

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	Learning Targets – I can:	Activities	Questioning
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.	- I can write an uppercase and lowercase A.	M <u>Warm Up:</u> <ul style="list-style-type: none"> • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • KinderPhonics Lesson 1: “Aa” handwriting practice -Guided handwriting -Independent practice 	
Vocabulary <ul style="list-style-type: none"> • Uppercase Letters • Lowercase Letters 	- I can write an uppercase and lowercase B.	T <u>Warm Up:</u> <ul style="list-style-type: none"> • Interactive Notebook: Letter “Aa” review • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • KinderPhonics Lesson 1: “Bb” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
	- I can write an uppercase and lowercase C.	W <u>Warm Up:</u> <ul style="list-style-type: none"> • Interactive Notebook: Letter “Bb” review • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • KinderPhonics Lesson 1: “Cc” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
	- I can write an uppercase and lowercase D.	Th <u>Warm Up:</u> <ul style="list-style-type: none"> • Interactive Notebook: Letter “Cc” review • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • KinderPhonics Lesson 1: “Dd” handwriting practice -Guided handwriting 	

		-Alphabet wrap up (review) -Independent practice	
	-I can write uppercase and lowercase letters A-D.	F *Fine Motor Friday* <u>Warm Up:</u> • Interactive Notebook: Letter “Dd” review <u>Rotations:</u> • Fine Motor A-D review • 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	Learning Targets – I can:	Activities	Questioning
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.	-I can recognize and write the letter A. I can say the sound for A (/a/). -I can say the sounds for letters B, S, and M.	M <u>Warm Up:</u> “Listening Games” (Phonological Awareness) • “Wolf!” Read Aloud <u>Guided Rotations</u> 1st Rotation: • (K) Mr. James: Letter A practice, alphabet bucket • (1) Mrs. Vining: Sight word assessment, Phonological Awareness assessment • (2/3) IEP Bin/Technology 2nd Rotation: • (K) IEP Bin/Technology • (1) Mr. James: Beginning Letter Sounds “B, S, M” • (2/3) Mrs. Vining: Sight word assessment, Phonological Awareness assessment	
Vocabulary	-I can recognize and write the letter B. I can say the sound for B (/b/). -I can recognize rhyming words. -I can read words that start with “ch”.	T <u>Warm Up:</u> “Listening Games” (Phonological Awareness) • “Wolf!” tasks 1-4 <u>Guided Rotations</u> 1st Rotation: • (K) Mrs. Vining: Alphabet recognition/Letter Sounds PM, Kinderstart Lesson 1 • (1) IEP Bin/Technology • (2/3) Mr. James: Digraph Interactive Notebook (beginning “ch”), Phonics bucket	

<p>-I can ask and answer questions about a text.</p>	<p>2nd Rotation:</p> <ul style="list-style-type: none"> • (K) Mr. James: Letter B practice, alphabet bucket • (1) Mrs. Vining: Comprehension Journal, Guided Reading "The Silly Scientist" • (2/3) IEP Bin/Technology 	
<p>-I can recognize and write the letter C. I can say the sound for C (/c/).</p> <p>-I can recognize rhyming words.</p> <p>-I can read words that end with "ch".</p> <p>-I can ask and answer questions about a text.</p>	<p>W</p> <p><u>Warm Up:</u> "Listening Games" (Phonological Awareness)</p> <ul style="list-style-type: none"> • "Wolf!" tasks 5-8 <p><u>Guided Rotations</u></p> <p>1st Rotation:</p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Comprehension Journal, Guided Reading "The Silly Scientist" • (2/3) Mr. James: Digraph Interactive Notebook (ending "ch"), Phonics bucket <p>2nd Rotation:</p> <ul style="list-style-type: none"> • (K) Mr. James: Letter C practice, alphabet bucket • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Comprehension Journal, Guided Reading "Turtle Tricks" 	
<p>-I can recognize and write the letter D. I can say the sound for D (/d/).</p> <p>-I can recognize rhyming words.</p> <p>-I can say the sounds for letters M, A, and C.</p> <p>-I can ask and answer questions about a text.</p>	<p>Th</p> <p><u>Warm Up:</u> "Listening Games" (Phonological Awareness)</p> <ul style="list-style-type: none"> • "Wolf!" tasks 9-12 <p><u>Guided Rotations</u></p> <p>1st Rotation:</p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Alphabet sequencing/First letter sounds PM, Kinderstart Lesson 1 • (1) Mr. James: Beginning Letter Sounds "M, A, C" • (2/3) IEP Bin/Technology <p>2nd Rotation:</p> <ul style="list-style-type: none"> • (K) Mr. James: Letter D practice, alphabet bucket • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Comprehension Journal, Guided Reading "Turtle Tricks" 	
<p>-I can tell about the Olympics.</p> <p>-I monitor and reflect on my</p>	<p>F *Fine Motor Friday*</p> <p><u>Warm Up:</u> "Listening Games" (Phonological Awareness)</p> <ul style="list-style-type: none"> • "Wolf!" tasks 13-16 <p><u>Guided Rotations</u></p>	

	progress.	<p><i>1st Rotation:</i></p> <ul style="list-style-type: none"> • (K) Fine Motor Friday activity (Olympics) -Olympic rings (tweezer fine motor task) • (1) Fine Motor Friday activity (Olympics) -Olympic rings (tweezer fine motor task) • (2/3) Fine Motor Friday reading task (Olympics) -Read “Racket and Ball Games” <p>-</p> <p><i>2nd Rotation:</i></p> <ul style="list-style-type: none"> • (K) Fine Motor Friday reading task (Olympics) -Read modified “Racket and Ball Games” • (1) Fine Motor Friday reading task (Olympics) -Read modified “Racket and Ball Games” • (2/3) Fine Motor Friday activity (Olympics) -Olympic rings (tweezer fine motor task) <p>*Mrs. Vining—pull for PM during both rotations</p>	
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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	Learning Targets – I can:	Activities	Questioning
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.	-I can write a story with a beginning, middle, and end.	<p>M <u>Warm Up:</u></p> <ul style="list-style-type: none"> • Build a Sentence (day 6) <p><u>Rotations:</u></p> <ul style="list-style-type: none"> • Mini Lesson: Parts of a Story -Parts of a story (stories have a beginning, middle, and end) -“Parts of a Story” writing center • Individual skill work with Mrs. Vining 	-What happens in each part of a story? (beginning, middle, end)
CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people. CCSS.ELA-LITERACY.L.1.2.B	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	<p>T <u>Warm Up:</u></p> <ul style="list-style-type: none"> • Build a Sentence (day 7) <p><u>Rotations:</u></p> <ul style="list-style-type: none"> • See, Think, Wonder, Write (creative writing) 	

<p>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 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.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Capitalization Punctuation Spacing Attribute 			
	-I can write a story with a beginning, middle, and end.	<p>W <u>Warm Up:</u></p> <ul style="list-style-type: none"> Build a Sentence (day 8) <p><u>Rotations:</u></p> <ul style="list-style-type: none"> Parts of a Story cont'd. -Parts of a story (stories have a beginning, middle, and end) -"Parts of a Story" writing center Individual skill work with Mrs. Vining 	
	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	<p>Th <u>Warm Up:</u></p> <ul style="list-style-type: none"> Build a Sentence (day 9) <p><u>Rotations:</u></p> <ul style="list-style-type: none"> See, Think, Wonder, Write (creative writing) 	
-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	<p>F <u>Warm Up:</u></p> <ul style="list-style-type: none"> Build a Sentence (day 10) <p><u>Rotations:</u></p> <ul style="list-style-type: none"> Free Write Progress Monitoring 		
<p>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</p>			
Common Core	Learning Targets – I can:	Activities	Questioning
<p>CCSS.MATH.CONTENT.K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with</p>	<p>(K): I can read and write numbers 1, 2, and 3. (1): I can identify the parts</p>	<p>M <u>Guided Rotations</u> <i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> (K) Mrs. Vining: Env. 1-3 "Reading and Writing 1, 2, and 3" 	<p>(K): What is it important to write numbers 1, 2, and 3?</p>

<p>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 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.2 Count within 1000; skip-count by 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.</p>	<p>of the number 8.</p> <p>(2): I can write an addition number sentence using the part-part-whole model.</p> <p>(3): I can read and write number words for numbers to 100.</p>	<p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <ul style="list-style-type: none"> • (2/3) IEP Bin/Technology <p><i>2nd Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Env. 1-3 “<i>Making 8</i>” <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> • (K) Mr. James: Daily Common Core Review, Interactive Math Notebook <p>-----</p> <p><i>4th Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> • (1/2) Mr. James: Daily Common Core Review, Interactive Math Notebook • (3) Mrs. Vining: Env. 5-2 (gr. 2) “<i>Reading and Writing Numbers</i>” <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <p><i>5th Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> • (1) IEP Bin/Technology • (2) Mrs. Vining: Env. 1-1 “<i>Writing Addition Number Sentences</i>” <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <ul style="list-style-type: none"> • (3) Mr. James: Daily Common Core Review, Interactive Math Notebook 	<p>(1): How can numbers be broken into parts of a whole?</p> <p>(2): What does it mean to add? How do you show addition using the terms part/part/whole?</p> <p>(3): How can numbers to 100 be represented as words? How are the numbers and number words alike and different?</p>
	<p>(K): I can use objects to show and count 4 and 5.</p> <p>(1): I can identify the parts of the number 9.</p> <p>(2): I can model joining stories and write an addition number sentence.</p>	<p>T</p> <p><u>Guided Rotations</u></p> <p><i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Env. 1-4 “<i>Counting 1, 2, and 3 in Different Arrangements</i>” <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <ul style="list-style-type: none"> • (2/3) IEP Bin/Technology <p><i>2nd Rotation (12:50- 1:15):</i></p>	<p>(K): Why is the last number you say important when counting a set of objects?</p> <p>(1): How can the number 9 (or 8, 7) be described in</p>

<p>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.</p> <p>CCSS.MATH.CONTENT.2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Number (K) • Four (K) • Five (K) • Part (1/2) • Whole (1/2) • Double (1) • Add (1) • Sum (1) • Addition Sentence (1/2) • Equals (1) • Join (1/2) • Plus (1/2) • Add (2) • Sum (2) • Minus (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) 	<p>(3): I can compare two-digit numbers using symbols.</p>	<ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Env. 1-4 <i>"Making 9"</i> -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> • (K) Mr. James: Daily Common Core Review, "Number Sense" centers <hr style="border-top: 1px dashed black;"/> <p><i>4th Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> • (1/2) Mr. James: Daily Common Core Review, "Making Numbers" centers • (3) Mrs. Vining: Env. 5-3 (gr. 2) <i>"Using Symbols to Compare Numbers"</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>5th Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> • (1) IEP Bin/Technology • (2) Mrs. Vining: Env. 1-2 <i>"Stories About Joining"</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p>(3) Mr. James: Daily Common Core Review, "Place Value" centers</p>	<p>terms of its parts?</p> <p>(2): How do you write an addition number sentence to match a joining story?</p> <p>(3): How can you use symbols to compare two-digit numbers?</p>
	<p>(K): I can count 4 and 5 objects when they are shown in different ways.</p> <p>(1): I can write a number sentence to find the whole.</p> <p>(2): I can solve problems by writing a subtraction number sentence using the part-part-whole model.</p> <p>(3): I can identify and write numbers before or after a given number.</p>	<p>W</p> <p><u>Guided Rotations</u></p> <p><i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Env. 1-5 <i>"Counting 4 and 5 in Different Arrangements"</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (2/3) IEP Bin/Technology <p><i>2nd Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Env. 1-5 <i>"Introducing Addition Expressions and Number Sentences"</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) 	<p>(K): How can you show numbers (4, 5) in different ways?</p> <p>(1): How can numbers be broken into parts of a whole?</p> <p>(2): How can you use subtraction to help find a missing part of a whole?</p> <p>(3): What ways can you use to find the number that is one before or one after a given number?</p>

		<p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> (K) Mr. James: Daily Common Core Review, “Number Sense” centers <hr/> <p><i>4th Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> (1/2) Mr. James: Daily Common Core Review, Fact Fluency Center “Count Up”/Math Strategies Application (Using counters) (3) Mrs. Vining: Env. 5-4 (gr. 2) “<i>Counting to 100</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>5th Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2) Mrs. Vining: Env. 1-3 “<i>Writing Subtraction Number Sentences</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) (3) Mr. James: Daily Common Core Review, Fact Fluency Center “Count Up”/IEP Skills application practice (calculator/money/word problems) 	
	<p>(K): I can read and write numbers 4 and 5.</p> <p>(1): I can write addition sentences to solve stories about joining.</p> <p>(2): I can write a subtraction story about separating groups by using the part-part-whole model.</p> <p>(3): I can identify numbers that are 10 more or 10 less than a given number.</p>	<p>Th</p> <p><u>Guided Rotations</u></p> <p><i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> (K) Mrs. Vining: Env. 1-6 “<i>Reading and Writing 4 and 5</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) (2/3) IEP Bin/Technology <p><i>2nd Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> (K) IEP Bin/Technology (1) Mrs. Vining: Env. 1-6 “<i>Stories About Joining</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> (K) Mr. James: Daily Common Core Review, “Number Sense” centers <hr/>	<p>(K): In what ways can I show how many?</p> <p>(1): What parts of a whole group can you describe?</p> <p>(2): How do you write a subtraction sentence to solve problems about separating one part from the whole?</p> <p>(3): What ways can you use to find a number that is 10 more or 10 less than a number?</p>

		<p><i>4th Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> • (1/2) Mr. James: Daily Common Core Review, “Making Numbers” centers • (3) Mrs. Vining: Env. 5-5 (gr. 2) “10 More or 10 Less” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>5th Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> • (1) IEP Bin/Technology • (2) Mrs. Vining: Env. 1-4 “Stories About Separating” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p>(3) Mr. James: Daily Common Core Review, “Place Value” centers</p>	
	<p>-I can monitor and reflect on my progress.</p>	<p>F *Fine Motor Friday* Guided Rotations</p> <p><i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Progress Monitoring/Data Notebooks • (2/3) IEP Bin/Technology <p><i>2nd Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Progress Monitoring/Data Notebooks <p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> • (K) Mr. James: Fine Motor Friday activity (STEM) <p>-----</p> <p><i>4th Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> • (1/2) Mr. James: Fine Motor Friday activity (STEM) • (3) Mrs. Vining: Progress Monitoring/Data Notebooks <p><i>5th Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> • (1) IEP Bin/Technology • (2) Mrs. Vining: Progress Monitoring/Data Notebooks <p>(3) Mr. James: Fine Motor Friday activity (STEM)</p>	
	<p>1:30 – 2:00 – Planning</p>		
	<p>2:50 – 3:05 – Co-Teaching (1st Grade)</p>		
	<p>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</p>		

instruction in replacement behaviors, Direct instruction in use of sensory regulation tools and strategies			
Common Core	Learning Targets – I can:	Activities	Questioning
<p>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.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Rules 	-I can describe good behavior during transitions at school.	<p>M Mini-Lesson:</p> <ul style="list-style-type: none"> Pre-read, read, and review social story “Smooth Transitions” 	-What is a transition? When do we transition during the school day?
	-I can describe good behavior during transitions at school.	<p>T Mini-Lesson:</p> <ul style="list-style-type: none"> Whole group prompt and response discussion activity Independent: “Smooth transitions” coloring page 	-What are the consequences of making bad choices during a transition? The consequences for you? For those around you?
	-I can describe good behavior during transitions at school.	<p>W Mini-Lesson:</p> <ul style="list-style-type: none"> “When Sophie Get’s Angry...” read aloud Interactive Notebook 	-What can we do if we feel angry during a transition?
	-I can describe good behavior during transitions at school.	<p>Th Mini-Lesson:</p> <ul style="list-style-type: none"> Review social story Differentiated Assessment (matching/circle/short answer) 	-When do you think its most difficult to transition during the day? Why is it difficult for you?
		<p>F No Social Skills</p>	
3:35 - Afternoon Duty			