1st Grade
Special
Education
Practice
## Special Education Support

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<th>Subject</th>
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| Reading Fluency          | 1. Day 1: Cold Read: Set a timer for 1 minute, ask the student to read for one minute and mark the text where they stop. After they have marked where they stopped, read the passage aloud to the student.  
2. Day 2: Choral Read: Have the student and another person read the passage together.  
3. Day 3: Practice: Set the timer for 1 minute and ask the student to read the passage for marking where they stop.  
4. Day 4: Practice: Repeat the steps for Day 3.  
5. Day 5: Hot Read: Set the timer for 1 minute, ask the student to read for one minute and mark the text where they stopped. After multiple days of practice, the student should see that they can read farther and with less errors. |
| Reading Comprehension    | 1. Ask the student to read the text and use a writing tool to code the text using the symbols below.  
   - ! - surprising facts  
   - ? - questions they had about the event  
   - * - important information  
   - L - information that tells the location of the event  
   - P - information that describes the place of the event  
2. Ask students to share with you what they coded and why.  
3. Ask students to reread the text.  
4. Read aloud the questions to the students. Ask students to use what they read to answer the multiple choice questions. |
| Writing                  | After reading the text, use the steps below to answer the short answer questions.  
**K-5**  
   a. R: Restate the question  
   b. A: Answer all parts of the questions  
   c. C: Cite evidence from the text to support your answer.  
   d. E: Explain how the evidence from the text supports your answer  
**6-12**  
   a. Claim  
   b. Support  
   c. Evidence  
   d. Tie-in |
| Math Calculation | Encourage students to use the following to solve math problems:  
|                  | • Number lines  
|                  | • 100 charts  
|                  | • 200 charts  
|                  | • Multiplication charts  
|                  | • Formula sheets  
|                  | Choose the tool that students are most comfortable with and apply to their problems. |
| Math Problem Solving | 1. Read word problems to the student.  
|                      | 2. Ask the student to highlight or underline the important information in the problem that is needed to solve the problem.  
|                      | 3. Write a number sentence or equation to solve the problem.  
|                      | 4. Use the math tool necessary to solve the problem.  
|                      | • Number lines  
|                      | • 100 charts  
|                      | • 200 charts  
|                      | • Multiplication charts  
|                      | • Formula sheets |
I Need Shoes to Play Soccer

I need special shoes to play soccer.
I need special shoes that help me to run and stop fast.
Do I need slippers?
Slippers do not help me to run and stop fast.
Slippers will fall off when I run.
I need shoes that will not fall off when I run.
Do I need sneakers?
Sneakers are better shoes than slippers to play soccer.
They will not fall off when I run.
Sneakers will help me to run and stop fast.
I will wear sneakers to play soccer.
Chris was walking with Grandpa. "Let's have lunch," Grandpa said. "There is a restaurant across the street."

"That sounds good," said Chris. He started to cross the street.

"Wait!" cried Grandpa. "You should never walk into the street without looking! You should hold my hand, too."
"But I did not hear any cars coming," said Chris.

"It is still dangerous to cross the street without looking both ways first."

"I am sorry," said Chris.

Grandpa took Chris's hand. They looked both ways. There were no cars coming. Together, they walked safely across the street.
1. Why do Chris and his Grandpa need to cross the street?

   A. They are practicing how to cross the street safely.
   B. They see a friend across the street who they want to meet.
   C. They want to eat lunch at a restaurant on the other side of the street.

2. In this story about crossing the street, what do Chris and his grandpa do after they look both ways for cars?

   A. Chris and his grandpa stop to talk to a friend.
   B. Chris and his grandpa walk safely across the street.
   C. Chris and his grandpa listen for cars.

3. Chris crossed the street without looking when he did not hear any cars coming. Grandpa thinks this is unsafe. How do we know Grandpa feels this way?

   A. Grandpa and Chris cross the street together at the end of the story.
   B. Grandpa stops Chris from crossing the street and tells Chris how to cross safely.
   C. Grandpa wants to have lunch at a restaurant across
the street.

4. What is the main lesson in "Chris Crosses the Street"?
   A. Look for cars both ways before crossing a street.
   B. Always hold your Grandpa's hand when you are away from home.
   C. Do not talk to strangers.

5. What did Chris and Grandpa see when they looked both ways before crossing the street?

Chris and Grandpa saw

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6. What did you learn from "Chris Crosses the Street"?


7. Class Discussion Question: Why is it dangerous for Chris to cross the street without looking both ways first?


8. Draw a picture of Chris and Grandpa crossing the street safely.
Use addition to help you subtract.

1. Find $6 - 5$.
   
   $5 + \underline{1} = 6$
   
   $6 - 5 = \underline{\quad}$

2. Find $7 - 6$.
   
   $6 + \underline{\quad} = 7$
   
   $7 - 6 = \underline{\quad}$

3. Find $5 - 2$.
   
   $2 + \underline{\quad} = 5$
   
   $5 - 2 = \underline{\quad}$

4. Find $6 - 4$.
   
   $4 + \underline{\quad} = 6$
   
   $6 - 4 = \underline{\quad}$

5. Find $8 - 4$.
   
   $4 + \underline{\quad} = 8$
   
   $8 - 4 = \underline{\quad}$

   
   $7 + \underline{\quad} = 9$
   
   $9 - 7 = \underline{\quad}$

7. Write an addition equation that helps you find $6 - 3$.
   Then complete the subtraction equation.

   $\underline{\quad} + \underline{\quad} = \underline{\quad}$
   
   $6 - 3 = \underline{\quad}$

Discuss It

How can an addition equation help you solve a subtraction equation?
Solve the subtraction problems.

1. There are 6 triangles. There are 4 circles.
   How many more triangles are there?
   \[ 6 - 4 = \square \]
   \[ \square \text{ more triangles} \]

2. There are 5 squares. There are 2 circles.
   How many more squares are there?
   \[ 5 - 2 = \square \]
   \[ \square \text{ more squares} \]

3. There are 7 triangles. There are 6 squares.
   How many more triangles are there?
   \[ 7 - 6 = \square \]
   \[ \square \text{ more triangle} \]
4. There are 8 triangles and 5 circles.
   How many fewer circles than triangles are there?

   \[8 - 5 = \_
   \]
   \[\_
   \]
   \[\_
   \]

   ____ fewer triangles

5. There are 2 squares and 7 triangles.
   How many fewer squares than triangles are there?

   \[7 - 2 = \_
   \]
   \[\_
   \]

   ____ fewer squares
# 100 Chart

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