

Matrix/Co-lesson Planning for Embedding Instruction

| Routine of the Day | Child 1 | Child 2 | Curriculum Modifications |
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| Arrival (morning tubs)  8:25-9:00 | Requesting assistance when needed for tasks |  | Will provide sign or picture as needed |
| Breakfast (in class)  9:00-9:15 |  |  |  |
| Circle  9:15-9:30 | Requesting assistance when needed for tasks |  | Will provide sign or picture as needed |
| Small Group  9:30-9:45 |  |  |  |
| Specials (P.E., Music or Art, Library, Computer)  9:45-10:15 | Participate in student and teacher led activities to match, identify and sort colors |  | Begin with 3 colors until mastery then gradually add colors until child has mastered at least 8 |
| Bathroom  10:15-10:30 | Requesting assistance when needed for tasks  Remain unsoiled and dry throughout the day |  | -Will provide sign or picture as needed  -ask child every hour if she needs to go to bathroom. Create a schedule for child to self-monitor throughout the day |
| Circle (story/short lesson/Mighty Minutes)  10:30-10:40 | Participate in student and teacher led activities to match, identify and sort colors. |  | Begin with 3 colors until mastery then gradually add colors until child has mastered at least 8 |
| Centers  10:45-11:30 | Participate in student and teacher led activities to match, identify and sort colors |  | Begin with 3 colors until mastery then gradually add colors until child has mastered at least 8 |
| Recess  11:30-11:50 |  |  |  |
| Lunch  12:15-12:45 | Requesting assistance when needed for tasks |  | Will provide sign or picture as needed |
| Bathroom & Nap  12:45-2:30 | Requesting assistance when needed for tasks |  | Will provide sign or picture as needed |
| Wake-Up/Snack  2:30-3:00 |  |  |  |
| Dismissal  3:25 |  |  |  |

Suggestions:

* Make each child’s goals (objective) color coordinated so that it will be easily identified throughout the day).
* Prioritize as to when it is the best time (most logical) of day to work on that particular objective (maximizing child’s attention, mood, distractibility, etc)
* Plan ahead (have data sheets ready-on data days. Not every day is data day). Have materials at hand, know which book you will read-post-it notes with questions pre-written, manipulatives you will use, peers you want to have nearby, etc..
* Rotate your activities and where you work on your objectives. For example, don’t always work on “answering wh questions for story time” during large group story time. Mix it up. Use Social Stories, make up stories on the way to lunch or on the bus or use a picture sequencing cards, nursery rhymes that have a beginning, middle and end.
* Change out the peers you pair up your students with disabilities with. They need to hear and work with a variety of peers, even the ones who are struggling cognitively. Even those peers can use your help as well.
* Follow the child’s lead, not everything needs to be a teacher-directed activity.
* Always consider the child’s abilities, priorities, skills, preferences and support needs first