

Self-Contained Special Education K-2 Syllabus
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Lake Forest Elementary 2019-2020
Room 404

Daily Schedule:

8:15-8:30: WIN Time
8:25-8:45: Social Skills
8:45-9:05: Calendar Math
9:05-9:20: Language and Word Study
9:20-10:20: Reading Workshop (2 reading group rotations)
10:20-10:45: Lunch
10:50-11:00: Interactive Read Aloud
11:00-11:30: Writing Workshop
11:35-11:55: Recess/Physical Activity
12:00-12:45: 1st Grade Math
 12:30-Kindergarten math activity/reinforcement
12:30-1:15: Kindergarten related arts
 12:45-1:15-1st grade social studies/science
1:20-2:05: 1st Grade related arts
 1:20-1:50: Kindergarten Math
 1:50-2:15: Kindergarten Science/Social Studies
2:20: Prepare for Dismissal
2:30: Dismissal

Units of Instruction:

Reading/Writing/Phonics (ELA):

SPIRE is a reading intervention program that increases students' reading skills through explicit teacher-led instruction, a 10-step lesson model, and multisensory teaching. Lessons consist of a review of letters and sounds, phonological awareness, word building, decoding and sentence reading, reading, sound dictation, spelling, and sentence dictation. Students complete workbook pages for comprehension and vocabulary. Students will be placement tested to determine where they place in the program and will receive instruction through the SPIRE program daily.

Sounds Sensible is a program for beginning readers that builds the foundational skills of reading through a series of listening, rhyming, segmentation, and dictation to teach the letters, sounds, and letter-sound relationships. Kindergarten students will receive daily instruction through the Sounds Sensible program.

Additional reading instruction is also provided, based on general education standards and the students' individual instructional levels. Students in 1st and 2nd grade will participate in guided reading groups. Kindergarten will begin guided reading groups later in the school year. First and second grade students will work on 3-5 spelling words and 1 word family per week. They will be tested each Friday. Spelling words are listed in the newsletter each week. Kindergarten focuses on one popcorn word per week and is also tested on Fridays. Word families are introduced to kindergarten around March.

Kindergarten Popcorn Words:

<input type="checkbox"/> a	<input type="checkbox"/> me
<input type="checkbox"/> he	<input type="checkbox"/> we
<input type="checkbox"/> at	<input type="checkbox"/> go
<input type="checkbox"/> in	<input type="checkbox"/> on
<input type="checkbox"/> see	<input type="checkbox"/> the
<input type="checkbox"/> an	<input type="checkbox"/> like
<input type="checkbox"/> I	<input type="checkbox"/> my
<input type="checkbox"/> so	<input type="checkbox"/> you
<input type="checkbox"/> and	<input type="checkbox"/> do
<input type="checkbox"/> is	<input type="checkbox"/> come
<input type="checkbox"/> it	<input type="checkbox"/> of
<input type="checkbox"/> to	<input type="checkbox"/> for
<input type="checkbox"/> can	<input type="checkbox"/> that
<input type="checkbox"/> up	<input type="checkbox"/> was
<input type="checkbox"/> am	<input type="checkbox"/> are

Additional reading and phonics instruction includes spelling, word families, and reading comprehension. We do a daily read-aloud, and writing is incorporated and integrated throughout all subjects.

Math:

Students in 1st and 2nd grade will receive instruction from the 1st grade curriculum standards, as well as the SRA direct instruction Connecting Math Concepts (CMC) program. This scripted program includes concepts such as counting, one-to-one correspondence, addition, and subtraction, in which students complete a lesson and workbook page approximately every 2 days. There is constant review and repetition as we move through the lessons. Each student is placement tested to determine their starting point.

Kindergarten students receive instruction from the kindergarten general education math units.

Kindergarten Math Units (in the order of introduction):

Identifying and Describing 2-d Shapes
Classifying 2 and 3-Dimensional Shapes
Rote counting/understanding amount counted
Writing and representing numbers 1-10
Classifying and Counting Objects
Rote Counting to 50 and representing 20 objects
Comparing numbers
Understanding and Representing Addition and Subtraction to 5
Adding and Subtracting within 5
Describing/comparing measurable attributes
Composing 10
Understanding Adding and Subtracting within 10
Counting to 100 by ones and tens
Developing Foundations of Place Value
Modeling Shapes
Solving Problems and Demonstrating Fluency

1st Grade Math Units (in the order of introduction):

Ten Ones Make a Ten
Developing Addition/Subtraction Strategies
Exploring Quantities to 100
Measuring, Ordering, and Comparing Lengths
Using Data to Add/Subtract within 20
Telling Time to the Hour and Half Hour
Distinguishing Attributes of Shapes and Patterns
Extending Addition and Subtraction Strategies to 20 and Story Problems
Place Value
Adding Multiples of 10
Composing Shapes
Understanding the Equal Sign
Understanding Place Value to Add/Subtract

Applying Properties of Operations to Add 3 Addends
Finding Equal Shares of Shapes
Identifying Coins

Social Skills:

We integrate social skills throughout our daily routines, but we also focus on a new social skill each week through video modeling, teacher modeling, peer role playing, literature, and personal experiences. Additionally, we will use the Zones of Regulation program and the Social Thinking curriculum to enhance and develop social skills. The intention of focusing on specific social skills is to assist students with generalizing these behaviors and appropriate interactions to their own personal experiences. The skills we will focus on include but are not limited to: **being a kind friend, using personal space, asking for help, understanding feelings/emotions, starting a conversation with friends, being a respectful listener, greetings and goodbyes, playing appropriately with friends: sharing, taking turns, and not interrupting/waiting our turn.**

Social Studies/Science/Themes:

Social studies and science are integrated throughout each day through read-alouds and group discussions, and they follow a theme each week. We incorporate the Kindergarten themes/units as our weekly areas of focus. Students will mainstream in the general education classroom for science/social studies as indicated on their IEP.

South Carolina College and Career Ready Standards:

Because this class is a multi-grade class, we pull from the ELA and Math general education state standards when planning instruction. A complete listing of standards can be accessed through South Carolina State Department website:
<http://ed.sc.gov/instruction/standards-learning/>

Evaluation of Student Progress

Students will be evaluated according to progress towards their individual IEP goals. The following descriptions will be used on progress reports every 9 weeks to explain student progress towards IEP goals along with supporting data:

NI: Not Introduced

MP: Minimal Progress

SP: Satisfactory Progress

M: Mastered

NM: Not Mastered

Kindergarten and 1st grade students will also receive standards-based report cards according to their grade level every quarter according to the following scale:

M: The student **consistently meets or exceeds end-of-year** expectations for this standard.

P: The student shows **expected growth/progress** in meeting this end-of-year standard.

B: The student is **beginning to progress** toward meeting this end-of-year standard.

N: The student **needs intensive support** at school and home to develop this end-of-year standard.

2nd Grade:

2nd grade students will receive grades based on the school-wide grading scale:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

U: 59 or below

Homework Policy

In our classroom, most work is very guided and completed in class, so homework is very limited. Each week, all students will get a new baggie book to read and review at home for 10-15 minutes a night. Parents will sign the reading log and return each Friday. 1st and 2nd grade students have spelling homework each night where they choose an item to complete from the spelling menu, including: writing the words 3 times each, rainbow writing the words, writing sentences, and taking a practice spelling test. Spelling words must be reviewed each night so students are prepared for the weekly tests on Fridays.

Kindergarten students will practice weekly sight word recognition with their flashcards as the words are introduced.

Parents can always help their child by practicing writing their name, letter and sound identification, rote counting, number recognition, and one-to-one correspondence with various objects. Parents can help reinforce the concepts learned in class by reviewing the work students bring home each week.

****Homework should not exceed 20 minutes each night.****

Classroom Management Plan:

Our behavior system is a system of checks. Positive behavior choices will be reviewed each day. If students get off-track, they will receive a warning, and positive behavior choices will be reviewed in the classroom. At the end of the day, students who have displayed positive behavior, completed work, and made positive choices throughout the day will receive a check. Students who continue to have difficulty throughout the day will not earn a check. At the end of the week, students with 4 or more checks can visit the prize box.

Behavior will be communicated to parents on their child's daily behavior chart through the check system so they are aware of how their child does at school on a daily basis. A brief note will be sent home each day to communicate about your child's day.

- ✓ means your child followed all classroom and school-wide expectations, stayed on task, completed work, and was kind to others. This is our daily goal!
- ✓+ means your child exceeded daily expectations!
- ✓- means your child needed continued redirection, had difficulty keeping their hands to themselves, may not have completed all work, or had difficulty following expectations.

****Individualized behavior charts/plans will be developed/implemented on a case by case or as needed basis, depending on student needs.**

School-Wide Positive Behavior System (PBIS)

Lake Forest Elementary vision is "Taking Pride in Learning."

The mission of Lake Forest Elementary School is to provide a nurturing, student-centered learning environment where students are empowered to learn about the world, persevere through challenges, and develop positive character traits.

At Lake Forest, we use PBIS (Positive Behavior Intervention and Supports). PBIS is a proactive approach to school-wide discipline. It promotes maximizing student engagement through the implementation of prevention and intervention strategies. Students have the opportunity to earn individual and classroom PRIDE bucks by following the below PRIDE expectations. Students and classrooms can earn a variety of rewards for the PRIDE bucks they have earned. Resource students will be provided the opportunity to spend the PRIDE bucks they earn at the Resource store or to purchase a ticket to the Resource party. The Resource classroom will have two parties in the school year; one at the end of the first quarter and the second at the end of the school year. If students are not following PRIDE expectations, they may receive a Reflection Form, Minor Incident Report, or Referral depending on the severity and/or frequency of the behavior.

PRIDE Expectations

	Classroom	Cafeteria	Hallways	Bathroom	Bus
Positive	Be a positive role model Be a good	Eat for energy	Smile Silent wave	Wait your turn	Be a positive role model

	sport				
Respectful	Speak and listen kindly to others Follow directions Keep hands/feet / objects to yourself Clean up after yourself	Speak clearly and politely with cafeteria staff Keep hands/feet / objects to yourself Clean up after yourself	S & Q straight and quiet Keep hands/feet / objects to yourself	Use bathroom quickly and quietly Keep hands/feet / objects to yourself Clean up after yourself	Speak and listen kindly to others Follow directions Keep hands/feet / objects to yourself Clean up after yourself
Involved	Participate in my learning Complete my work	First 10 minutes of lunch are for eating	Remember others' personal space	Wash your hands	Look out for others
Determined	Try and try again Be prepared at the start of the lesson	Use table manners	Keep up with your class	Flush after use	Safety first
Effort	Ask for help Do your best work	Be prepared to order	Walk safely	Use only what you need	Sit correctly

Specific classroom expectations for our class are as follows:

- We try our best.
- We keep our hands to ourselves.
- When the teacher is talking, we are listening.
- We use kind words.
- We use walking feet.
- We take care of our things.

Procedures for Non-Instructional Routines

Morning Routines: Students are expected to enter the classroom quietly, make a lunch choice by putting their name stick in the cup of their choice, hang up their bookbags, and put their blue folders in the basket. They will then select a morning tub to engage with while watching LFTV and waiting for the day to begin.

Restroom/Water: We have a bathroom in our classroom, and students are allowed to use the restroom as often as needed. Students are also allowed to get water from the water fountain as often as needed. Individual bathroom schedules/routines are implemented as needed. Students are expected to use the bathroom without playing and to wash/dry their hands afterwards.

Recess/Physical Activity: Recess is 20 minutes each day. Students are expected to play appropriately by keeping their hands to themselves and following teacher directives on the playground. Students go to recess with their same-age peers from the general education classes.

Transitions: During transitional times, students must listen to the teacher and move quickly to the designated area to begin their work. Picture cues, visual timers, and bells are used as reminders for appropriate behavioral expectations.

Communication with Parents

Completed student work will be sent home on Mondays in your child's blue communication folder. We will write notes on this work as to how much assistance or how independently your child completed each assignment. Your child's communication folder needs to come to and from school **every day**.

Parents will be informed of their child's behavior on a daily basis through a monthly behavior calendar. Notes will be sent home on the behavior charts to inform parents of both positive and negative experiences in the classroom. Phone calls and e-mail are other ways I often communicate with parents. Parents are welcome to call, e-mail, or send a message through Remind at any time if they have any questions or concerns about their child.

We will have fall conferences towards the middle of October, and we will meet for each child's annual review of his/her IEP before the IEP ending date.

In addition to the daily behavior charts, a weekly newsletter will be posted on the class website and either e-mailed or sent home each Monday for parents to read about what we are doing in school each week. This newsletter also includes reminders and important upcoming dates.

Mrs. Fogleman's Contact Information:

E-mail: kfogleman@greenville.k12.sc.us

Phone: 355-4013

Remind Link: [rmd.at/cg9k3](https://remind.com/join/rmd.at/cg9k3)

Website: <https://sites.google.com/greenvilleschools.us/kfogleman>