

## Curriculum Matrix

### Joey Jones- 1<sup>st</sup> Grade

#### Monday

Time	Activity	Expectations of students	Expectations of Joe	Accommodations/ Modifications	Para-pro responsibly
8:55-9:10	Coming in/morning prep routine	Come in from bus Go to locker Put coat/backpack in locker Put notebook in basket Indicate lunch on board Morning work on desk	Same	Mini schedule for morning routine	First wk meet a door. Use mini-schedule for morning routine. Decrease support as Joey should be able to handle morning routine independently in 1-2 wks. *Review daily schedule with Joey.
9:10-9:30	Whole group/ carpet-calendar	Sit on carpet and listen to instruction/participate	Same	Use carpet square near teacher. Use visual cue card of "sit"	Monitor at a distance at first. If difficulty, sit near Joey, but off to side and cue to sit and watch. *Daily Schedule
9:30-10:30	Literacy Centers	Rotations between centers and direct teacher instruction in small group: Listening Center Word Work Writing Center Independent Reading Work with Teacher	9:30-9:45 Sensory Break Participate in literacy center rotations with and without support	Sensory Break out of classroom for 15 minutes. Mini schedule for literacy center rotations Word Work and Writing Center- direct support from para-pro. May need to use the Time Timer.	Present mini-schedule for rotations. Direct instruction during WW and Writing. Implement sensory break as directed by OT. *Daily Schedule
10:30-10:55	Whole group literacy instruction	Sit on carpet and listen to instruction/participate	Same until speech therapy session 10:40-11:10	Carpet square near teacher. Visual cue card of "sit"	Monitor at a distance at first. If difficulty, sit near Joey, but off to side and cue to sit and watch. *Daily Schedule
10:55	Literacy Center Rotations continued	Same as above	Same as above	Same as above	Same as above

This is just an example of a curriculum matrix developed for a student with ASD. You will need to do the matrix for each day of the week.