>-tests</li> <li>-student work (drawings)</li> <li>-oral reading observations</li> <li>-spelling lists/tests</li> <li>-Fastbridge Scores</li> </ul>

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		<ul style="list-style-type: none"> <li>want to try and read independently</li> <li>-orally explain the story as they are reading it</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>-demonstrate understanding of the text (describe characters, main idea, key details, determine meanings of words, apply decoding skills) (<i>reading</i>)</li> <li>-share ideas or provide information using a variety of tools (<i>writing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-special paper</li> <li>-pencils</li> <li>-pens</li> <li>-highlighters</li> <li>-sentence sets</li> <li>-sentence starters</li> <li>-framed paragraphs (fill in the blank)</li> <li>-simplified graphic -organizers</li> <li>-Clicker 7</li> <li>-dictation</li> <li>-word prediction</li> <li>-editing checklists</li> <li>-task checklists</li> <li>-scribe</li> <li>-popsicle stick</li> <li>-pencil grip</li> <li>-word bank</li> </ul>	<ul style="list-style-type: none"> <li>-reading tests</li> <li>-math tests</li> <li>-essays</li> <li>-student daily work samples</li> </ul>
Social Opportunities	<ul style="list-style-type: none"> <li>-express what is happening with grammatically correct sentences of at least 5 words in length (<i>speech</i>)</li> <li>-choose a strategy to repair a communication breakdown (<i>speech</i>)</li> <li>-engage in partner activities with peers (<i>adaptive</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-model appropriate language</li> <li>-peer mentor</li> <li>-Zones of Regulation chart</li> <li>-Kelso's choices wheel</li> <li>-additional prompts</li> <li>-behavior charts</li> <li>-personal space reminders</li> <li>-AAC device</li> </ul>	<ul style="list-style-type: none"> <li>-teacher observations</li> <li>-Forms</li> </ul>
Leaving School	<ul style="list-style-type: none"> <li>-express what is happening with grammatically correct sentences of at least 5 words in length (<i>speech</i>)</li> <li>-choose a strategy to repair a communication breakdown (<i>speech</i>)</li> <li>-engage in partner activities with peers (<i>adaptive</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-visual aids</li> <li>-checklists</li> <li>-additional prompts</li> <li>-task broken down</li> <li>-peer helper</li> <li>-AAC device</li> </ul>	<ul style="list-style-type: none"> <li>-teacher observations</li> <li>-Forms</li> </ul>