

Monday 9 th August		English (speaking and listening)	Maths (number and Algebra)	Other (activity room)/(Morning circle)
	Goal	In a structured play setting, with visual and verbal prompts, [REDACTED] will consistently engage in a turn-taking activity in a small group.	In a structured setting, with visual and verbal prompts, [REDACTED] will consistently use concrete materials to solve simple addition and subtraction problems with collections up to 10 objects.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Do you want it? 1. Click add 2. Click on the mic to record your answers. 3. Look at the pictures and decide whether you would like it or not. 4. Record yourself saying "yes please" or "no thank you". 5. check	Spinner Subtraction - Take away from 10 1. add 2. Let's get your number. 👉 Click ▶ to make the wheel spin. 👉 Click to make it stop ⬛. ☑ This is your number! 3. pen write your number in the square $10 - \square =$ 4. move your number of lollies 🍭 to feed the hungry monster 🦖 5. pen write how many lollies 🍭 are left on the tens frame $10 - \square = \square$ 6. Go to the next page. 7. check	Activity room alternatives. 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.
Student C	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.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Do you want it? 1. Click add 2. Click on the mic to record your answers. 3. Look at the pictures and decide whether you would like it or not. 4. Record yourself saying "yes please" or "no thank you". 5. check	Spinner Subtraction - Take away from 10 1. add 2. Let's get your number. 👉 Click ▶ to make the wheel spin. 👉 Click to make it stop ⬛. ☑ This is your number! 3. pen write your number in the square $10 - \square =$ 4. move your number of lollies 🍭 to feed the hungry monster 🦖 5. pen write how many lollies 🍭 are left on the tens frame $10 - \square = \square$ 6. Go to the next page. 7. check	Activity room alternatives. 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.
[REDACTED]	Goal	In a familiar setting, with visual and verbal prompts, [REDACTED] 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, [REDACTED] will consistently use concrete	Morning Circle 1. add 2. Watch the videos

			materials to represent addition and subtraction in up to 10.	3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Do you want it? 1. Click add 2. Click on the mic to record your answers. 3. Look at the pictures and decide whether you would like it or not. 4. Record yourself saying "yes please" or "no thank you". 5. check	Spinner Subtraction - Take away from 10 1. add 2. Let's get your number. 👉 Click ▶ to make the wheel spin. 👉 Click to make it stop ●. ☑ This is your number! 3. pen write your number in the square $10 - \square =$ 4. move your number of lollies 🍭 to feed the hungry monster 🦖 5. pen write how many lollies 🍭 are left on the tens frame $10 - \square = \square$ 6. Go to the next page. 7. check	Activity room alternatives. 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.
Student A	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 use concrete materials to represent addition and subtraction up to 10.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	LAMP - Do you WANT IT? Click on the add button. Look at the picture on each page. Drag the tiles to say I WANT IT or I DON'T WANT IT. Note: For DON'T and WANT there are two steps. Drag both steps into the box. Click on check to send your work.	Spinner Subtraction - Take away from 10 1. add 2. Let's get your number. 👉 Click ▶ to make the wheel spin. 👉 Click to make it stop ●. ☑ This is your number! 3. pen write your number in the square $10 - \square =$ 4. move your number of lollies 🍭 to feed the hungry monster 🦖 5. pen write how many lollies 🍭 are left on the tens frame $10 - \square = \square$ 6. Go to the next page. 7. check	Activity room alternatives. 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.
Student B	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.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	The Farm Instruction Following and Questions 1-Start by clicking add 2-Listen to the position words	Counting with Peppa Pig 1. Count the number of each item in the cloud out loud	Activity room alternatives. 1. Start by bouncing while sitting on a gym ball, the edge of your bed or couch. Just remember to keep

		3-Have a look at the farm scene 4-Listen to the 2-step instructions 5-To follow the instructions, use the move to move the pictures to the correct place 6-Go to the next page to answer some 'wh' questions 7-use label to type your answers 8-Remember to click the check button when you are finished	2. drag move the number to the cloud 3. Go to page 2 4. Count the number of each pig in the box out loud 5. Drag move the number to the box 6. BONUS: mic record yourself counting out loud 7. check	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.
Student D	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 count a collection up to five using one-to-one correspondence.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Guided Play: Wiggly Woo Get ready for Wiggly woo! Click on the video video to begin playing. Follow along with the music and the actions!	Counting with Peppa Pig 1. Count the number of each item in the cloud out loud 2. drag move the number to the cloud 3. Go to page 2 4. Count the number of each pig in the box out loud 5. Drag move the number to the box 6. BONUS: mic record yourself counting out loud 7. check	Activity room alternatives. 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.
[REDACTED]	Goal	In a structured setting, with visual and verbal prompts [REDACTED] 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, [REDACTED] will consistently identify and order numbers from one to ten.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	The Farm Instruction Following and Questions 1-Start by clicking add 2-Listen to the position words 3-Have a look at the farm scene 4-Listen to the 2-step instructions 5-To follow the instructions, use the move to move the pictures to the correct place 6-Go to the next page to answer some 'wh' questions 7-use label to type your answers 8-Remember to click the check button when you are finished	Counting with Peppa Pig 1. Count the number of each item in the cloud out loud 2. drag move the number to the cloud 3. Go to page 2 4. Count the number of each pig in the box out loud 5. Drag move the number to the box 6. BONUS: mic record yourself counting out loud 7. check	Activity room alternatives. 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.

Tuesday 10 th August		English (Writing)	Maths	Other (Webex) / (Relationships and Sexuality)
	Goal	In a structured setting, with verbal and visual prompts,  will consistently spell and write CVC words such as sat, top and red.	In a structured setting, with visual and verbal prompts,  will consistently use concrete materials to solve simple addition and subtraction problems with collections up to 10 objects.	Tuesday 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?MTID=m25556b5ed58acfc9193b33e89101a65b 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	Finding the Initial Sound 1. add 2. Watch the video. 3. click on the picture to hear the word. 4. Use move to move the initial letter into the yellow square to spell the word. 5. check	Subtraction Worded Stories 1. add 2. Listen to the story on each page. 3. Cross out the number of items taken away. 4. Write the difference or how many you have left in the square. 5. Complete all of the pages. 6. check	Who is here to help? 1. Listen to the story book. 2. Click on each person that is here to help our class while we are at school and listen to their names. 3. Ask the people helping you today if you can take a photo of them and mic yourself saying their names. 4. check
Student C	Goal	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.	Tuesday 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?MTID=m25556b5ed58acfc9193b33e89101a65b 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	Finding the Initial Sound 1. add 2. Watch the video. 3. click on the picture to hear the word. 4. Use move to move the initial letter into the yellow square to spell the word. 5. check	Subtraction Worded Stories 1. add 2. Listen to the story on each page. 3. Cross out the number of items taken away. 4. Write the difference or how many you have left in the square. 5. Complete all of the pages. 6. check	Who is here to help? 1. Listen to the story book. 2. Click on each person that is here to help our class while we are at school and listen to their names. 3. Ask the people helping you today if you can take a photo of them and mic yourself saying their names. 4. check
	Goal	In a structured setting, with visual and verbal prompts,  will consistently isolate and 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,  will consistently use concrete materials to represent addition and subtraction in up to 10.	Tuesday 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?MTID=m25556b5ed58acfc9193b33e89101a65b 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	Finding the Initial Sound 1. add 2. Watch the video. 3. click on the picture to hear the word. 4. Use move to move the initial letter into the yellow square to spell the word. 5. check	Subtraction Worded Stories 1. add 2. Listen to the story on each page. 3. Cross out the number of items taken away. 4. Write the difference or how many you have left in the square. 5. Complete all of the pages. 6. check	Who is here to help? 1. Listen to the story book. 2. Click on each person that is here to help our class while we are at school and listen to their names. 3. Ask the people helping you today if you can take a photo of them and mic yourself saying their names. 4. check
Student A	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.	Tuesday 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?MTID=m25556b5ed58acfc9193b33e89101a65b 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	Student A's Name Writing 1. Click add 2. Use the pen to write your name between the lines. 3. Click on the black instruction letters to hear how to write each letter and remember to start on the green dot. 4. Use the pen to practice each letter of your name. 5. Use the pen to practice writing your whole name. 6. Use the pen to write your name between the lines. 7. check	Subtraction Worded Stories 1. add 2. Listen to the story on each page. 3. Cross out the number of items taken away. 4. Write the difference or how many you have left in the square. 5. Complete all of the pages. 6. check	Who is here to help? 1. Listen to the story book. 2. Click on each person that is here to help our class while we are at school and listen to their names. 3. Ask the people helping you today if you can take a photo of them and mic yourself saying their names. 4. check
Student B	Goal	In a structured setting, with verbal prompts Student B will consistently write his first name using correct letter formation and capitalization.	In a structured setting, with visual and verbal prompts, Student B will consistently identify numerals from one to ten and make collections to match.	Tuesday 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?MTID=m25556b5ed58acfc9193b33e89101a65b 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	Student B's Name Writing	Ordering the Washing	Who is here to help?

		1. Click add 2. Use the pen to write your name between the lines. 3. Click on the black instruction letters to hear how to write each letter and remember to start on the green dot. 4. Use the pen to practice each letter of your name. 5. Use the pen to practice writing your whole name. 6. Use the pen to write your name between the lines. 7. check	1. add 2. Look at the numbers on the clothes that have fallen on the floor. 3. Help me order them on the washing line starting with the smallest number to the biggest number. 4. check	1. Listen to the story book. 2. Click on each person that is here to help our class while we are at school and listen to their names. 3. Ask the people helping you today if you can take a photo of them and mic yourself saying their names. 4. check
Student D	Goal	In a structured setting with visual and verbal prompts Student D will consistently copy his name using correct letter formation and order.	In a structured setting, with visual and verbal prompts, Student D will consistently count a collection up to five using one-to-one correspondence.	Tuesday 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?MTID=m25556b5ed58acfc9193b33e89101a65b 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	Student D's Name Writing 1. Click add 2. Use the pen to write your name between the lines. 3. Click on the black instruction letters to hear how to write each letter and remember to start on the green dot. 4. Use the pen to practice each letter of your name. 5. Use the pen to practice writing your whole name. 6. Use the pen to write your name between the lines. 7. check	Moving the Bees 1. add. 2. Listen to the Five Little Bees song 3. Move bees to the hive. Make sure to count out loud as you move the bees. 4. check	Who is here to help? 1. Listen to the story book. 2. Click on each person that is here to help our class while we are at school and listen to their names. 3. Ask the people helping you today if you can take a photo of them and mic yourself saying their names. 4. check

	Goal	In a structured setting, verbal and visual prompts, [REDACTED] will consistently trace his name using an appropriate grip.	In a structured setting, with visual and verbal prompts, [REDACTED] will consistently identify and order numbers from one to ten.	Tuesday 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?MTID=m25556b5ed58acfc9193b33e89101a65b 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	[REDACTED]'s Name Writing 1. Click add 2. Use the pen to write your name between the lines. 3. Click on the black instruction letters to hear how to write each letter and remember to start on the green dot. 4. Use the pen to practice each letter of your name. 5. Use the pen to practice writing your whole name. 6. Use the pen to write your name between the lines. 7. check	Ordering the Washing 1. add 2. Look at the numbers on the clothes that have fallen on the floor. 3. Help me order them on the washing line starting with the smallest number to the biggest number. 4. check	Who is here to help? 1. Listen to the story book. 2. Click on each person that is here to help our class while we are at school and listen to their names. 3. Ask the people helping you today if you can take a photo of them and mic yourself saying their names. 4. check

Wednesday 11 th August		English (Reading and Viewing)	Maths (Measurement and Geometry)	Other (engine program) / (Morning Circle)
	Goal	In a structured setting, with verbal and visual prompts, [REDACTED] will consistently answer "wh" questions related to the text.	In a structured setting, with visual and verbal prompts, [REDACTED] 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.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Stage 3- Ned Tap add to start the activity Page 1: Listen to the vocabulary words you will see in the story.	Heavy and Light  1. add 2. Use photo to take 2 photos of objects at your house.	Engine Program: Balloons and Bubbles 1. add 2. click on the engine program headings to hear about them, then check in with your own engine.

		Then, following the pattern I read, we read, you read. Listen to each page being read, read each page with me, then read by yourself. Page 3: Use the mic to record yourself reading the story. Page 11: Use the mic to record yourself reading the heart words. Page 12: Use the mic to record yourself reading the speed sounds. Page 13: Use the label or mic to answer the questions. Page 16: Use the pencil to complete the worksheet. Tap check to submit your work.	3. Put your photos on the scale. 4. Show me which object is heavy and which object is light. 5. Use move to match the labels to your picture. 6. Use mic to tell me about your pictures. 7. Tell me what is heavy? Tell me what is light. 8. check	3. Use the pen to check in with your engine and mark it on the speedometer. 4. Try blowing and popping bubbles. 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try the balloon game. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check
Student C	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.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Stage 3- Ned Tap add to start the activity Page 1: Listen to the vocabulary words you will see in the story. Then, following the pattern I read, we read, you read. Listen to each page being read, read each page with me, then read by yourself. Page 3: Use the mic to record yourself reading the story. Page 11: Use the mic to record yourself reading the heart words. Page 12: Use the mic to record yourself reading the speed sounds. Page 13: Use the label or mic to answer the questions. Page 16: Use the pencil to complete the worksheet. Tap check to submit your work.	Heavy and Light  1. add 2. Use photo to take 2 photos of objects at your house. 3. Put your photos on the scale. 4. Show me which object is heavy and which object is light. 5. Use move to match the labels to your picture. 6. Use mic to tell me about your pictures. 7. Tell me what is heavy? Tell me what is light. 8. check	Engine Program: Balloons and Bubbles 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 blowing and popping bubbles. 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try the balloon game. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check
	Goal	In a structured setting, with verbal and visual prompts,  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,  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.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.

	Activity	Read the CVC 1. add 2. Use the pen tool to circle the word that matches the picture. Continue to the next slide. 3. check	Heavy and Light  1. add 2. Use photo to take 2 photos of objects at your house. 3. Put your photos on the scale. 4. Show me which object is heavy and which object is light. 5. Use move to match the labels to your picture. 6. Use mic to tell me about your pictures. 7. Tell me what is heavy? Tell me what is light. 8. check	Engine Program: Balloons and Bubbles 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 blowing and popping bubbles. 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try the balloon game. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check
Student A	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.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Letter F Sound 1. add 2. Take photos of 4 things you can find that start with the f sound. 3. Use the move to move the pictures into the correct categories. 4. check.	Wednesday's Schedule 1. add 2. Remember you can use the draft to come and go from this page 3. Read through your schedule for the day 4. As you complete your assigned work you can come back to this page and move the finished flag over the subject visual 5. check	Engine Program: Balloons and Bubbles 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 blowing and popping bubbles. 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try the balloon game. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check
Student B	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.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Letter F Sound 1. add	Wednesday's Schedule 1. add	Engine Program: Balloons and Bubbles 1. add

		2. Take photos of 4 things you can find that start with the f sound. 3. Use the move to move the pictures into the correct categories. 4. check.	2. Remember you can use the draft to come and go from this page 3. Read through your schedule for the day 4. As you complete your assigned work you can come back to this page and move the finished flag over the subject visual 5. check	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 blowing and popping bubbles. 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try the balloon game. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check
Student D	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.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Letter F Sound 1. add 2. Take photos of 4 things you can find that start with the f sound. 3. Use the move to move the pictures into the correct categories. 4. check.	Wednesday's Schedule 1. add 2. Remember you can use the draft to come and go from this page 3. Read through your schedule for the day 4. As you complete your assigned work you can come back to this page and move the finished flag over the subject visual 5. check	Engine Program: Balloons and Bubbles 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 blowing and popping bubbles. 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try the balloon game. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check
	Goal	In a structured setting, with visual and verbal prompts,  will consistently identify the beginning sound and letter name for the first stage of Little Learners Love Literacy (m, s, f, a)	In structured settings, with visual and verbal prompts,  will consistently create and use individual visual schedules to complete activities and events throughout the day.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Letter F Sound 1. add 2. Take photos of 4 things you can find that start with the f sound. 3. Use the move to move the pictures into the correct categories.	Wednesday's Schedule 1. add 2. Remember you can use the draft to come and go from this page 3. Read through your schedule for the day	Engine Program: Balloons and Bubbles 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. check.	4. As you complete your assigned work you can come back to this page and move the finished flag over the subject visual 5. check	4. Try blowing and popping bubbles. 5. Move the visuals to show whether it made your engine run faster or slower. 6. Try the balloon game. 7. Move the visuals to show whether it made your engine run faster or slower. 8. Relaxation. 9. check
--	--	-----------	---	---

Thursday 12 th August		English (speaking and listening)	Maths (Statistics and probability)	Other (Webex)
	Goal	In a structured play setting, with visual and verbal prompts,  will consistently engage in a turn-taking activity in a small group.	In a structured setting, with visual and verbal prompts,  will consistently construct and follow an individual schedule.	Thursday 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?MTID=mec e3296bcd2c71264d959967a6f265ce 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	Thank You Thursday - add - Use the drawing tool to write the name of a person you want to thank at the top of the page. - Use the :camera: button to record a video message of yourself saying thank you to that person, dont forget to say why you would like to thank them. - check	Make a graph and read the data - Online Game - Click the link to the online game - Play the game. - Come back and click add - Press the mic and let me know if the game was too easy, too hard or just right for you. - check	Yoga Photos. - add - Try to hold each Yoga move for 20 seconds. If you have someone to help you ask them to take a photo of you in each pose and Upload it over the picture of the pose. - check
Student C	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.	Thursday 101 Class Webex Your WebEx Video Meeting for Class 101 starts today at 9:30am.

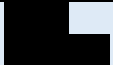
				Just a reminder that this meeting is a platform for students to connect with their teachers and engage socially with their peers. If parents need to make contact with their child's teacher, please use usual contact methods. Click the link below to join the meeting. https://eduvic.webex.com/eduvic/j.php?MTID=mec e3296bcd2c71264d959967a6f265ce 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	Thank You Thursday 1. add 2. Use the drawing tool to write the name of a person you want to thank at the top of the page. 3. Use the :camera: button to record a video message of yourself saying thank you to that person, dont forget to say why you would like to thank them. 4. check	Make a graph and read the data - Online Game 1. Click the link to the online game 2. Play the game. 3. Come back and click add 4. Press the mic and let me know if the game was too easy, too hard or just right for you. 5. check	Yoga Photos. 1. add 2. Try to hold each Yoga move for 20 seconds. If you have someone to help you ask them to take a photo of you in each pose and Upload it over the picture of the pose. 3. check
	Goal	In a familiar setting, with visual and verbal prompts,  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,  will consistently construct and follow an individual schedule.	Thursday 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?MTID=mec e3296bcd2c71264d959967a6f265ce 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	Thank You Thursday 1. add	Letters & Numbers Sorting 1. add	Yoga Photos. 1. add

		2. Use the drawing tool to write the name of a person you want to thank at the top of the page. 3. Use the :camera: button to record a video message of yourself saying thank you to that person, dont forget to say why you would like to thank them. 4. check	2. Use the move tool to drag the letters or numbers then drop it in the correct jar. 4. check	2. Try to hold each Yoga move for 20 seconds. If you have someone to help you ask them to take a photo of you in each pose and Upload it over the picture of the pose. 3. check
Student A	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.	Thursday 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?MTID=mec e3296bcd2c71264d959967a6f265ce 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	Thank You Thursday 1. add 2. Use the drawing tool to write the name of a person you want to thank at the top of the page. 3. Use the :camera: button to record a video message of yourself saying thank you to that person, dont forget to say why you would like to thank them. 4. check	Letters & Numbers Sorting 1. add 2. Use the move tool to drag the letters or numbers then drop it in the correct jar. 4. check	Yoga Photos. 1. add 2. Try to hold each Yoga move for 20 seconds. If you have someone to help you ask them to take a photo of you in each pose and Upload it over the picture of the pose. 3. check
Student B	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.	Thursday 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?MTID=mec e3296bcd2c71264d959967a6f265ce 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	Thank You Thursday 1. add 2. Use the drawing tool to write the name of a person you want to thank at the top of the page. 3. Use the :camera: button to record a video message of yourself saying thank you to that person, dont forget to say why you would like to thank them. 4. check	Letters & Numbers Sorting 1. add 2. Use the move tool to drag the letters or numbers then drop it in the correct jar. 4. check	Yoga Photos. 1. add 2. Try to hold each Yoga move for 20 seconds. If you have someone to help you ask them to take a photo of you in each pose and Upload it over the picture of the pose. 3. check
Student D	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.	Thursday 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?MTID=mec e3296bcd2c71264d959967a6f265ce 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	Thank You Thursday 1. add 2. Use the drawing tool to write the name of a person you want to thank at the top of the page. 3. Use the :camera: button to record a video message of yourself saying thank you to that person, dont forget to say why you would like to thank them.	Letters & Numbers Sorting 1. add 2. Use the move tool to drag the letters or numbers then drop it in the correct jar. 4. check	Yoga Photos. 1. add 2. Try to hold each Yoga move for 20 seconds. If you have someone to help you ask them to take a photo of you in each pose and Upload it over the picture of the pose. 3. check

		4. check		
	Goal	In a structured setting, with visual and verbal prompts, 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, will consistently follow instructions to sort images into groups to create a data display.	Thursday 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?MTID=mec e3296bcd2c71264d959967a6f265ce 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	Thank You Thursday 1. add 2. Use the drawing tool to write the name of a person you want to thank at the top of the page. 3. Use the :camera: button to record a video message of yourself saying thank you to that person, dont forget to say why you would like to thank them. 4. check	Letters & Numbers Sorting 1. add 2. Use the move tool to drag the letters or numbers then drop it in the correct jar. 4. check	Yoga Photos. 1. add 2. Try to hold each Yoga move for 20 seconds. If you have someone to help you ask them to take a photo of you in each pose and Upload it over the picture of the pose. 3. check

Friday 13 th August		English (Reading and Viewing)	Maths (Statistics and probability)	Other (Morning Circle) / (Financial Maths)
	Goal	In a structured setting, with verbal and visual prompts, will consistently answer "wh" questions related to the text.	In a structured setting, with visual and verbal prompts, will consistently construct and follow an individual schedule.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Listening Walk 1. Watch the video and listen to the book 'The Listening Walk'. 2. Sit outside in your backyard or on a walk with an adult and do your own listening walk (take a piece	Diary Writing for Week 6 1. add 2. Click on each visual picture to hear when will be assigned to you. 3. Use the move tool to place it on the diary page under the correct day.	Shopping with coins 1. add 2. Use the move tool to label the coins. 3. Use the move to order the coins from the least amount to the most amount of money.

		of paper and a pencil to record what sounds you hear) 3. add 4. Take a picture of the things you have drawn and upload them on to seesaw. 5. check	4. Repeat for each visual picture 5. check	4. Use the move tool to pay for each item by moving the coin into the blue box. 5. check
Student C	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 answer yes/no questions that relate to a data display.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Listening Walk 1. Watch the video and listen to the book 'The Listening Walk'. 2. Sit outside in your backyard or on a walk with an adult and do your own listening walk (take a piece of paper and a pencil to record what sounds you hear) 3. add 4. Take a picture of the things you have drawn and upload them on to seesaw. 5. check	Diary Writing for Week 6 1. add 2. Click on each visual picture to hear when will be assigned to you. 3. Use the move tool to place it on the diary page under the correct day. 4. Repeat for each visual picture 5. check	Shopping with coins 1. add 2. Use the move tool to label the coins. 3. Use the move to order the coins from the least amount to the most amount of money. 4. Use the move tool to pay for each item by moving the coin into the blue box. 5. check
	Goal	In a structured setting, with verbal and visual prompts,  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,  will consistently construct and follow an individual schedule.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Listening Walk 1. Watch the video and listen to the book 'The Listening Walk'. 2. Sit outside in your backyard or on a walk with an adult and do your own listening walk (take a piece of paper and a pencil to record what sounds you hear) 3. add 4. Take a picture of the things you have drawn and upload them on to seesaw. 5. check	Diary Writing for Week 6 1. add 2. Click on each visual picture to hear when will be assigned to you. 3. Use the move tool to place it on the diary page under the correct day. 4. Repeat for each visual picture 5. check	Shopping with coins 1. add 2. Use the move tool to label the coins. 3. Use the move to order the coins from the least amount to the most amount of money. 4. Use the move tool to pay for each item by moving the coin into the blue box. 5. check
Student A	Goal	In a structured setting, with modeling verbal, visual prompts, Student A will consistently follow instructions to create two to three word phrases to	In a structured setting, with visual and verbal prompts, Student A will consistently choose pictures to add to class data displays.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards.

		communicate his needs or wants using his LAMP Words for Life device or spoken language.		4. Click check when you have finished.
	Activity	Listening Walk 1. Watch the video and listen to the book 'The Listening Walk'. 2. Sit outside in your backyard or on a walk with an adult and do your own listening walk (take a piece of paper and a pencil to record what sounds you hear) 3. add 4. Take a picture of the things you have drawn and upload them on to seesaw. 5. check	Diary Writing for Week 6 1. add 2. Click on each visual picture to hear when will be assigned to you. 3. Use the move tool to place it on the diary page under the correct day. 4. Repeat for each visual picture 5. check	Shopping with coins 1. add 2. Use the move tool to label the coins. 3. Use the move to order the coins from the least amount to the most amount of money. 4. Use the move tool to pay for each item by moving the coin into the blue box. 5. check
Student B	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 collect peoples choices and follow instructions to create a data display.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Listening Walk 1. Watch the video and listen to the book 'The Listening Walk'. 2. Sit outside in your backyard or on a walk with an adult and do your own listening walk (take a piece of paper and a pencil to record what sounds you hear) 3. add 4. Take a picture of the things you have drawn and upload them on to seesaw. 5. check	Diary Writing for Week 6 1. add 2. Click on each visual picture to hear when will be assigned to you. 3. Use the move tool to place it on the diary page under the correct day. 4. Repeat for each visual picture 5. check	Shopping with coins 1. add 2. Use the move tool to label the coins. 3. Use the move to order the coins from the least amount to the most amount of money. 4. Use the move tool to pay for each item by moving the coin into the blue box. 5. check
Student D	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 a structured setting, with visual and verbal prompts, Student D will consistently follow instructions to arrange images into groups to create a data display.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Listening Walk 1. Watch the video and listen to the book 'The Listening Walk'. 2. Sit outside in your backyard or on a walk with an adult and do your own listening walk (take a piece of paper and a pencil to record what sounds you hear) 3. add	Diary Writing for Week 6 1. add 2. Click on each visual picture to hear when will be assigned to you. 3. Use the move tool to place it on the diary page under the correct day. 4. Repeat for each visual picture 5. check	Shopping with coins 1. add 2. Use the move tool to label the coins. 3. Use the move to order the coins from the least amount to the most amount of money. 4. Use the move tool to pay for each item by moving the coin into the blue box. 5. check

		4. Take a picture of the things you have drawn and upload them on to seesaw. 5. check		
	Goal	In a structured setting, with visual and verbal prompts, [REDACTED] 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, [REDACTED] will consistently follow instructions to sort images into groups to create a data display.	Morning Circle 1. add 2. Watch the videos 3. move the cards into the boards. 4. Click check when you have finished.
	Activity	Listening Walk 1. Watch the video and listen to the book 'The Listening Walk'. 2. Sit outside in your backyard or on a walk with an adult and do your own listening walk (take a piece of paper and a pencil to record what sounds you hear) 3. add 4. Take a picture of the things you have drawn and upload them on to seesaw. 5. check	Diary Writing for Week 6 1. add 2. Click on each visual picture to hear when will be assigned to you. 3. Use the move tool to place it on the diary page under the correct day. 4. Repeat for each visual picture 5. check	Shopping with coins 1. add 2. Use the move tool to label the coins. 3. Use the move to order the coins from the least amount to the most amount of money. 4. Use the move tool to pay for each item by moving the coin into the blue box. 5. check