	Mrs. Vining's Lesson Plans **Week of: August 15, 2016**		
	8:30 – 9:00 - Morning Duty		

	9:00 – 9:15 – Co-Teaching (1st grade)		
	9:15 – 9:45 – Writing Resource (K/1st) **IEP Goals: Fine motor writing skills; appropriate use of writing materials** **SDI:** Modeling, prompts and cues, Direct instruction in fine motor, visual motor, visual perceptual skill development, Guided practice, Adaptive materials for writing		
Common Core CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters CCSS.ELA-Literacy.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters. **Vocabulary** • Uppercase Letters • Lowercase Letters	**Learning Targets – I can:**	**Activities**	**Questioning**
	. -I can spell my name. -I can write the letters in my name.	**M** Warm Up: • Name sort (letters in my name, letters not in my name) Rotations: • Play Doh name mat • Q-tip name dotting	
	-I can spell my name. -I can write the letters in my name.	**T** Warm Up: • "Clothespin Letter Match" fine motor name practice Rotations: • Salt tray letter tracing • "Letter Lists" name writing activity	
	-I can spell my name. -I can write the letters in my name.	**W** Warm Up: • Name Puzzle Rotations: • Play Doh fine motor writing • "Spin and Write" Names	
	-I can spell my name. -I can write the letters in my name.	**Th** Warm Up: • "Linking Our Name" fine motor name practice Rotations: • Push pin letters • Scaffold name writing, Name tracing	
	-I can spell my name. -I can write the letters in my name.	**F** *Fine Motor Friday* Warm Up: • Name Folders (includes all warm up activities) Rotations: • Pumpkin Seed Names • Progress Monitoring w/Mrs. Vining	

	9:45 – 10:45 – ELA Resource (K/1st/2nd/3rd) **IEP Goals: Comprehension, Fluency** **SDI:** Direct Instruction in Comprehension Strategies, Direct Instruction in Vocabulary, Modeling, Direct Instruction in Thinking Strategies, Direct Instruction in Phonics and Decoding, Modeling of Fluency, Direct Instruction in Sight Word Recognition, Multiple Exposures to Text, Repeated practice		
Common Core CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension. **Vocabulary**	**Learning Targets – I can:**	**Activities**	**Questioning**
	-I can match uppercase and lowercase letters of the alphabet. -I can spell and read CVC words.	**M** <u>Warm Up:</u> "Listening Games" (Phonological Awareness) • "Too Many Toys" Read Aloud <u>Guided Rotations</u> *1st Rotation:* • (K) Mr. James: Alphabet matching activity • (1) Mrs. Vining: Phonics Assessment Binder, sight word practice (independent) • (2/3) IEP Bin/Technology *2nd Rotation:* • (K) IEP Bin/Technology • (1) Mr. James: CVC review bucket • (2/3) Mrs. Vining: Phonics Assessment Binder, sight word practice (independent)	
	-I can match uppercase and lowercase letters of the alphabet. -I can spell and read words with blends.	**T** <u>Warm Up:</u> "Listening Games" (Phonological Awareness) • "Too Many Toys" tasks 1-4 <u>Guided Rotations</u> *1st Rotation:* • (K) Mrs. Vining: Phonological Awareness Assessment Tasks 1-19, Alphabet recognition/Letter Sounds PM, • (1) IEP Bin/Technology • (2/3) Mr. James: Phonics review bucket *2nd Rotation:* • (K) Mr. James: Alphabet tub centers • (1) Mrs. Vining: Phonological Awareness Assessment Tasks 1-19, Alphabet recognition/Letter Sounds PM, sight word practice (independent) • (2/3) IEP Bin/Technology	
	-I can read color words. -I can spell and read words	**W** <u>Warm Up:</u> "Listening Games" (Phonological Awareness) • "Too Many Toys" tasks 5-8 <u>Guided Rotations</u>	

	with vowel teams.	*1st Rotation:* • (K) IEP Bin/Technology • (1) Mrs. Vining: Phonological Awareness Assessment Tasks 20-39, Beginning sound fluency/Word identification fluency PM, sight word practice (independent) • (2/3) Mr. James: Phonics review bucket *2nd Rotation:* • (K) Mr. James: Color matching activity • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonological Awareness Assessment Tasks 1-19, Fluency/Comprehension PM, sight word practice (independent)	
	-I can match uppercase and lowercase letters of the alphabet. -I can spell and read CVC words.	**Th** <u>Warm Up:</u> "Listening Games" (Phonological Awareness) • "Too Many Toys" tasks 9-12 <u>Guided Rotations</u> *1st Rotation:* • (K) Mrs. Vining: Phonological Awareness Assessment Tasks 20-39, Alphabet sequencing/First letter sounds PM, • (1) Mr. James: CVC review bucket • (2/3) IEP Bin/Technology *2nd Rotation:* • (K) Mr. James: Alphabet tub centers • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonological Awareness Assessment Tasks 20-39, Fluency/Comprehension PM, sight word practice (independent)	
	-I can match uppercase and lowercase letters of the alphabet. -I can spell and read words with blends.	**F** *Fine Motor Friday* <u>Warm Up:</u> "Listening Games" (Phonological Awareness) • "Too Many Toys" tasks 13-16 <u>Guided Rotations</u> *1st Rotation:* • (K) Fine Motor Friday activity (Olympics) • (1) Technology • (2/3) Fine Motor Friday activity (Olympics) *2nd Rotation:* • (K) Fine Motor Friday activity (Olympics)	

		• (1) Fine Motor Friday activity (Olympics) • (2/3) Technology *Mrs. Vining—pull for PM during both rotations	
	10:45 – 11:15 – Co-Teaching (2nd Grade)		
	11:15 – 11:30 – Lunch		
	11:30 – 12:00 – Co-Teaching (K)		
	12:00 – 12:30 – Writing Resource (2nd/3rd) **IEP Goals: Correct letter formation/line placement/spacing, Grammatically correct paragraph, Same topic, Mechanics** **SDI:** Direct instruction in grammar, sentence structure, and idea development, Guided Practice through Repetition, Small group instruction in writing process, Modeling, Graphic Organizers, Direct instruction in fine motor, visual motor, visual perceptual skill development, Adaptive materials for writing, Sensory Regulation Strategies		
Common Core CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people. CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences. CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series. CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on	**Learning Targets – I can:**	**Activities**	**Questioning**
	. -I can write a sentence and tell who, did what, and where.	**M** <u>Warm Up:</u> • Build a Sentence (day 1) <u>Rotations:</u> • Mini Lesson: What Makes a Sentence? -Parts of a sentence (who, did what, where) -"Sentence Scramble" writing center • Individual skill work with Mrs. Vining	-Why is it important to write complete sentences, with all parts?
	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	**T** <u>Warm Up:</u> • Build a Sentence (day 2) <u>Rotations:</u> • See, Think, Wonder, Write (creative writing)	
	-I can write about a character, using at least two attributes to describe the character.	**W** <u>Warm Up:</u> • Build a Sentence (day 3) <u>Rotations:</u> • Mini Lesson: Stories Have Characters -Describing characters using attributes • "Create a Character" writing center	-Why do we need to describe characters in our writing?
	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	**Th** <u>Warm Up:</u> • Build a Sentence (day 4) <u>Rotations:</u> • See, Think, Wonder, Write (creative writing)	

phonemic awareness and spelling conventions. CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). CCSS.ELA-LITERACY.L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **Vocabulary** • Capitalization • Punctuation • Spacing • Attribute	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	**F** Warm Up: • Build a Sentence (day 5) Rotations: • Free Write • Progress Monitoring	
	12:30 – 1:30 / 2:00 – 2:50 – Math Resource (K/1st/2nd/3rd) **IEP Goals: Identify/Count/Write numbers, Addition/Subtraction fluency** **SDI:** Direct instruction in computation and reasoning strategies, word problem strategies, Direct instruction in use of a calculator, Modeling, Repetitive Practice, Manipulatives Direct Instruction in Number Sense, Visual Strategies		
Common Core	**Learning Targets – I can:**	**Activities**	**Questioning**
CCSS.MATH.CONTENT.K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. CCSS.MATH.CONTENT.K.CC.B.4.B Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. CCSS.MATH.CONTENT.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with	(K): I can use objects to show and count 1, 2, and 3. (1): I can recognize two part number patterns. (2): I can write an addition number sentence using the part-part-whole model. (3): I can group objects into tens and ones to show two-digit numbers.	**M** Guided Rotations *1st Rotation (12:30-12:50):* • (K) Mrs. Vining: Env. 1-1 *"Counting 1, 2, and 3"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (2/3) IEP Bin/Technology *2nd Rotation (12:50- 1:15):* • (K) IEP Bin/Technology • (1) Mrs. Vining: Env. 1-1 *"Spatial Patterns for Numbers to 10"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) *3rd Rotation (1:15- 1:30):* • (K) Mr. James: Number Clip Card --- *4th Rotation (2:00- 2:25):*	(K): How does counting tell how many? (1): How can you use a pattern to find a number of objects without counting? How does recognizing the pattern of dots help you solve an equation? (2): What does it mean to add? How do you show addition using the terms part/part/whole?

0 representing a count of no objects). CCSS.MATH.CONTENT.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1 CCSS.MATH.CONTENT.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1 CCSS.MATH.CONTENT.2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: CCSS.MATH.CONTENT.2.NBT.A.1.A 100 can be thought of as a bundle of ten tens — called a "hundred." CCSS.MATH.CONTENT.2.NBT.A.1.B The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). CCSS.MATH.CONTENT.2.NBT.A.2 Count within 1000; skip-count by		• (1/2) Mr. James: Interactive Math Notebook • (3) Mrs. Vining: Env. 5-1 (gr. 2) *"Models For Tens and Ones"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • *5th Rotation (2:25- 2:50):* • (1) IEP Bin/Technology • (2) Mrs. Vining: Env. 1-1 *"Writing Addition Number Sentences"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (3) Mr. James: Interactive Math Notebook	(3): In a two-digit number, what do the first and second digits tell you? How can you show these digits using manipulatives?
	(K): I can count 1, 2, and 3 when they are shown in different ways. (1): I can use parts of a number as an addition strategy. (2): I can model joining stories and write an addition number sentence. (3): I can read and write number words for numbers to 100.	**T** Guided Rotations *1st Rotation (12:30-12:50):* • (K) Mrs. Vining: Env. 1-2 *"Counting 1, 2, and 3 in Different Arrangements"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (2/3) IEP Bin/Technology *2nd Rotation (12:50- 1:15):* • (K) IEP Bin/Technology • (1) Mrs. Vining: Env. 1-2 *"Making 6 and 7"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) *3rd Rotation (1:15- 1:30):* • (K) Mr. James: "Number Sense" centers --- *4th Rotation (2:00- 2:25):* • (1/2) Mr. James: "Making Numbers" centers • (3) Mrs. Vining: Env. 5-2 (gr. 2) *"Reading and Writing Numbers"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) *5th Rotation (2:25- 2:50):* • (1) IEP Bin/Technology • (2) Mrs. Vining: Env. 1-2 *"Stories About Joining"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)	(K): How can you show numbers (1,2,3) in different ways? (1): How can the numbers 6 and 7 be described by their parts? (2): How do you write an addition number sentence to match a joining story? (3): How can numbers to 100 be represented as words? How are the numbers and number words alike and different?

<table>
<tr>
<td rowspan="3">5s, 10s, and 100s.
CCSS.MATH.CONTENT.2.NBT.A.3
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
CCSS.MATH.CONTENT.2.NBT.A.4
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Vocabulary

• One (K)
• Two (K)
• Three (K)
• Count (K)
• Number (K)
• Four (K)
• Five (K)
• In all (1)
• Inside (1)
• Outside (1)
• Part (1/2)
• Whole (1/2)
• Double (1)
• Add (2)
• Sum (2)
• Addition sentence (2)
• Plus (2)
• Minus (2)
• Join (2)
• Subtract (2)
• Difference (2)
• Subtraction sentence (2)
• Minus (2)
• Separate (2)
• Digits (3)
• Number word (3)
• Greater than > (3)
• Less than < (3)
• Equal = (3)
• Before (3)
• After (3)</td>
<td></td>
<td>(3) Mr. James: “Place Value” centers</td>
<td></td>
</tr>
<tr>
<td>(K): I can recognize and write numbers 1, 2, and 3.

(1): I can identify the parts of the number 8.

(2): I can solve problems by writing a subtraction number sentence using the part-part-whole model.

(3): I can compare two-digit numbers using symbols.</td>
<td>W
<u>Guided Rotations</u>
1st Rotation (12:30-12:50):
• (K) Mrs. Vining: Env. 1-3
“Reading and Writing 1, 2, and 3”
-(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
• (2/3) IEP Bin/Technology
2nd Rotation (12:50- 1:15):
• (K) IEP Bin/Technology
• (1) Mrs. Vining: Env. 1-3
“Making 8”
-(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
3rd Rotation (1:15- 1:30):
• (K) Mr. James: “Number Sense” centers

4th Rotation (2:00- 2:25):
• (1/2) Mr. James: Fact Fluency Center “Plus 0”/Math Strategies Application (Using counters)
• (3) Mrs. Vining: Env. 5-3 (gr. 2)
“Using Symbols to Compare Numbers”
-(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
5th Rotation (2:25- 2:50):
• (1) IEP Bin/Technology
• (2) Mrs. Vining: Env. 1-3
“Writing Subtraction Number Sentences”
-(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
• (3) Mr. James: Fact Fluency Center “Plus 0”/Calculator application practice</td>
<td>(K): Why is it important to write numbers 1, 2, and 3?

(1): How can numbers be broken into parts of a whole?

(2): How can you use subtraction to help find a missing part of a whole?

(3): How can you use symbols to compare two-digit numbers?</td>
</tr>
<tr>
<td>(K): I can use objects to show and count 4 and 5.

(1): I can identify the parts of the number 9.

(2): I can write a subtraction story about separating groups by using</td>
<td>Th
<u>Guided Rotations</u>
1st Rotation (12:30-12:50):
• (K) Mrs. Vining: Env. 1-4
“Counting 4 and 5”
-(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
• (2/3) IEP Bin/Technology
2nd Rotation (12:50- 1:15):</td>
<td>(K): Why is the last number you say important when counting a set of objects?

(1): How can the number 9 (or 8, 7) be described in</td>
</tr>
</table>

	the part-part-whole model. (3): I can identify and write numbers before or after a given number.	• (K) IEP Bin/Technology • (1) Mrs. Vining: Env. 1-4 *"Making 9"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) *3rd Rotation (1:15- 1:30):* • (K) Mr. James: "Number Sense" centers --- *4th Rotation (2:00- 2:25):* • (1/2) Mr. James: "Making Numbers" centers • (3) Mrs. Vining: Env. 5-4 (gr. 2) *"Counting to 100"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) *5th Rotation (2:25- 2:50):* • (1) IEP Bin/Technology • (2) Mrs. Vining: Env. 1-4 *"Stories About Separating"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) (3) Mr. James: "Place Value" centers	terms of its parts? (2): How do you write a subtraction sentence to solve problems about separating one part from the whole? (3): What ways can you use to find the number that is one before or one after a given number?
	-I can monitor and reflect on my progress.	**F** *Fine Motor Friday* <u>Guided Rotations</u> *1st Rotation (12:30-12:50):* • (K) Mrs. Vining: Progress Monitoring/Data Notebooks • (2/3) IEP Bin/Technology *2nd Rotation (12:50- 1:15):* • (K) IEP Bin/Technology • (1) Mrs. Vining: Progress Monitoring/Data Notebooks *3rd Rotation (1:15- 1:30):* • (K) Mr. James: --- *4th Rotation (2:00- 2:25):* • (1/2) Mr. James: • (3) Mrs. Vining: Progress Monitoring/Data Notebooks *5th Rotation (2:25- 2:50):* • (1) IEP Bin/Technology • (2) Mrs. Vining: Progress Monitoring/Data Notebooks (3) Mr. James:	
	1:30 – 2:00 – Planning		
	2:50 – 3:05 – Co-Teaching (1st Grade)		

<table>
<tr><td></td><td colspan="3">3:05 – 3:25 – Social Skills Resource (K/1st/2nd)
IEP Goals: Appropriate social interactions, Successful member of classroom environment
SDI: Modeling, Redirection with Corrective Feedback, Positive Praise, Sensory Regulation Strategies Corrective feedback with re-teaching, De-escalation strategies, Differential reinforcement, Direct instruction in explicit social skills, Direct instruction in replacement behaviors, Direct instruction in use of sensory regulation tools and strategies</td></tr>
<tr><td rowspan="6">Common Core

CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Vocabulary
• Rules</td><td>Learning Targets – I can:</td><td>Activities</td><td>Questioning</td></tr>
<tr><td>.
-I can name five important class rules to follow.</td><td>M
<u>Mini-Lesson:</u>
• Pre-read, read, and review social story “Following Classroom Rules”</td><td>-Why do we have rules at school?</td></tr>
<tr><td>-I can name five important class rules to follow.</td><td>T
<u>Mini-Lesson:</u>
• Whole group prompt and response discussion activity
• Independent: “Following classroom rules” coloring page</td><td>-Where else are rules important?</td></tr>
<tr><td>-I can name five important class rules to follow.</td><td>W
<u>Mini-Lesson:</u>
• “What If Everybody Did That?” read aloud
• Interactive Notebook</td><td>-What might happen if we all don’t follow the rules?</td></tr>
<tr><td>-I can name five important class rules to follow.</td><td>Th
<u>Mini-Lesson:</u>
• Review social story
• Differentiated Assessment (matching/circle/short answer)</td><td>-What rules do you think are most important? Why?</td></tr>
<tr><td></td><td>F
No Social Skills</td><td></td></tr>
<tr><td colspan="4"></td></tr>
<tr><td></td><td colspan="3">3:35 - Afternoon Duty</td></tr>
</table>