

9:00 – 9:15 – Co-Teaching (1<sup>st</sup> grade)9:15 – 9:45 – Writing Resource (K/1<sup>st</sup>)**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 E.	<b>M</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>• ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>• KinderPhonics Lesson 1: “Ee” handwriting practice -Guided handwriting -Independent practice</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Uppercase Letters</li> <li>• Lowercase Letters</li> </ul>	- I can write an uppercase and lowercase F.	<b>T</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>• Interactive Notebook: Letter “Ee” review</li> <li>• ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>• KinderPhonics Lesson 1: “Ff” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice</li> </ul>	
	- I can write an uppercase and lowercase G.	<b>W</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>• Interactive Notebook: Letter “Ff” review</li> <li>• ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>• KinderPhonics Lesson 1: “Gg” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice</li> </ul>	
	- I can write an uppercase and lowercase H.	<b>Th</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>• Interactive Notebook: Letter “Gg” review</li> <li>• ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>• KinderPhonics Lesson 1: “Hh” handwriting practice -Guided handwriting</li> </ul>	

		-Alphabet wrap up (review) -Independent practice	
	-I can write uppercase and lowercase letters E-H.	<b>F</b> *Fine Motor Friday* <u>Warm Up:</u> • Interactive Notebook: Letter “Hh” review <u>Rotations:</u> • Fine Motor E-H review • Progress Monitoring w/Mrs. Vining	
	<b>9:45 – 10:45 – ELA Resource (K/1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>)</b> <b>IEP Goals: Comprehension, Fluency</b> <b>SDI:</b> 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		
<b>Common Core</b>	<b>Learning Targets – I can:</b>	<b>Activities</b>	<b>Questioning</b>
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 E. I can say the sound for E (/e/).  -I can identify the main idea and supporting details of a text.	<b>M</b> <u>Warm Up:</u> “Listening Games” (Phonological Awareness) <ul style="list-style-type: none"> <li>• “The Recess Queen” Read Aloud</li> </ul> <u>Guided Rotations</u> <i>1<sup>st</sup> Rotation:</i> <ul style="list-style-type: none"> <li>• (K) Mr. James: Letter Sounds, IEP Bin/Technology</li> <li>• (1/2/3) Mrs. Vining: Main Idea comprehension skill mini lesson (“main idea” tabletop activity)</li> </ul> <i>2<sup>nd</sup> Rotation:</i> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: “Label It” Language Vocabulary</li> <li>• (1/2/3) Mr. James: “Shades of Meaning” Vocabulary</li> </ul>	Why is it important to identify the main idea and details?  What questions can we ask to identify the main idea and details?
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Supporting Details</li> </ul>	-I can recognize rhyming words. -I can track the words in a book with my finger.  -I can identify the main idea and supporting details of a text.	<b>T</b> <u>Warm Up:</u> “Listening Games” (Phonological Awareness) <ul style="list-style-type: none"> <li>• “The Recess Queen” tasks 1-4</li> </ul> <u>Guided Rotations</u> <i>1<sup>st</sup> Rotation:</i> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Kinderstart Lesson 2, “I See” emergent reader</li> <li>• (1) IEP Bin/Technology</li> <li>• (2/3) Digraph Interactive Notebook (beginning “sh”)</li> </ul> <i>2<sup>nd</sup> Rotation:</i> <ul style="list-style-type: none"> <li>• (K) Mr. James: Letter Sounds</li> <li>• (1) Mrs. Vining: Comprehension Journal, Main Idea</li> </ul>	How do the details help us determine the main idea?

<p>-I can identify the main idea and supporting details of a text.</p>	<ul style="list-style-type: none"> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><b>W</b>  <u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> <li>• “The Recess Queen” tasks 5-8</li> </ul> <p><u>Guided Rotations</u>  <i>1<sup>st</sup> Rotation:</i></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Letter Sounds</li> <li>• (1) Mrs. Vining: Comprehension Journal, Main Idea</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation:</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mr. James: Letter Sounds, Short story sequencing</li> <li>• (2/3) Mrs. Vining: Comprehension Journal, Main Idea</li> </ul>	<p>How do the details help us determine the main idea?</p> <p>How does knowing the main idea help us understand what we are reading?</p>
<p>-I can recognize rhyming words.</p> <p>-I can track the words in a book with my finger.</p> <p>-I can identify the main idea and supporting details of a text.</p>	<p><b>Th</b>  <u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> <li>• “The Recess Queen” tasks 9-12</li> </ul> <p><u>Guided Rotations</u>  <i>1<sup>st</sup> Rotation:</i></p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Lesson 3, “I See” emergent reader</li> <li>• (1) Mr. James: Letter Sounds, Simple sentence fluency</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation:</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mr. James: Phonics passage (ending “sh”)</li> <li>• (2/3) Mrs. Vining: Comprehension Journal, Main Idea</li> </ul>	<p>How does knowing the main idea help us understand what we are reading?</p>
<p>-I can tell about the Olympics.</p> <p>-I can monitor and reflect on my progress.</p>	<p><b>F</b> *Fine Motor Friday*  <u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> <li>• “The Recess Queen” tasks 13-16</li> </ul> <p><u>Guided Rotations</u>  <i>1<sup>st</sup> Rotation:</i></p> <ul style="list-style-type: none"> <li>• (K) Fine Motor Friday activity (Olympics)        -“Go For the Goal” writing task, Olympic medal creation (fine motor), balance games (gross motor)</li> <li>• (1) Fine Motor Friday activity (Olympics)        -“Go For the Goal” writing task, Olympic medal creation (fine motor), balance games (gross motor)</li> <li>• (2/3) Fine Motor Friday reading task (Olympics)        -Read “Gymnastics and Equestrian”</li> </ul>	

		- 2 <sup>nd</sup> Rotation: <ul style="list-style-type: none"> <li>(K) Fine Motor Friday reading task (Olympics) - Read modified "Gymnastics and Equestrian"</li> <li>(1) Fine Motor Friday reading task (Olympics) - Read modified "Gymnastics and Equestrian"</li> <li>(2/3) Fine Motor Friday activity (Olympics) -"Go For the Goal" writing task, Olympic medal creation (fine motor), balance games (gross motor)</li> </ul> *Mrs. Vining—pull for PM during both rotations	
	<b>10:45 – 11:15 – Co-Teaching (2<sup>nd</sup> Grade)</b>		
	<b>11:15 – 11:30 – Lunch</b>		
	<b>11:30 – 12:00 – Co-Teaching (K)</b>		
	<b>12:00 – 12:30 – Writing Resource (2<sup>nd</sup>/3<sup>rd</sup>)</b> <b>IEP Goals: Correct letter formation/line placement/spacing, Grammatically correct paragraph, Same topic, Mechanics</b> <b>SDI:</b> 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		
<b>Common Core</b>	<b>Learning Targets – I can:</b>	<b>Activities</b>	<b>Questioning</b>
CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	.-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	<b>M</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>See, Think, Wonder, Write (creative writing)</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>Skill Groups</li> </ul>	
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.	-I can describe the setting of a story and write about the setting with detail.	<b>T</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Build a Sentence</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>Mini Lesson: Story Setting -Story Setting (a story has a setting) -"Story Setting" writing center</li> </ul>	How does describing the setting of the story make our writing better?
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.	-I can describe the setting of a story and write about the setting with detail.	<b>W</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Build a Sentence</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>Mini Lesson: Story Setting -Story Setting (a story has a setting) -"Story Setting" writing center</li> </ul>	How can you add details when describing the setting of a story? What kinds of details can we consider?
CCSS.ELA-LITERACY.L.1.2.D	-I can write sentences on	<b>Th</b> <u>Warm Up:</u>	

<p>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><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Spacing</li> <li>Setting</li> </ul>	<p>the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.</p>	<ul style="list-style-type: none"> <li>See, Think, Wonder, Write (creative writing)</li> </ul> <p><u>Rotations:</u></p> <ul style="list-style-type: none"> <li>Skill Groups</li> </ul>	
	<p>-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.</p>	<p><b>F</b></p> <p><u>Warm Up:</u></p> <ul style="list-style-type: none"> <li>Build a Sentence</li> </ul> <p><u>Rotations:</u></p> <ul style="list-style-type: none"> <li>Free Write</li> <li>Progress Monitoring</li> </ul>	



**12:30 – 1:30 / 2:00 – 2:50 – Math Resource (K/1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>)**  
**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

<b>Common Core</b>	<b>Learning Targets – I can:</b>	<b>Activities</b>	<b>Questioning</b>
<p>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</p>	<p>(K): I can use objects to show and count 4 and 5.</p> <p>(1): I can add numbers in any order.</p> <p>(2): I can write a subtraction story about separating groups by using the part-part-whole model.</p>	<p><b>M</b></p> <p><u>Guided Rotations</u></p> <p><i>1<sup>st</sup> Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> <li>(K) Mrs. Vining: Env. 1-4 “Counting 4 and 5” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>(2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> <li>(K) IEP Bin/Technology</li> </ul>	<p>(K): Why is the last number you say important when counting a set of objects?</p> <p>(1): How are the number sentences alike and different?</p> <p>(2): How do you write a</p>

<p>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. CCSS.MATH.CONTENT.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using &gt;, =, and &lt; symbols to record the results of comparisons.</p>	<p>(3): I can identify a number that is 10 more or 10 less than a given number.</p>	<ul style="list-style-type: none"> <li>(1) Mrs. Vining: Env. 1-7 “Adding In Any Order” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p>3<sup>rd</sup> Rotation (1:15- 1:30):</p> <ul style="list-style-type: none"> <li>(K) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> </ul> <hr/> <p>4<sup>th</sup> Rotation (2:00- 2:25):</p> <ul style="list-style-type: none"> <li>(1/2) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> <li>(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)</li> </ul> <p>5<sup>th</sup> Rotation (2:25- 2:50):</p> <ul style="list-style-type: none"> <li>(1) IEP Bin/Technology</li> <li>(2) Mrs. Vining: Env. 1-4 “Stories About Separating” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>(3) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> </ul>	<p>subtraction sentence to solve problems about separating one part from the whole?</p> <p>(3): How can you use a hundreds chart to find a number that is 10 more or 10 less than a number? What patterns do you notice when using a hundreds chart?</p>
	<p>(K): I can count 4 and 5 objects when they are shown in different ways.</p> <p>(1): I can use objects to solve story problems.</p> <p>(2): I can write subtraction sentences to solve stories about comparing groups.</p> <p>(3): I can identify even and odd numbers.</p>	<p><b>T</b> <u>Guided Rotations</u></p> <p>1<sup>st</sup> Rotation (12:30-12:50):</p> <ul style="list-style-type: none"> <li>(K) Mrs. Vining: Env. 1-5 “Counting 4 and 5 in Different Arrangements” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>(2/3) IEP Bin/Technology</li> </ul> <p>2<sup>nd</sup> Rotation (12:50- 1:15):</p> <ul style="list-style-type: none"> <li>(K) IEP Bin/Technology</li> <li>(1) Mrs. Vining: Env. 1-8 “Problem Solving: Use Objects” -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p>3<sup>rd</sup> Rotation (1:15- 1:30):</p>	<p>(K): How can you show numbers (4, 5) in different ways?</p> <p>(1): How do objects represent an addition sentence?</p> <p>(2): How can you use objects to solve a comparing story?</p> <p>(3): How can you use connecting cubes to show even and odd numbers?</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.

**Vocabulary**

- Number (K)
- Four (K)
- Five (K)
- Part (1/2)
- Whole (1/2)
- Order (1)
- Addend (1)
- Addition Sentence (1/2)
- Join (1/2)
- Plus (1/2)
- Add (2)
- Sum (2)
- Minus (2)
- Subtract (2)
- Difference (2)
- Subtraction sentence (2)
- Minus (2)
- Separate (2)
- More (2)
- Fewer (2)
- Related (2)
- Fact family (2)
- Digits (3)
- Number word (3)
- Greater than > (3)
- Less than < (3)
- Equal = (3)
- Before (3)
- After (3)
- Even (3)
- Odd (3)

(K): I can read and write numbers 4 and 5.

(1): I can show parts of numbers to 10 and write addition sentences.

(2): I can write related addition and subtraction facts.

(3): I can use data from a chart to solve problems.

- (K) Mr. James: Daily Common Core Review, “Number Sense” centers
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- 4<sup>th</sup> Rotation (2:00- 2:25):*
- (1/2) Mr. James: Daily Common Core Review, “Making Numbers” centers
  - (3) Mrs. Vining: Env. 5-6 (gr. 2) “*Even and Odd Numbers*”  
 -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
- 5<sup>th</sup> Rotation (2:25- 2:50):*
- (1) IEP Bin/Technology
  - (2) Mrs. Vining: Env. 1-5 “*Stories About Comparing*”  
 -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
  - (3) Mr. James: Daily Common Core Review, “Place Value” centers

- W**  
Guided Rotations
- 1<sup>st</sup> Rotation (12:30-12:50):*
- (K) Mrs. Vining: Env. 1-6 “*Reading and Writing 4 and 5*”  
 -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
  - (2/3) IEP Bin/Technology
- 2<sup>nd</sup> Rotation (12:50- 1:15):*
- (K) IEP Bin/Technology
  - (1) Mrs. Vining: Env. Topic 1 assessment/review “*Understanding Addition*”  
 -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
- 3<sup>rd</sup> Rotation (1:15- 1:30):*
- (K) Mr. James: Daily Common Core Review, Interactive Math Notebook
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- 4<sup>th</sup> Rotation (2:00- 2:25):*
- (1/2) Mr. James: Daily Common Core Review, Interactive Math Notebook

(K): In what ways can I show how many?

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

(2): How can you use the same numbers to write another addition sentence? To write two subtraction sentences? How are the addition number sentences and subtraction number sentences alike?

(3): Can you think of a time or place where people use and read numbers in a chart?

		<ul style="list-style-type: none"> <li>• (3) Mrs. Vining: Env. 5-7 (gr. 2)  <i>“Problem Solving: Use Data From a Chart”</i>            -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p><i>5<sup>th</sup> Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> <li>• (1) IEP Bin/Technology</li> <li>• (2) Mrs. Vining: Env. 1-6  <i>“Connecting Addition and Subtraction”</i>            -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>• (3) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> </ul>	
	<p>(K): I can use objects to count up to 5.</p> <p>(1): I can find missing parts and write subtraction sentences.</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, model, and compare numbers to 100.</p>	<p><b>Th</b>  <b>Guided Rotations</b>  <i>1<sup>st</sup> Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Env. 1-7  <i>“Problem Solving: Use Objects”</i>            -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Env. Topic 2 pre-assessment, intro  <i>“Understanding Subtraction”</i>            -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p><i>3<sup>rd</sup> Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Daily Common Core Review, “Number Sense” centers</li> </ul> <hr/> <p><i>4<sup>th</sup> Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> <li>• (1/2) Mr. James: Daily Common Core Review, Strategies Skills Application (using counters)</li> <li>• (3) Mrs. Vining: Env. Topic 5 assessment/review (gr. 2)  <i>“Place Value to 100”</i>            -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p><i>5<sup>th</sup> Rotation (2:25- 2:50):</i></p>	<p>(K): How can we use objects to show how many?</p> <p>(1): How can we use pictures to help us when we take away?</p> <p>(2): How do you write a subtraction sentence to solve problems about separating one part from the whole?</p> <p>(3): How can you use place value to compare numbers?</p>



		<ul style="list-style-type: none"> <li>(1) IEP Bin/Technology</li> <li>(2) Mrs. Vining: Env. 1-7 “Problem Solving: Use Objects” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>(3) Mr. James: Daily Common Core Review, IEP Skills Application (word problems)</li> </ul>	
	-I can monitor and reflect on my progress.	<p><b>F *Fine Motor Friday*</b> Guided Rotations</p> <p><i>1<sup>st</sup> Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> <li>(K) Mrs. Vining: Progress Monitoring/Data Notebooks</li> <li>(2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> <li>(K) IEP Bin/Technology</li> <li>(1) Mrs. Vining: Progress Monitoring/Data Notebooks</li> </ul> <p><i>3<sup>rd</sup> Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> <li>(K) Mr. James: Fine Motor Friday activity (STEM)</li> </ul> <p>-----</p> <p><i>4<sup>th</sup> Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> <li>(1/2) Mr. James: Fine Motor Friday activity (STEM)</li> <li>(3) Mrs. Vining: Progress Monitoring/Data Notebooks</li> </ul> <p><i>5<sup>th</sup> Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> <li>(1) IEP Bin/Technology</li> <li>(2) Mrs. Vining: Progress Monitoring/Data Notebooks</li> <li>(3) Mr. James: Fine Motor Friday activity (STEM)</li> </ul>	

**1:30 – 2:00 – Planning**

**2:50 – 3:05 – Co-Teaching (1<sup>st</sup> Grade)**

**3:05 – 3:25 – Social Skills Resource (K/1<sup>st</sup>/2<sup>nd</sup>)**

**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

<b>Common Core</b>	<b>Learning Targets – I can:</b>	<b>Activities</b>	<b>Questioning</b>
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.	-I can describe what staying on task looks like. -I can tell strategies to help me stay on task.	<p><b>M</b> Mini-Lesson:</p> <ul style="list-style-type: none"> <li>Pre-read, read, and review social story “Staying On Task”</li> </ul>	-What does staying on task look like?
	-I can describe what	<p><b>T</b> Mini-Lesson:</p>	-When is it important to

<b>Vocabulary</b> <ul style="list-style-type: none"> <li>On Task</li> </ul>	staying on task looks like. -I can tell strategies to help me stay on task.	<ul style="list-style-type: none"> <li>Whole group prompt and response discussion activity</li> <li>Independent: "Staying On Task" coloring page</li> </ul>	stay on task?
	-I can describe what staying on task looks like. -I can tell strategies to help me stay on task.	<b>W</b> <u>Mini-Lesson:</u> <ul style="list-style-type: none"> <li>"I Just Want To Do It My Way!" read aloud</li> <li>Interactive Notebook</li> </ul>	-When is it most difficult for you to stay on task? How do you know?
	-I can describe what staying on task looks like. -I can tell strategies to help me stay on task.	<b>Th</b> <u>Mini-Lesson:</u> <ul style="list-style-type: none"> <li>Review social story</li> <li>Differentiated Assessment (matching/circle/short answer)</li> </ul>	- What can we do to help us stay on task?
		<b>F</b> No Social Skills	
<b>3:35 - Afternoon Duty</b>			