| Monday 30 ^t | th August | English (speaking and listening) | Maths (number and Algebra) | Activity room | WebEx |
|------------------------|----------------------|--|--|--|--|
| Riley Palmer | Goal | In a structured play setting, with visual and verbal prompts, Riley will consistently engage in a turntaking activity in a small group. | In a structured setting, with visual and verbal prompts, Riley will consistently use concrete materials to solve simple addition and subtraction problems with collections up to 10 objects. | | |
| | Activity | (NOT ASSIGNED) Giving Characters a Voice. | (NOT ASSIGNED) Subtracting on a 10 frame | (NOT ASSIGNED) Activity room alternatives - Week 8 | Monday Primary Music Time Webex |
| | | 1. add 2. Watch the video to see how people give a voice to different characters. 3. Use the mic to give each of the 4 new characters a voice. (Remember to change your voice for each character) 4. check | 1. add 2. Watch the example of subtracting on a ten frame on the first slide. 3. Move to the next slide and use the ▶ and then Ⅲ to choose a domino. Remember to start with the biggest number. 4. Use the move tool to move the counters, x's, and numbers. 5. Do the same thing on the next few slides. 6. check | 1. Start by bouncing while sitting on a gym ball, the edge of your bed or couch. Just remember to keep at least one foot on the floor so you don't fall down. 2. Get ready and click on the music link to listen to the song as you bounce. 3. Complete the three rotation activities. 4. Time to do some relaxation, find a comfortable spot inside or outside and listen to the music link as your body slows down. | Your Monday Primary Music Time Webex Session The Music chosen has been provided by you and your fellow students So thank you to those students who completed the Performing Arts activity Music Books To hear the choice of Primary Students favourite Music Please join us for this special webex session: When: Monday the 30th of August Time: 10.30-11.00am Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. |
| | | | | | Click the link below to join the Primary Music Session. |

| | | | | | https://eduvic.webex.com/eduvic/j .php?MTID=me94951f850495803f 73979db93f12006 Type your name and any email address then join the meeting. Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this meeting. |
|----------------------|----------|--|--|---|--|
| Student C Shazhad | Goal | In a structured setting, with visual and verbal prompts, Student C will consistently engage in small group discussions where he will listen and respond to his peers. | In a structured setting, with visual and verbal prompts, Student C will consistently use concrete materials to solve simple addition and subtraction problems with collections up to 10 objects. | | |
| | Activity | Giving Characters a Voice. 1. add 2. Watch the video to see how people give a voice to different characters. 3. Use the mic to give each of the 4 new characters a voice. (Remember to change your voice for each character) 4. check | 1. add 2. Watch the example of subtracting on a ten frame on the first slide. 3. Move to the next slide and use the ▶ and then II to choose a domino. Remember to start with the biggest number. 4. Use the move tool to move the counters, x's, and numbers. 5. Do the same thing on the next few slides. 6. check | Activity room alternatives - Week 8 1. Start by bouncing while sitting on a gym ball, the edge of your bed or couch. Just remember to keep at least one foot on the floor so you don't fall down. 2. Get ready and click on the music link to listen to the song as you bounce. 3. Complete the three rotation activities. 4. Time to do some relaxation, find a comfortable spot inside or outside and listen to the music link as your body slows down. | Monday Primary Music Time Webex Your Monday Primary Music Time Webex Session The Music chosen has been provided by you and your fellow students So thank you to those students who completed the Performing Arts activity Music Books To hear the choice of Primary Students favourite Music Please join us for this special webex session: When: Monday the 30th of August Time: 10.30-11.00am |

| Viktor | Goal | In a familiar setting, with visual and | In a structured setting, with visual | | Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. Click the link below to join the Primary Music Session. https://eduvic.webex.com/eduvic/j.php?MTID=me94951f850495803f73979db93f12006 Type your name and any email address then join the meeting. Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this meeting. |
|-----------|----------|--|---|---|--|
| Maztalers | Goal | verbal prompts, Viktor will consistently accept or reject an | and verbal prompts, Viktor will consistently use concrete materials | | |
| | | item or activity by saying yes | to represent addition and | | |
| | | please or no thank you. | subtraction in up to 10. | | |
| | Activity | Giving Characters a Voice. | Subtracting on a 10 frame | Activity room alternatives - Week 8 | Monday Primary Music Time Webex |
| | | 1. add | 1. add | 1. Start by bouncing while sitting | |
| | | 2. Watch the video to see how | 2. Watch the example of | on a gym ball, the edge of your bed | Your Monday Primary Music Time |
| | | people give a voice to different characters. | subtracting on a ten frame on the first slide. | or couch. Just remember to keep at least one foot on the floor so | Webex Session |
| | | 3. Use the mic to give each of the 4 | 3. Move to the next slide and use | you don't fall down. | The Music chosen has been |
| | | new characters a voice. (Remember to change your voice for each character) | the And then II to choose a domino. | 2. Get ready and click on the music link to listen to the song as you bounce. | provided by you and your fellow students |

| | | 4. check | Remember to start with the biggest number. 4. Use the move tool to move the counters, x's, and numbers. 5. Do the same thing on the next few slides. 6. check | 3. Complete the three rotation activities. 4. Time to do some relaxation, find a comfortable spot inside or outside and listen to the music link as your body slows down. | So thank you to those students who completed the Performing Arts activity Music Books To hear the choice of Primary Students favourite Music Please join us for this special webex session: When: Monday the 30th of August Time: 10.30-11.00am Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. Click the link below to join the Primary Music Session. https://eduvic.webex.com/eduvic/j.php?MTID=me94951f850495803f73979db93f12006 Type your name and any email address then join the meeting. Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this |
|-----------|------|--|--|--|--|
| Student A | Goal | In a familiar setting, with visual and | In a structured setting, with visual | | meeting. |
| Majdancic | GOAI | verbal prompts, Student A will consistently make request for a | and verbal prompts, Student A will consistently use concrete materials | | |

| | preferred activity using his LAMP | to represent addition and | | |
|----------|--|--|---|--|
| | Words for Life or spoken language. | subtraction up to 10. | | |
| Activity | Giving Characters a Voice. | Cookie Subtraction | Activity room alternatives - Week 8 | Monday Primary Music Time Webex |
| | 1. add 2. Watch the video to see how | 1. add 2. Using the glowpen glow pen tool | 1. Start by bouncing while sitting on a gym ball, the edge of your bed | Your Monday Primary Music Time |
| | people give a voice to different characters. 3. Use the mic to give each of the 4 | and cross off how many cookieswere taken away.3. Using the pen pen tool, write | or couch. Just remember to keep at least one foot on the floor so you don't fall down. | Webex Session The Music chosen has been |
| | new characters a voice. (Remember to change your voice | the answer to the equation. 4. Complete the next 7 pages the | 2. Get ready and click on the music link to listen to the song as you | provided by you and your fellow students |
| | for each character) 4. check | exact same way. 5. check | bounce. 3. Complete the three rotation activities. | So thank you to those students who completed the Performing Arts activity |
| | | | 4. Time to do some relaxation, find a comfortable spot inside or outside and listen to the music link | Music Books To hear the choice of Primary Students favourite Music |
| | | | as your body slows down. | Please join us for this special webex session: |
| | | | | When: Monday the 30th of August Time: 10.30-11.00am |
| | | | | Just a reminder that this meeting is a platform for students to connect with their teachers and engage |
| | | | | socially with their peers. If parents need to make contact with their |
| | | | | child's teacher, please use usual contact methods. |
| | | | | Click the link below to join the Primary Music Session. |
| | | | | https://eduvic.webex.com/eduvic/j .php?MTID=me94951f850495803f 73979db93f12006 |
| | | | | Type your name and any email address then join the meeting. |

| | | | | | Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this meeting. |
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| Student B Emery | Goal | In a structured setting with visual and verbal prompts, Student B will consistently listen and respond to the communication and instruction of familiar adults within the classroom. | In a structured setting, with visual and verbal prompts, Student B will consistently identify numerals from one to ten and make collections to match. | | |
| | Activity | Giving Characters a Voice. 1. add 2. Watch the video to see how people give a voice to different characters. 3. Use the mic to give each of the 4 new characters a voice. (Remember to change your voice for each character) 4. check | Counting to 9 with Minions 1. add 2. Count the number of minions in each box out loud 3. Use the pen to circle the number in the picture 4. check BONUS: mic record yourself counting out loud Cookie Subtraction 1. add 2. Using the glowpen glow pen tool and cross off how many cookies were taken away. 3. Using the pen pen tool, write the answer to the equation. 4. Complete the next 7 pages the exact same way. 5. check | Activity room alternatives - Week 8 1. Start by bouncing while sitting on a gym ball, the edge of your bed or couch. Just remember to keep at least one foot on the floor so you don't fall down. 2. Get ready and click on the music link to listen to the song as you bounce. 3. Complete the three rotation activities. 4. Time to do some relaxation, find a comfortable spot inside or outside and listen to the music link as your body slows down. | Monday Primary Music Time Webex Your Monday Primary Music Time Webex Session The Music chosen has been provided by you and your fellow students So thank you to those students who completed the Performing Arts activity Music Books To hear the choice of Primary Students favourite Music Please join us for this special webex session: When: Monday the 30th of August Time: 10.30-11.00am Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents |

| Student D Sat | Goal | In a structured setting, with visual and verbal prompts, Student D will consistently copy key actions of | In a structured setting, with visual and verbal prompts, Student D will consistently count a collection up | | need to make contact with their child's teacher, please use usual contact methods. Click the link below to join the Primary Music Session. https://eduvic.webex.com/eduvic/j.php?MTID=me94951f850495803f73979db93f12006 Type your name and any email address then join the meeting. Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this meeting. |
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| | | everyday songs and rhymes use during morning circle. | to five using one-to-one correspondence. | | |
| | Activity | Giving Characters a Voice. 1. add 2. Watch the video to see how people give a voice to different characters. 3. Use the mic to give each of the 4 new characters a voice. (Remember to change your voice for each character) 4. check | Counting to 9 with Minions 1. add 2. Count the number of minions in each box out loud 3. Use the pen to circle the number in the picture 4. check BONUS: mic record yourself counting out loud | Activity room alternatives - Week 8 1. Start by bouncing while sitting on a gym ball, the edge of your bed or couch. Just remember to keep at least one foot on the floor so you don't fall down. 2. Get ready and click on the music link to listen to the song as you bounce. 3. Complete the three rotation activities. 4. Time to do some relaxation, find a comfortable spot inside or | Monday Primary Music Time Webex Your Monday Primary Music Time Webex Session The Music chosen has been provided by you and your fellow students So thank you to those students who completed the Performing Arts activity Music Books To hear the choice of Primary Students favourite Music |

| | | | | outside and listen to the music link | Please join us for this special |
|-----------------|----------|---|---|---|---|
| | | | | as your body slows down. | webex session: |
| | | | | | When: Monday the 30th of August Time: 10.30-11.00am |
| | | | | | Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. |
| | | | | | Click the link below to join the Primary Music Session. https://eduvic.webex.com/eduvic/j.php?MTID=me94951f850495803f73979db93f12006 Type your name and any email address then join the meeting. |
| | | | | | Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this meeting. |
| Tanner Steur | Goal | In a structured setting, with visual and verbal prompts, Tanner will consistently attend and respond to the use of a visual to support a question or instruction. | In a structured setting, with visual and verbal prompts, Tanner will consistently identify and order numbers from one to ten. | | |
| | Activity | Giving Characters a Voice. | Counting to 9 with Minions | Activity room alternatives - Week 8 | Monday Primary Music Time Webex |
| | | 1. add | add Count the number of minions in each box out loud | Start by bouncing while sitting on a gym ball, the edge of your bed or couch. Just remember to keep | Your Monday Primary Music Time Webex Session |

| .php?MTID=me94951f850495803f 73979db93f12006 Type your name and any email address then join the meeting. Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this meeting. | | 2. Watch the video to see how people give a voice to different characters. 3. Use the mic to give each of the 4 new characters a voice. (Remember to change your voice for each character) 4. check | 3. Use the pen to circle the number in the picture 4. check BONUS: mic record yourself counting out loud | at least one foot on the floor so you don't fall down. 2. Get ready and click on the music link to listen to the song as you bounce. 3. Complete the three rotation activities. 4. Time to do some relaxation, find a comfortable spot inside or outside and listen to the music link as your body slows down. | 73979db93f12006 Type your name and any email address then join the meeting. Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this |
|--|--|---|---|---|---|
|--|--|---|---|---|---|

| Tuesday 31 st August | | English (Writing) | Maths (Number and Algebra) | Relationships and Sexuality | Morning Circle |
|---------------------------------|----------|--|---|--|---|
| Riley Palmer | Goal | In a structured setting, with verbal and visual prompts, Riley will consistently spell and write CVC words such as sat, top and red. CVC words | In a structured setting, with visual and verbal prompts, Riley will consistently use concrete materials to solve simple addition and subtraction problems with collections up to 10 objects. Subtraction on a number line. | Building Self-Esteem | Morning Circle |
| | Activity | 1) Use the pen to join the letters to make a word. 2) Drag the words to the pictures. 3) Click check to add to your Journal. 4) You have finished. Well Done (a) BONUS: click the mic and say each word in a sentence (a) Fine Motor - Ruler Art Today we are practicing how to use a ruler. We are going to make some ruler art. You will need: - coloured textas or pencils - a ruler - some blank paper 1. Watch the instructional video 2. Have a go at making your own ruler artwork 3. If you would like to do more, there are more ruler activities for you to print or copy at home on the other pages. | Can you use the drawing tool to jump back on the number line? Use the label tool to write your answer. Add or Subtract 1. Click the add button to begin the activity 2. Review each equation and use the :draw: tools to draw the correct operation symbol - Tip: Use the :draw: tools to circle the greatest number in each equation 3. Click the check to submit the assignment when you are finished | 1. add 2. Watch the video link to learn about self-esteem. 3. Use :camera: to take a photo of something you tried your best at and are proud of. 4. Use :camera: to take a photo of you helping someone else. 5. Use mic to tell me something new you would like to try. 6. Use :camera: to take a photo of you practicing something you are good at. 7. Use :camera: to take a photo of 5 things you are good at then use the mic to tell me about them. 8. check | 1. add 2. Watch the videos (Remember you don't need to watch every video if you don't want to). 3. move the cards into the boards. 4. Click check when you have finished. |

| Student C Shazhad | Goal | 4. Don't forget to post a photo of your art when you are done! 5. Click add 6. Click check to post In a structured setting, with verbal and visual prompts, Student C will consistently spell and write CVC words such as sat, top and red. | In a structured setting, with visual and verbal prompts, Student C will consistently use concrete materials to solve simple addition and subtraction problems with collections up to 10 | | |
|----------------------|----------|---|---|---|---|
| | | | objects. | D 1111 C 16 5 1 | |
| | Activity | CVC words | Subtraction on a number line. | Building Self-Esteem | Morning Circle |
| | | 1) Use the pen to join the letters to make a word. | Can you use the drawing tool to jump back on the number line? Use the label tool to write your answer. | add Watch the video link to learn about | add Watch the videos (Remember you don't) |
| | | 2) Drag the words to the pictures. | Add or Subtract | self-esteem. 3. Use :camera: to | need to watch every video if you don't |
| | | 3) Click check to add to your Journal. | 1. Click the add button to begin the activity | take a photo of something you tried | want to). 3. move the cards into |
| | | 4) You have finished. Well Done 😜 | 2. Review each equation and use the :draw: tools to draw the correct operation symbol | your best at and are proud of. | the boards. 4. Click check when |
| | | BONUS: click the mic and say each word in a sentence | - Tip: Use the :draw: tools to circle the greatest number in each equation | 4. Use :camera: to take a photo of you | you have finished. |
| | | ₩ | 3. Click the check to submit the assignment when you are finished | helping someone else. 5. Use mic to tell me | |
| | | Fine Motor - Ruler Art | | something new you would like to try. | |
| | | Today we are practicing how to use a ruler. We are going to make some ruler art. You will need: | | 6. Use :camera: to take a photo of you practicing something | |
| | | - coloured textas or pencils - a ruler | | you are good at. 7. Use :camera: to | |
| | | - some blank paper | | take a photo of 5 things you are good at | |
| | | Watch the instructional video Have a go at making your own ruler artwork If you would like to do more, there are more | | then use the mic to tell me about them. 8. check | |
| | | ruler activities for you to print or copy at home on the other pages. | | | |

| | | 4. Don't forget to post a photo of your art when you are done!5. Click add6. Click check to post | | | |
|---------------------|----------|--|---|--|--|
| Viktor Maztalers | Goal | In a structured setting, with visual and verbal prompts, Viktor will consistently isolate an identify the initial and final sounds of CVC words containing the Stage 1 LLLL letters m, s, f, a, p, t, i, c. | In a structured setting, with visual and verbal prompts, Viktor will consistently use concrete materials to represent addition and subtraction in up to 10. | | |
| | Activity | 1) Use the pen to join the letters to make a word. 2) Drag the words to the pictures. 3) Click check to add to your Journal. 4) You have finished. Well Done ⊕ BONUS: click the mic and say each word in a sentence ⊕ Fine Motor - Ruler Art Today we are practicing how to use a ruler. We are going to make some ruler art. You will need: - coloured textas or pencils - a ruler - some blank paper 1. Watch the instructional video | What comes after (0-10) 1. Tap the add button. 2. Tap move and move the red dot onto the number line to find the number in the box. Find the number on the number line that comes after the red dot. 3. Move the dot to the number in the box 3. Tap the drawing to write the number that comes after. 4. Tap the check when you have finished. Subtraction on a number line. Can you use the drawing tool to jump back on the number line? Use the label tool to write your answer. Add or Subtract 1. Click the add button to begin the activity 2. Review each equation and use the :draw: tools to draw the correct operation symbol - Tip: Use the :draw: tools to circle the greatest number in each equation 3. Click the check to submit the assignment | 1. add 2. Watch the video link to learn about self-esteem. 3. Use :camera: to take a photo of something you tried your best at and are proud of. 4. Use :camera: to take a photo of you helping someone else. 5. Use mic to tell me something new you would like to try. 6. Use :camera: to take a photo of you practicing something you are good at. 7. Use :camera: to take a photo of 5 things you are good at then use the mic to tell me about them | Morning Circle - Onsite learners 1. add 2. move the cards into the boards. 3. Click check when you have finished. |
| | | 2. Have a go at making your own ruler artwork3. If you would like to do more, there are more ruler activities for you to print or copy at home on the other pages. | 3. Click the check to submit the assignment when you are finished | tell me about them. 8. check | |

| | | 4. Don't forget to post a photo of your art when you are done!5. Click add6. Click check to post | | | |
|------------------------|----------|---|---|---|---|
| Student A Majdancic | Goal | In a structured setting, with visual and verbal prompts Student A will consistently remain on task to write his name with correct formation and capitalization. | In a structured setting, with visual and verbal prompts, Student A will consistently use concrete materials to represent addition and subtraction up to 10. | | |
| | Activity | Fine Motor - Ruler Art | Subtraction on a number line. | Building Self-Esteem | Morning Circle - Onsite learners |
| | | Today we are practicing how to use a ruler. We are going to make some ruler art. You will need: - coloured textas or pencils - a ruler - some blank paper 1. Watch the instructional video 2. Have a go at making your own ruler artwork 3. If you would like to do more, there are more ruler activities for you to print or copy at home on the other pages. 4. Don't forget to post a photo of your art when you are done! 5. Click add 6. Click check to post Where Can You Write Your Name? 1) Watch the video 2) You will need a brush and a cup of water 3) Take and upload photos or a video of all the places you can write your name | Can you use the drawing tool to jump back on the number line? Use the label tool to write your answer. | 1. add 2. Watch the video link to learn about self-esteem. 3. Use :camera: to take a photo of something you tried your best at and are proud of. 4. Use :camera: to take a photo of you helping someone else. 5. Use mic to tell me something new you would like to try. 6. Use :camera: to take a photo of you practicing something you are good at. 7. Use :camera: to take a photo of 5 things you are good at then use the mic to | add move the cards into the boards. Click check when you have finished. |
| | | | | tell me about them. 8. check | |
| Student B Emery | Goal | In a structured setting, with verbal prompts Student B will consistently write his first name | In a structured setting, with visual and verbal prompts, Student B will consistently identify | | |

| | | using correct letter formation and | numerals from one to ten and make collections | | |
|------------------|----------|---|--|----------------------------------|------------------------------------|
| | | capitalization. | to match. | | |
| | Activity | Fine Motor - Ruler Art | What comes after (0-10) | Building Self-Esteem | Morning Circle - |
| | | | 4.7 | 4 11 | Onsite learners |
| | | Today we are practicing how to use a ruler. We | 1. Tap the add button. | 1. add | 1 - |
| | | are going to make some ruler art. | 2. Tap move and move the red dot onto the | 2. Watch the video | 1. add |
| | | You will need: | number line to find the number in the box. Find the number on the number line that comes | link to learn about self-esteem. | 2. move the cards into the boards. |
| | | - coloured textas or pencils - a ruler | after the red dot. | 3. Use :camera: to | 3. Click check when |
| | | - a rulei - some blank paper | 3. Move the dot to the number in the box | take a photo of | you have finished. |
| | | | 3. Tap the drawing to write the number that | something you tried | you have milished. |
| | | 1. Watch the instructional video | comes after. | your best at and are | |
| | | 2. Have a go at making your own ruler artwork | 4. Tap the check when you have finished. | proud of. | |
| | | 3. If you would like to do more, there are more | 1. Tup the check when you have implied. | 4. Use :camera: to | |
| | | ruler activities for you to print or copy at home | | take a photo of you | |
| | | on the other pages. | | helping someone else. | |
| | | 4. Don't forget to post a photo of your art when | | 5. Use mic to tell me | |
| | | you are done! | | something new you | |
| | | 5. Click add | | would like to try. | |
| | | 6. Click check to post | | 6. Use :camera: to | |
| | | | | take a photo of you | |
| | | Where Can You Write Your Name? | | practicing something | |
| | | | | you are good at. | |
| | | 1) Watch the video | | 7. Use :camera: to | |
| | | 2) You will need a brush and a cup of water | | take a photo of 5 | |
| | | 3) Take and upload photos or a video of all the | | things you are good at | |
| | | places you can write your name | | then use the mic to | |
| | | | | tell me about them. | |
| | 6 1 | | | 8. check | |
| Student D Sat | Goal | In a structured setting with visual and verbal | In a structured setting, with visual and verbal | | |
| Sat | | prompts Student D will consistently copy his name using correct letter formation and order. | prompts, Student D will consistently count a collection up to five using one-to-one | | |
| | | I hame using correct letter formation and order. | correspondence. | | |
| | Activity | Fine Motor - Ruler Art | Sort and Count - 1-5 colour | Building Self-Esteem | Morning Circle |
| | | Today we are practicing how to use a ruler. We | 1: Click add to begin. | 1. add | 1. add |
| | | are going to make some ruler art. | 2: Use move to put the bears in the correct | | 2. Watch the videos |
| | | You will need: | colour circle. | | (Remember you don't |

| | | - coloured textas or pencils - a ruler - some blank paper 1. Watch the instructional video 2. Have a go at making your own ruler artwork 3. If you would like to do more, there are more ruler activities for you to print or copy at home on the other pages. 4. Don't forget to post a photo of your art when you are done! 5. Click add 6. Click check to post Where Can You Write Your Name? 1) Watch the video 2) You will need a brush and a cup of water 3) Take and upload photos or a video of all the places you can write your name | 3: Count the bears and use drawing to write the correct number in the small circle 4: Click check to save and send your work to the teacher What comes after (0-10) 1. Tap the add button. 2. Tap move and move the red dot onto the number line to find the number in the box. Find the number on the number line that comes after the red dot. 3. Move the dot to the number in the box 3. Tap the drawing to write the number that comes after. 4. Tap the check when you have finished. | 2. Watch the video link to learn about self-esteem. 3. Use :camera: to take a photo of something you tried your best at and are proud of. 4. Use :camera: to take a photo of you helping someone else. 5. Use mic to tell me something new you would like to try. 6. Use :camera: to take a photo of you practicing something you are good at. 7. Use :camera: to take a photo of 5 things you are good at then use the mic to | need to watch every video if you don't want to). 3. move the cards into the boards. 4. Click check when you have finished. |
|-----------------|----------|---|---|--|--|
| | | | | tell me about them. 8. check | |
| Tanner Steur | Goal | In a structured setting, verbal and visual prompts, Tanner will consistently trace his name using an appropriate grip. | In a structured setting, with visual and verbal prompts, Tanner will consistently identify and order numbers from one to ten. | | |
| | Activity | Fine Motor - Ruler Art Today we are practicing how to use a ruler. We are going to make some ruler art. You will need: - coloured textas or pencils - a ruler - some blank paper 1. Watch the instructional video 2. Have a go at making your own ruler artwork | 1: Click add to begin. 2: Use move to put the bears in the correct colour circle. 3: Count the bears and use drawing to write the correct number in the small circle 4: Click check to save and send your work to the teacher What comes after (0-10) | 1. add 2. Watch the video link to learn about self-esteem. 3. Use :camera: to take a photo of something you tried your best at and are proud of. | Morning Circle - Onsite learners 1. add 2. move the cards into the boards. 3. Click check when you have finished. |

| 3. If you would like to do more, there are more | | 4. Use :camera: to |
|---|---|------------------------|
| ruler activities for you to print or copy at home | 1. Tap the add button. | take a photo of you |
| on the other pages. | 2. Tap move and move the red dot onto the | helping someone else. |
| 4. Don't forget to post a photo of your art when | number line to find the number in the box. Find | 5. Use mic to tell me |
| you are done! | the number on the number line that comes | something new you |
| 5. Click add | after the red dot. | would like to try. |
| 6. Click check to post | 3. Move the dot to the number in the box | 6. Use :camera: to |
| | 3. Tap the drawing to write the number that | take a photo of you |
| Where Can You Write Your Name? | comes after. | practicing something |
| | 4. Tap the check when you have finished. | you are good at. |
| 1) Watch the video | | 7. Use :camera: to |
| 2) You will need a brush and a cup of water | | take a photo of 5 |
| 3) Take and upload photos or a video of all the | | things you are good at |
| places you can write your name | | then use the mic to |
| | | tell me about them. |
| | | 8. check |

| Wednesday 1 st | August | English (Reading and Viewing) | Maths (Measurement and Geometry) | Engine Program | WebEx |
|---------------------------|--------|---|--|----------------|--|
| Riley G Palmer | Goal | In a structured setting, with verbal and visual prompts, Riley will consistently answer "wh" questions related to the text. | In a structured setting, with visual and verbal prompts, Riley will consistently compare objects by their length to identify which one is longer/shorter, and by their capacity to identify which one holds more/less. | | Wednesday 101 Class Webex Your WebEx Video Meeting for Class 101 starts today at 9:30am. Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. |

| | | | Click the link below to join the meeting. |
|----------|--|--|--|
| | | | https://eduvic.webex. com/eduvic/j.php?MT ID=m5c177dd6ee2a0a 932128b44da066ab85 |
| | | | Type your name and any email address then join the meeting. |
| | | | Remember to be safe, responsible and respectful when using technology. |
| | | | Never share private information, passwords or the link to this meeting. |
| Activity | Subtraction | Engine Program: Reading and Running | Father's Day |
| | 1. Click on add | | Father's Day is on |
| | 2. Click on label | 1. add | Sunday the 5th of |
| | 3. Choose to write drawing, or type label your | 2. Click on the engine | September. |
| | responses 4. Click rec and explain | program headings to hear about them, | Click on the link to |
| | 5. Click on check when you are done | then check in with | listen to the story of: 1. My Dad thinks he's |
| | 3. Click off check when you are done | your own engine. | funny |
| | | 3. Use the pen to | 2. The night before |
| | | check in with your | Father's Day |
| | | engine and mark it on | 3. As a family, listen |
| | | the speedometer. | and dance along |
| | | 4. Try reading a book | together to Just |
| | | or two (remember | Dance-Daddy Cool |
| | | you can read the | add |
| | | words, the pictures or | 4. Find out, from your |

| | | | | you can ask someone to help you) 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try going for a run. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check | first name and his favourite music. label Does your dad or Grandad think he is funny? label Answer what he does that is funny? Click check |
|----------------------|------|---|--|--|--|
| Student C Shazhad | Goal | In a structured setting, with visual and verbal prompts Student C will consistently answer "wh" questions about the text. | In a structured setting, with visual and verbal prompts, Student C will consistently compare objects by their length to identify which one is longer/shorter, and by their capacity to identify which one holds more/less. | | Wednesday 101 Class Webex Your WebEx Video Meeting for Class 101 starts today at 9:30am. Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. Click the link below to join the meeting. https://eduvic.webex. com/eduvic/j.php?MT |

| | | | | ID=m5c177dd6ee2a0a 932128b44da066ab85 Type your name and any email address |
|----------|---|--|--|--|
| | | | | then join the meeting. Remember to be safe, responsible and respectful when using technology. |
| | | | | Never share private information, passwords or the link to this meeting. |
| Activity | Blend of the week 'ch' | Subtraction | Engine Program: Reading and Running | Father's Day |
| | Tap the add button and choose your name Tap the drawing or label tool to complete your | 1. Click on add 2. Click on label | 1. add | Father's Day is on Sunday the 5th of |
| | learning | 3. Choose to write drawing, or type label your | 2. Click on the engine | September. |
| | Tap the check button to add it to your journal | responses | program headings to | Click on the link to |
| | Tup the check button to dud it to your journal | 4. Click rec and explain | hear about them, | listen to the story of: |
| | Listen and answer - Alpacas with Maracas | 5. Click on check when you are done | then check in with | 1. My Dad thinks he's |
| | · | , | your own engine. | funny |
| | 1. add | | 3. Use the pen to | 2. The night before |
| | 2. Watch the video. | | check in with your | Father's Day |
| | 3. Use the mic to answer the questions. | | engine and mark it on | 3. As a family, listen |
| | 4. check | | the speedometer. | and dance along |
| | | | 4. Try reading a book | together to Just |
| | | | or two (remember you can read the | Dance-Daddy Cool add |
| | | | words, the pictures or | 4. Find out, from your |
| | | | you can ask someone | Dad or Grandad, his |
| | | | to help you) | first name and his |
| | | | 5. Move the visuals to | favourite music. label |
| | | | show whether it made | Does your dad or |
| | | | your engine run faster | Grandad think he is |
| | | | or slower. | funny? label Answer |

| | | | | 6. Try going for a run. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check | what he does that is funny? Click check |
|---------------------|------|--|---|---|--|
| Viktor Maztalers | Goal | In a structured setting, with verbal and visual prompts, Viktor will consistently use the first 8 letters of the Little Learners Love Literacy Program (m,s,f,a,t,c,p,i) to sound out CVC words. | In a structured setting, with visual and verbal prompts, Viktor will consistently compare objects by their length to identify which one is longer/shorter, and by their capacity to identify which one holds more/less. | | Wednesday 101 Class Webex Your WebEx Video Meeting for Class 101 starts today at 9:30am. Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. Click the link below to join the meeting. https://eduvic.webex.com/eduvic/j.php?MT ID=m5c177dd6ee2a0a 932128b44da066ab85 Type your name and any email address then join the meeting. |

| | | | | Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this meeting. |
|----------|---|---|--|--|
| Activity | Listen and answer - Alpacas with Maracas 1. add 2. Watch the video. 3. Use the mic to answer the questions. 4. check Beginning Sound Sort S, A, T, 1. Tap add 2. Use the label tool to sort each picture under the letter that matches the beginning sound 3. mic Read each picture name and beginning sound 4. Tap the check to post your work. | 1. Click on add 2. Click on label 3. Choose to write drawing, or type label your responses 4. Click rec and explain 5. Click on check when you are done | Engine Program: Reading and Running 1. add 2. Click on the engine program headings to hear about them, then check in with your own engine. 3. Use the pen to check in with your engine and mark it on the speedometer. 4. Try reading a book or two (remember you can read the words, the pictures or you can ask someone to help you) 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try going for a run. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. | Father's Day is on Sunday the 5th of September. Click on the link to listen to the story of: 1. My Dad thinks he's funny 2. The night before Father's Day 3. As a family, listen and dance along together to Just Dance-Daddy Cool add 4. Find out, from your Dad or Grandad, his first name and his favourite music. label Does your dad or Grandad think he is funny? label Answer what he does that is funny? Click check |

| | | | | 9. check | |
|------------------------|------|---|---|----------|---|
| Student A Majdancic | Goal | In a structured setting, with modeling verbal, visual prompts, Student A will consistently follow instructions to create two to three word phrases to communicate his needs or wants using his LAMP Words for Life device or spoken language. | In structured settings, with visual and verbal prompts, Student A will create and use individual visual schedules to complete activities and events throughout the day. | | Wednesday 101 Class Webex Your WebEx Video Meeting for Class 101 starts today at 9:30am. |
| | | | | | Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. |
| | | | | | Click the link below to join the meeting. https://eduvic.webex. |
| | | | | | com/eduvic/j.php?MT ID=m5c177dd6ee2a0a 932128b44da066ab85 |
| | | | | | Type your name and any email address then join the meeting. |
| | | | | | Remember to be safe, responsible and respectful when using technology. |

| | Activity | Beginning Sound Sort S, A, T, | Subtraction | Engine Program: | Never share private information, passwords or the link to this meeting. Father's Day |
|--------------------|----------|---|---|---|--|
| | Activity | 1. Tap add 2. Use the label tool to sort each picture under the letter that matches the beginning sound 3. mic Read each picture name and beginning sound 4. Tap the check to post your work. | 1. Click on add 2. Click on label 3. Choose to write drawing, or type label your responses 4. Click rec and explain 5. Click on check when you are done | Reading and Running 1. add 2. Click on the engine program headings to hear about them, then check in with your own engine. 3. Use the pen to check in with your engine and mark it on the speedometer. 4. Try reading a book or two (remember you can read the words, the pictures or you can ask someone to help you) 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try going for a run. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check | Father's Day is on Sunday the 5th of September. Click on the link to listen to the story of: 1. My Dad thinks he's funny 2. The night before Father's Day 3. As a family, listen and dance along together to Just Dance-Daddy Cool add 4. Find out, from your Dad or Grandad, his first name and his favourite music. label Does your dad or Grandad think he is funny? label Answer what he does that is funny? Click check |
| Student B Emery | Goal | In a structured setting, with visual and verbal prompts, Student B will consistently identify the beginning sound for the first stage of Little Learners Love Literacy (m, s, f, a). | In structured settings, with visual and verbal prompts Student B will consistently create and use individual visual schedules to complete activities and events throughout the day. | | Wednesday 101 Class Webex |

| | | Your WebEx Video |
|--|--|---------------------------|
| | | Meeting for Class 101 |
| | | starts today at |
| | | 9:30am. |
| | | |
| | | Just a reminder that |
| | | this meeting is a |
| | | platform for students |
| | | to connect with their |
| | | teachers and engage |
| | | socially with their |
| | | peers. If parents need |
| | | to make contact with |
| | | their child's teacher, |
| | | please use usual |
| | | contact methods. |
| | | |
| | | Click the link below to |
| | | join the meeting. |
| | | join the meeting. |
| | | https://eduvic.webex. |
| | | com/eduvic/j.php?MT |
| | | ID=m5c177dd6ee2a0a |
| | | 932128b44da066ab85 |
| | | 3321233 |
| | | Type your name and |
| | | any email address |
| | | then join the meeting. |
| | | and formation in country. |
| | | Remember to be safe, |
| | | responsible and |
| | | respectful when using |
| | | technology. |
| | | Never share private |
| | | information, |
| | | passwords or the link |
| | | to this meeting. |
| | | to this meeting. |

| | Activity | Listen and answer - Alpacas with Maracas | Show a Number | Engine Program: | Father's Day |
|------------------|----------|---|---|---|---|
| | Activity | 1. add 2. Watch the video. 3. Use the mic to answer the questions. 4. check Beginning Sound Sort S, A, T, 1. Tap add 2. Use the label tool to sort each picture under the letter that matches the beginning sound 3. mic Read each picture name and beginning sound 4. Tap the check to post your work. | Tap add. Use the drawing tool to write a number in the oval. Next, show four ways to build that number. 1. Using a ten frame 2. Bass ten blocks 3. Addition sentence 4. Tally marks Tap check to post on your journal. Subtraction 1. Click on add 2. Click on label 3. Choose to write drawing, or type label your responses 4. Click rec and explain 5. Click on check when you are done | Engine Program: Reading and Running 1. add 2. Click on the engine program headings to hear about them, then check in with your own engine. 3. Use the pen to check in with your engine and mark it on the speedometer. 4. Try reading a book or two (remember you can read the words, the pictures or you can ask someone to help you) 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try going for a run. 7. Move the visuals to show whether it made your engine run faster or slower. | Father's Day Father's Day is on Sunday the 5th of September. Click on the link to listen to the story of: 1. My Dad thinks he's funny 2. The night before Father's Day 3. As a family, listen and dance along together to Just Dance-Daddy Cool add 4. Find out, from your Dad or Grandad, his first name and his favourite music. label Does your dad or Grandad think he is funny? label Answer what he does that is funny? Click check |
| | | | | 8. Relaxation. 9. check | |
| Student D Sat | Goal | In a structured setting, with visual and verbal prompts, Student D will consistently identify the beginning sound for the first stage of Little Learners Love Literacy (m, s, f, a, p, t, c, i). | In structured settings, with visual and verbal prompts, Student D will consistently create and use individual visual schedules to complete activities and events throughout the day. | | Wednesday 101 Class Webex Your WebEx Video Meeting for Class 101 starts today at 9:30am. |

| | | | | Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. Click the link below to join the meeting. https://eduvic.webex.com/eduvic/j.php?MT ID=m5c177dd6ee2a0a 932128b44da066ab85 Type your name and any email address then join the meeting. Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link to this meeting. |
|----------|--|---|-------------------------------------|--|
| Activity | Listen and answer - Alpacas with Maracas | Show a Number | Engine Program: Reading and Running | Father's Day |
| | 1. add | Tap add. Use the drawing tool to write a | | Father's Day is on |
| | 2. Watch the video. | number in the oval. Next, show four ways to | 1. add | Sunday the 5th of |
| | 3. Use the mic to answer the questions. | build that number. | 2. Click on the engine | September. |
| | | | | |

| | | | 2. Bass ten blocks | hear about them, | Click on the link to |
|----------|------|---|--|-------------------------|-------------------------|
| | | Beginning Sound Sort S, A, T, | 3. Addition sentence | then check in with | listen to the story of: |
| | | beginning sound sore s, r, r, | 4. Tally marks | your own engine. | 1. My Dad thinks he's |
| | | 1. Tap add | Tap check to post on your journal. | 3. Use the pen to | funny |
| | | 2. Use the label tool to sort each picture under | rup eneek to post on your journal. | check in with your | 2. The night before |
| | | the letter that matches the beginning sound | | engine and mark it on | Father's Day |
| | | 3. mic Read each picture name and beginning | | the speedometer. | 3. As a family, listen |
| | | sound | | 4. Try reading a book | and dance along |
| | | 4. Tap the check to post your work. | | or two (remember | together to Just |
| | | 4. Tap the check to post your work. | | you can read the | Dance-Daddy Cool |
| | | | | words, the pictures or | add |
| | | | | you can ask someone | 4. Find out, from your |
| | | | | to help you) | Dad or Grandad, his |
| | | | | 5. Move the visuals to | first name and his |
| | | | | show whether it made | favourite music. label |
| | | | | your engine run faster | Does your dad or |
| | | | | or slower. | Grandad think he is |
| | | | | 6. Try going for a run. | funny? label Answer |
| | | | | 7. Move the visuals to | what he does that is |
| | | | | | |
| | | | | show whether it made | funny? |
| | | | | your engine run faster | Click check |
| | | | | or slower. | |
| | | | | 8. Relaxation. | |
| - | C 1 | | | 9. check | W 1 1 101 Cl |
| Tanner | Goal | In a structured setting, with visual and verbal | In structured settings, with visual and verbal | | Wednesday 101 Class |
| Steur | | prompts, Tanner will consistently identify the | prompts, Tanner will consistently create and | | Webex |
| | | beginning sound and letter name for the first | use individual visual schedules to complete | | |
| | | stage of Little Learners Love Literacy (m, s, f, a) | activities and events throughout the day. | | Your WebEx Video |
| | | | | | Meeting for Class 101 |
| | | | | | starts today at |
| | | | | | 9:30am. |
| | | | | | |
| | | | | | Just a reminder that |
| | | | | | this meeting is a |
| | | | | | platform for students |
| | | | | | to connect with their |
| | | | | | teachers and engage |
| | | | | | socially with their |

| | | | | peers. If parents need to make contact with their child's teacher, please use usual contact methods. Click the link below to join the meeting. https://eduvic.webex.com/eduvic/j.php?MT ID=m5c177dd6ee2a0a 932128b44da066ab85 Type your name and any email address then join the meeting. Remember to be safe, responsible and respectful when using technology. Never share private information, passwords or the link |
|----------|---|---|---|---|
| Activity | Listen and answer - Alpacas with Maracas | Show a Number | Engine Program: | to this meeting. Father's Day |
| | add Watch the video. Use the mic to answer the questions. check Beginning Sound Sort S, A, T, Tap add Use the label tool to sort each picture under the letter that matches the beginning sound | Tap add. Use the drawing tool to write a number in the oval. Next, show four ways to build that number. 1. Using a ten frame 2. Bass ten blocks 3. Addition sentence 4. Tally marks Tap check to post on your journal. | 1. add 2. Click on the engine program headings to hear about them, then check in with your own engine. 3. Use the pen to check in with your | Father's Day is on Sunday the 5th of September. Click on the link to listen to the story of: 1. My Dad thinks he's funny 2. The night before Father's Day |

| 3. mic Read each picture name and beginning | engine and mark it on | 3. As a family, listen |
|---|-------------------------|------------------------|
| sound | the speedometer. | and dance along |
| 4. Tap the check to post your work. | 4. Try reading a book | together to Just |
| | or two (remember | Dance-Daddy Cool |
| | you can read the | add |
| | words, the pictures or | 4. Find out, from your |
| | you can ask someone | Dad or Grandad, his |
| | to help you) | first name and his |
| | 5. Move the visuals to | favourite music. label |
| | show whether it made | Does your dad or |
| | your engine run faster | Grandad think he is |
| | or slower. | funny? label Answer |
| | 6. Try going for a run. | what he does that is |
| | 7. Move the visuals to | funny? |
| | show whether it made | Click check |
| | your engine run faster | |
| | or slower. | |
| | 8. Relaxation. | |
| | 9. check | |

| Thursday 2 nd | d August | English (speaking and listening) | Maths (Statistics and probability) | Sensory Play | Morning Circle |
|--------------------------|----------|--|---|-----------------------|------------------------|
| Riley | Goal | In a structured play setting, with visual and | In a structured setting, with visual and verbal | Student D's Birthday | Lunch Dance Party |
| Palmer | | verbal prompts, Riley will consistently engage | prompts, Riley will consistently construct and | Celebration | |
| | | in a turn-taking activity in a small group. | follow an individual schedule. | | Hi everyone! You are |
| | | | | Today is Student D's | all invited to a Lunch |
| | | | | Birthday. | Dance Party |
| | | | | We will have a Webex | happening this |
| | | | | to celebrate at | Thursday, 2nd of |
| | | | | 9:30am. | September, for 5 |
| | | | | | classes combined! |
| | | | | https://eduvic.webex. | Yes! You read that |
| | | | | com/eduvic/j.php?MT | right! Classes 101, |
| | | | | ID=m205d1ed8c91c1e | 102, 103, 105 and 106 |
| | | | | a1bfb8407dd3834b0f | will get together for |
| | | | | | lunch over Webex |
| | | | | We will sing Happy | and share awesome |
| | | | | Birthday and have a | dance moves! |
| | | | | whole class chat. | |

| | | | | Click on the Webex Link below to join and dance the day away! |
|---|---|--|--|---|
| | | | | https://eduvic.webex. com/eduvic/j.php?MT ID=m8b8a1154c84c28 |
| | | | | 248c848df106ead947 |
| Activity Short I | l Words | Heavy or Light? Move the Emojis | Sensory Play: Shaving Foam | See you on Thursday! Morning Circle |
| make of togeth Type tl 1. Tap 2. Tap 3. Type each w 4. Tap | label tool e the letter to spell the ending sound of | Heavy objects will make the scale sink. The light objects will rise up. 1. Tap add Add. 2. Look at the emojis. Which one is heavy? Which one is light? 3. Tap label Label and move the emojis to the correct boxes. The heavy one will make the scale sink. 4. Tap mic and tell about something you see that is heavy. Tell about something you see that is light. Heavy and Light add Use photo to take 2 photos of objects at your house. Put your photos on the scale. Show me which object is heavy and which object is light. Use move to match the labels to your picture. | Follow along each page to complete your therapy session! Watch the video Click on the photo to add in any photos of you completing the activities. | 1. add 2. Watch the videos (Remember you don't need to watch every video if you don't want to). 3. move the cards into the boards. 4. Click check when you have finished. |

| Student C Shazhad | Goal | In a structured setting, with visual and verbal prompts, Student C will consistently engage in small group discussions where he will listen and respond to his peers. | In a structured setting, with visual and verbal prompts, Student C will consistently answer yes/no questions that relate to a data display. | Student D's Birthday Celebration Today is Student D's Birthday. We will have a Webex to celebrate at 9:30am. https://eduvic.webex. com/eduvic/j.php?MT ID=m205d1ed8c91c1e a1bfb8407dd3834b0f We will sing Happy Birthday and have a whole class chat. | Hi everyone! You are all invited to a Lunch Dance Party happening this Thursday, 2nd of September, for 5 classes combined! Yes! You read that right! Classes 101, 102, 103, 105 and 106 will get together for lunch over Webex and share awesome dance moves! Click on the Webex Link below to join and dance the day away! https://eduvic.webex.com/eduvic/j.php?MT ID=m8b8a1154c84c28 248c848df106ead947 |
|----------------------|----------|--|--|--|--|
| | Activity | Short I Words Tap out and read the CVC words. Remember to make each sound before blending the word together. Watch the video if you need help! Type the ending sound 1. Tap add 2. Tap label tool | Heavy or Light? Move the Emojis Heavy objects will make the scale sink. The light objects will rise up. 1. Tap add Add. 2. Look at the emojis. Which one is heavy? Which one is light? 3. Tap label Label and move the emojis to the correct boxes. The heavy one will make the scale sink. | Sensory Play: Shaving Foam Follow along each page to complete your therapy session! Watch the video Click on the photo to add in any photos of you completing the activities. | Morning Circle 1. add 2. Watch the videos (Remember you don't need to watch every video if you don't want to). 3. move the cards into the boards. |

| | | 3. Type the letter to spell the ending sound of each word 4. Tap check to review your work 5. Tap check to submit to your journal | 4. Tap mic and tell about something you see that is heavy. Tell about something you see that is light. Heavy and Light add Use photo to take 2 photos of objects at your house. Put your photos on the scale. Show me which object is heavy and which object is light. Use move to match the labels to your picture. Use mic to tell me about your pictures. Tell me what is heavy? Tell me what is light. check when you are done. | | 4. Click check when you have finished. |
|---------------------|------|--|---|--|---|
| Viktor Maztalers | Goal | In a familiar setting, with visual and verbal prompts, Viktor will consistently accept or reject an item or activity by saying yes please or no thank you. | In a structured setting, with visual and verbal prompts, Viktor will consistently construct and follow an individual schedule. | Student D's Birthday Celebration Today is Student D's Birthday. We will have a Webex to celebrate at 9:30am. https://eduvic.webex. com/eduvic/j.php?MT ID=m205d1ed8c91c1e a1bfb8407dd3834b0f We will sing Happy Birthday and have a whole class chat. | Lunch Dance Party Hi everyone! You are all invited to a Lunch Dance Party happening this Thursday, 2nd of September, for 5 classes combined! Yes! You read that right! Classes 101, 102, 103, 105 and 106 will get together for lunch over Webex and share awesome dance moves! Click on the Webex Link below to join and dance the day away! |

| | | | | | https://eduvic.webex. com/eduvic/j.php?MT ID=m8b8a1154c84c28 248c848df106ead947 See you on Thursday! |
|------------------------|----------|--|---|--|--|
| | Activity | Short I Words Tap out and read the CVC words. Remember to make each sound before blending the word together. Watch the video if you need help! Type the ending sound 1. Tap add 2. Tap label tool 3. Type the letter to spell the ending sound of each word 4. Tap check to review your work 5. Tap check to submit to your journal | Heavy objects will make the scale sink. The light objects will rise up. 1. Tap add Add. 2. Look at the emojis. Which one is heavy? Which one is light? 3. Tap label Label and move the emojis to the correct boxes. The heavy one will make the scale sink. 4. Tap mic and tell about something you see that is heavy. Tell about something you see that is light. Heavy and Light add Use photo to take 2 photos of objects at your house. Put your photos on the scale. Show me which object is heavy and which object is light. Use move to match the labels to your picture. Use mic to tell me about your pictures. Tell me what is heavy? Tell me what is light. check when you are done. | Sensory Play: Shaving Foam Follow along each page to complete your therapy session! Watch the video Click on the photo to add in any photos of you completing the activities. | Morning Circle - Onsite learners 1. add 2. move the cards into the boards. 3. Click check when you have finished. |
| Student A Majdancic | Goal | In a familiar setting, with visual and verbal prompts, Student A will consistently make request for a preferred activity using his LAMP Words for Life or spoken language. | In a structured setting, with visual and verbal prompts, Student A will consistently choose pictures to add to class data displays. | Student D's Birthday Celebration Today is Student D's Birthday. | Lunch Dance Party Hi everyone! You are all invited to a Lunch Dance Party happening this |

| | | | We will have a Webex to celebrate at 9:30am. https://eduvic.webex.com/eduvic/j.php?MT ID=m205d1ed8c91c1e a1bfb8407dd3834b0f We will sing Happy Birthday and have a whole class chat. | Thursday, 2nd of September, for 5 classes combined! Yes! You read that right! Classes 101, 102, 103, 105 and 106 will get together for lunch over Webex and share awesome dance moves! Click on the Webex Link below to join and dance the day away! https://eduvic.webex. com/eduvic/j.php?MT ID=m8b8a1154c84c28 248c848df106ead947 |
|----|---|---|--|--|
| Ad | I Spy Letter Ii 1. Use the drawing tool to circle the objects on the page that begin with the letter. 2. Click the Record button and say the objects that you circled. 3. Click the green check to submit! | Heavy or Light? Move the Emojis Heavy objects will make the scale sink. The light objects will rise up. 1. Tap add Add. 2. Look at the emojis. Which one is heavy? Which one is light? 3. Tap label Label and move the emojis to the correct boxes. The heavy one will make the scale sink. 4. Tap mic and tell about something you see that is heavy. Tell about something you see that is light. Heavy and Light | Sensory Play: Shaving Foam Follow along each page to complete your therapy session! Watch the video Click on the photo to add in any photos of you completing the activities. | See you on Thursday! Morning Circle - Onsite learners 1. add 2. move the cards into the boards. 3. Click check when you have finished. |

| | | | Use photo to take 2 photos of objects at your house. Put your photos on the scale. Show me which object is heavy and which object is light. Use move to match the labels to your picture. Use mic to tell me about your pictures. Tell me what is heavy? Tell me what is light. check when you are done. | | |
|--------------------|----------|--|--|--|--|
| Student B Emery | Goal | In a structured setting with visual and verbal prompts, Student B will consistently listen and respond to the communication and instruction of familiar adults within the classroom. | In a structured setting, with visual and verbal prompts, Student B will consistently collect peoples choices and follow instructions to create a data display. | Student D's Birthday Celebration Today is Student D's Birthday. We will have a Webex to celebrate at 9:30am. https://eduvic.webex. com/eduvic/j.php?MT ID=m205d1ed8c91c1e a1bfb8407dd3834b0f We will sing Happy Birthday and have a whole class chat. | Hi everyone! You are all invited to a Lunch Dance Party happening this Thursday, 2nd of September, for 5 classes combined! Yes! You read that right! Classes 101, 102, 103, 105 and 106 will get together for lunch over Webex and share awesome dance moves! Click on the Webex Link below to join and dance the day away! https://eduvic.webex.com/eduvic/j.php?MT ID=m8b8a1154c84c28 248c848df106ead947 |
| | Activity | I Spy Letter li | Heavy or Light? Move the Emojis | Sensory Play: Shaving | Morning Circle - |
| | | | | Foam | Onsite learners |

| | | Use the drawing tool to circle the objects on the page that begin with the letter. Click the Record button and say the objects that you circled. Click the green check to submit! | Heavy objects will make the scale sink. The light objects will rise up. 1. Tap add Add. 2. Look at the emojis. Which one is heavy? Which one is light? 3. Tap label Label and move the emojis to the correct boxes. The heavy one will make the scale sink. 4. Tap mic and tell about something you see that is heavy. Tell about something you see that is light. | Follow along each page to complete your therapy session! Watch the video Click on the photo to add in any photos of you completing the activities. | add move the cards into the boards. Click check when you have finished. |
|------------------|------|---|--|--|---|
| | | | add Use photo to take 2 photos of objects at your house. Put your photos on the scale. Show me which object is heavy and which object is light. Use move to match the labels to your picture. Use mic to tell me about your pictures. Tell me what is heavy? Tell me what is light. check when you are done. | | |
| Student D Sat | Goal | In a structured setting, with visual and verbal prompts, Student D will consistently copy key actions of everyday songs and rhymes use during morning circle. | In a structured setting, with visual and verbal prompts, Student D will consistently follow instructions to arrange images into groups to create a data display. | Student D's Birthday Celebration Today is Student D's Birthday. We will have a Webex to celebrate at 9:30am. https://eduvic.webex. com/eduvic/j.php?MT ID=m205d1ed8c91c1e a1bfb8407dd3834b0f | Lunch Dance Party Hi everyone! You are all invited to a Lunch Dance Party happening this Thursday, 2nd of September, for 5 classes combined! Yes! You read that right! Classes 101, 102, 103, 105 and 106 will get together for lunch over Webex |

| | | | We will sing Happy Birthday and have a whole class chat. | and share awesome dance moves! Click on the Webex Link below to join and dance the day away! https://eduvic.webex. com/eduvic/j.php?MT ID=m8b8a1154c84c28 248c848df106ead947 See you on Thursday! |
|----------|--|--|--|--|
| Activity | 1. Use the drawing tool to circle the objects on the page that begin with the letter. 2. Click the Record button and say the objects that you circled. 3. Click the green check to submit! | Heavy objects will make the scale sink. The light objects will rise up. 1. Tap add Add. 2. Look at the emojis. Which one is heavy? Which one is light? 3. Tap label Label and move the emojis to the correct boxes. The heavy one will make the scale sink. 4. Tap mic and tell about something you see that is heavy. Tell about something you see that is light. Heavy and Light add Use photo to take 2 photos of objects at your house. Put your photos on the scale. Show me which object is heavy and which object is light. Use move to match the labels to your picture. Use mic to tell me about your pictures. Tell me what is heavy? Tell me what is light. | Sensory Play: Shaving Foam Follow along each page to complete your therapy session! Watch the video Click on the photo to add in any photos of you completing the activities. | Morning Circle 1. add 2. Watch the videos (Remember you don't need to watch every video if you don't want to). 3. move the cards into the boards. 4. Click check when you have finished. |

| | | | check when you are done. | | |
|--------|----------|---|--|--|---|
| Tanner | Goal | In a structured setting, with visual and verbal prompts, Tanner will consistently attend and respond to the use of a visual to support a question or instruction. | In a structured setting, with visual and verbal prompts, Tanner will consistently follow instructions to sort images into groups to create a data display. | Student D's Birthday Celebration Today is Student D's Birthday. We will have a Webex to celebrate at 9:30am. https://eduvic.webex. com/eduvic/j.php?MT ID=m205d1ed8c91c1e a1bfb8407dd3834b0f We will sing Happy Birthday and have a whole class chat. | Lunch Dance Party Hi everyone! You are all invited to a Lunch Dance Party happening this Thursday, 2nd of September, for 5 classes combined! Yes! You read that right! Classes 101, 102, 103, 105 and 106 will get together for lunch over Webex and share awesome dance moves! Click on the Webex Link below to join and dance the day away! https://eduvic.webex.com/eduvic/j.php?MT ID=m8b8a1154c84c28 248c848df106ead947 See you on Thursday! |
| | Activity | I Spy Letter Ii | Heavy or Light? Move the Emojis | Sensory Play: Shaving Foam | Morning Circle - Onsite learners |
| | | Use the drawing tool to circle the objects on the page that begin with the letter. Click the Record button and say the objects that you circled. Click the green check to submit! | Heavy objects will make the scale sink. The light objects will rise up. 1. Tap add Add. 2. Look at the emojis. Which one is heavy? Which one is light? 3. Tap label Label and move the emojis to the correct boxes. The heavy one will make the scale sink. | Follow along each page to complete your therapy session! Watch the video Click on the photo to add in any photos of | add move the cards into the boards. Click check when you have finished. |

| | 4. Tap mic and tell about something you see that is heavy. Tell about something you see that is light. | you completing the activities. |
|--|--|--------------------------------|
| | Heavy and Light 10 | |
| | add Use photo to take 2 photos of objects at your house. Put your photos on the scale. Show me which object is heavy and which object is light. Use move to match the labels to your picture. Use mic to tell me about your pictures. Tell me what is heavy? Tell me what is light. check when you are done. | |

| Friday 4 th Au | ugust | English (Reading and Viewing) | Maths (Number and Algebra) | | WebEx |
|---------------------------|----------|---|--|---------------------------------|-----------------------------|
| Riley Palmer | Goal | In a structured setting, with verbal and visual prompts, Riley will consistently answer "wh" questions related to the text. | In a structured setting, with visual and verbal prompts, Riley will consistently use concrete materials to solve simple addition and subtraction problems with collections up to 10 objects. | | |
| | Activity | Ending Sounds | Patterns | Sensory Walk - Flower Search | The Voice - 9:30am today |
| | | 1. Tap the green add add button | Drag and drop the shapes into the empty | | |
| | | 2. Press the play button to listen to the word. | boxes to complete the pattern. | 1. add | Woohoo! |
| | | 3. What is the ending sound? Use the pen | | 2. Watch the video. | Welcome to The |
| | | drawing tools to write the ending sound. | Subtraction bingo | 3. Ask an adult to take | Voice |
| | | 4. Complete each pages page | | you for a walk | Click on the link |
| | | 5. When you are done, tap the green check | 1. add | outside. | Join in and see how |
| | | check mark to send it to your teacher. | 2. Watch the video and use the bingo boards to | 4. Take a photo of | many chairs turn! |
| | | | mark off the numbers on your bingo boards. | each of the different | |
| | | | 3. check | flowers you find on | https://eduvic.webex. |
| | | | | your walk. | com/eduvic/j.php?MT |
| | | | | 5. Put your photos in | ID=m44b2b5414051e |
| | | | | the vases by moving | aedfbf031df1e0e33ab |

| Student C Shazhad | Goal | In a structured setting, with visual and verbal prompts Student C will consistently answer "wh" questions about the text. | In a structured setting, with visual and verbal prompts, Student C will consistently use concrete materials to solve simple addition and subtraction problems with collections up to 10 objects. | the photo to fill the box. 6. check | |
|----------------------|----------|--|---|--|---|
| | Activity | Ending Sounds Tap the green add add button Press the play button to listen to the word. What is the ending sound? Use the pen drawing tools to write the ending sound. Complete each pages page When you are done, tap the green check check mark to send it to your teacher. | Patterns Drag and drop the shapes into the empty boxes to complete the pattern. Subtraction bingo 1. add 2. Watch the video and use the bingo boards to mark off the numbers on your bingo boards. 3. check | Sensory Walk - Flower Search 1. add 2. Watch the video. 3. Ask an adult to take you for a walk outside. 4. Take a photo of each of the different flowers you find on your walk. 5. Put your photos in the vases by moving the photo to fill the box. 6. check | The Voice - 9:30am today Woohoo! Welcome to The Voice Click on the link Join in and see how many chairs turn! https://eduvic.webex. com/eduvic/j.php?MT ID=m44b2b5414051e aedfbf031df1e0e33ab |
| Viktor Maztalers | Goal | In a structured setting, with verbal and visual prompts, Viktor will consistently use the first 8 letters of the Little Learners Love Literacy Program (m,s,f,a,t,c,p,i) to sound out CVC words. | In a structured setting, with visual and verbal prompts, Viktor will consistently use concrete materials to represent addition and subtraction in up to 10. | | |
| | Activity | Ending Sounds Tap the green add add button Press the play button to listen to the word. What is the ending sound? Use the pen drawing tools to write the ending sound. Complete each pages page | Patterns Drag and drop the shapes into the empty boxes to complete the pattern. Subtraction bingo 1. add | Sensory Walk - Flower Search 1. add 2. Watch the video. 3. Ask an adult to take you for a walk outside. | The Voice - 9:30am today Woohoo! Welcome to The Voice Click on the link |

| | | 5. When you are done, tap the green check check mark to send it to your teacher. | Watch the video and use the bingo boards to mark off the numbers on your bingo boards. check | 4. Take a photo of each of the different flowers you find on your walk. 5. Put your photos in the vases by moving the photo to fill the box. 6. check | Join in and see how many chairs turn! https://eduvic.webex. com/eduvic/j.php?MT ID=m44b2b5414051e aedfbf031df1e0e33ab |
|------------------------|----------|--|--|--|--|
| Student A Majdancic | Goal | In a structured setting, with modeling verbal, visual prompts, Student A will consistently follow instructions to create two to three word phrases to communicate his needs or wants using his LAMP Words for Life device or spoken language. | In a structured setting, with visual and verbal prompts, Student A will consistently use concrete materials to represent addition and subtraction up to 10. | o. creek | |
| | Activity | 1. Tap the green add add button 2. Press the play button to listen to the word. 3. What is the ending sound? Use the pen drawing tools to write the ending sound. 4. Complete each pages page 5. When you are done, tap the green check check mark to send it to your teacher. | Patterns Drag and drop the shapes into the empty boxes to complete the pattern. Subtraction bingo 1. add 2. Watch the video and use the bingo boards to mark off the numbers on your bingo boards. 3. check | Sensory Walk - Flower Search 1. add 2. Watch the video. 3. Ask an adult to take you for a walk outside. 4. Take a photo of each of the different flowers you find on your walk. 5. Put your photos in the vases by moving the photo to fill the box. 6. check | The Voice - 9:30am today Woohoo! Welcome to The Voice Click on the link Join in and see how many chairs turn! https://eduvic.webex.com/eduvic/j.php?MT ID=m44b2b5414051e aedfbf031df1e0e33ab |
| Student B Emery | Goal | In a structured setting, with visual and verbal prompts, Student B will consistently identify the beginning sound for the first stage of Little Learners Love Literacy (m, s, f, a). | In a structured setting, with visual and verbal prompts, Student B will consistently identify numerals from one to ten and make collections to match. | | |
| | Activity | Tracing practice - letter I | Patterns | Sensory Walk - Flower Search | The Voice - 9:30am today |

| | | There are 3 pages to this activity | Drag and drop the shapes into the empty | | |
|-----------|----------|---|---|----------------------------|-----------------------|
| | | mere are a pages to and activity | boxes to complete the pattern. | 1. add | Woohoo! |
| | | 1) Page 1 - select the pen tool and choose a | soxes to complete the pattern. | 2. Watch the video. | Welcome to The |
| | | colour | Subtraction bingo | 3. Ask an adult to take | Voice |
| | | 2) Trace the letter I | Subtraction singo | you for a walk | Click on the link |
| | | 2) Trace the letter i | 1. add | outside. | Join in and see how |
| | | 3) Page 2 - select the pen tool and choose a | 2. Watch the video and use the bingo boards to | 4. Take a photo of | many chairs turn! |
| | | colour | mark off the numbers on your bingo boards. | each of the different | inally chairs turn: |
| | | 4) Trace the letter I and i | 3. check | flowers you find on | https://eduvic.webex. |
| | | 4) Trace the letter rand r | 3. CHECK | your walk. | com/eduvic/j.php?MT |
| | | 5) Page 3 - select the pen tool and choose a | | 5. Put your photos in | ID=m44b2b5414051e |
| | | colour | | the vases by moving | aedfbf031df1e0e33ab |
| | | 6) Trace the words | | I | aedibiosidiledessab |
| | | , | | the photo to fill the box. | |
| | | 7)Change to a pencil drawing or highlighter and | | | |
| | | colour the pictures 😛 | | 6. check | |
| | | BONUS: Get some flour or a piece of paper and | | | |
| | | practice the letter. | | | |
| | | Take a photo or video of yourself and send it | | | |
| | | in. | | | |
| | | Click check to add to your Journal | | | |
| | | | | | |
| | | You have finished. Well Done | | | |
| Student D | Goal | In a structured setting, with visual and verbal | In a structured setting, with visual and verbal | | |
| Sat | | prompts, Student D will consistently identify | prompts, Student D will consistently count a | | |
| | | the beginning sound for the first stage of Little | collection up to five using one-to-one | | |
| | | Learners Love Literacy (m, s, f, a, p, t, c, i). | correspondence. | | |
| | Activity | Tracing practice - letter I | Patterns | Sensory Walk - Flower | The Voice - 9:30am |
| | | | | Search | today |
| | | There are 3 pages to this activity | Drag and drop the shapes into the empty | | |
| | | | boxes to complete the pattern. | 1. add | Woohoo! |
| | | 1) Page 1 - select the pen tool and choose a | | 2. Watch the video. | Welcome to The |
| | | colour | Subtraction bingo | 3. Ask an adult to take | Voice |
| | | 2) Trace the letter I | | you for a walk | Click on the link |
| | | | 1. add | outside. | Join in and see how |
| | | 3) Page 2 - select the pen tool and choose a | 2. Watch the video and use the bingo boards to | 4. Take a photo of | many chairs turn! |
| | | colour | mark off the numbers on your bingo boards. | each of the different | |

| | | 4) Trace the letter I and i 5) Page 3 - select the pen tool and choose a colour 6) Trace the words 7)Change to a pencil drawing or highlighter and colour the pictures (2) BONUS: Get some flour or a piece of paper and practice the letter. Take a photo or video of yourself and send it in. Click check to add to your Journal You have finished. Well Done | 3. check | flowers you find on your walk. 5. Put your photos in the vases by moving the photo to fill the box. 6. check | https://eduvic.webex. com/eduvic/j.php?MT ID=m44b2b5414051e aedfbf031df1e0e33ab |
|-----------------|----------|---|---|--|---|
| Tanner Steur | Goal | In a structured setting, with visual and verbal prompts, Tanner will consistently identify the beginning sound and letter name for the first stage of Little Learners Love Literacy (m, s, f, a) | In a structured setting, with visual and verbal prompts, Tanner will consistently identify and order numbers from one to ten. | | |
| | Activity | Tracing practice - letter I There are 3 pages to this activity 1) Page 1 - select the pen tool and choose a colour 2) Trace the letter I 3) Page 2 - select the pen tool and choose a colour 4) Trace the letter I and i 5) Page 3 - select the pen tool and choose a colour 6) Trace the words 7)Change to a pencil drawing or highlighter and colour the pictures (2) | Patterns Drag and drop the shapes into the empty boxes to complete the pattern. Subtraction bingo 1. add 2. Watch the video and use the bingo boards to mark off the numbers on your bingo boards. 3. check | Sensory Walk - Flower Search 1. add 2. Watch the video. 3. Ask an adult to take you for a walk outside. 4. Take a photo of each of the different flowers you find on your walk. 5. Put your photos in the vases by moving the photo to fill the box. 6. check | The Voice - 9:30am today Woohoo! Welcome to The Voice Click on the link Join in and see how many chairs turn! https://eduvic.webex. com/eduvic/j.php?MT ID=m44b2b5414051e aedfbf031df1e0e33ab |

| BONUS: Get some flour or a piece of paper and practice the letter. Take a photo or video of yourself and send it in. | |
|---|--|
| Click check to add to your Journal | |
| You have finished. Well Done | |