

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 X.	<b>M</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Interactive Notebook: Letter “Ww” review</li> <li>ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>KinderPhonics: “Xx” handwriting practice               <ul style="list-style-type: none"> <li>-Guided handwriting</li> <li>-Alphabet wrap up (review)</li> </ul> </li> <li>-Independent practice</li> </ul>	What do you notice about the uppercase and lowercase X?
<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 Y.	<b>T</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Interactive Notebook: Letter “Xx” review</li> <li>ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>KinderPhonics: “Yy” handwriting practice               <ul style="list-style-type: none"> <li>-Guided handwriting</li> <li>-Alphabet wrap up (review)</li> </ul> </li> <li>-Independent practice</li> </ul>	How is the lowercase Y like the lowercase G, J, P, Q?
	-I can write an uppercase and lowercase Z.	<b>W</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Interactive Notebook: Letter “Yy” review</li> <li>ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>KinderPhonics: “Zz” handwriting practice               <ul style="list-style-type: none"> <li>-Guided handwriting</li> <li>-Alphabet wrap up (review)</li> </ul> </li> <li>-Independent practice</li> </ul>	What do you notice about the uppercase and lowercase Z?
	-I can write an uppercase and lowercase A-Z.	<b>Th</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Interactive Notebook: Letter “Zz” review</li> <li>ABC Review</li> </ul> <u>Rotations:</u>	

		<ul style="list-style-type: none"> <li>• KinderPhonics handwriting practice review</li> <li>-Guided handwriting</li> <li>-Alphabet wrap up (review)</li> <li>-Independent practice</li> </ul>	
	-I can write uppercase and lowercase letters A-Z.	<b>F *Fine Motor Friday*</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>• Fine Motor A-Z review</li> <li>• Progress Monitoring w/Mrs. Vining</li> </ul>	

**9:45 – 10:45 – ELA Resource (K/1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>)**  
**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

<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.	(K) I can answer questions about a story. I can blend and segment sounds in a word. I can read the words “one, two, three”.  (1/2/3) I can identify the character traits of characters within a text.  (K) I can label a picture with vocabulary words.  (1/2/3) I can describe and order vocabulary words based on their meaning.	<b>M</b>  Warm Up: “Listening Games” (Phonological Awareness) “Stellaluna” read aloud  <u>Guided Rotations</u> <i>1<sup>st</sup> Rotation:</i> (18 min.) <ul style="list-style-type: none"> <li>• (K) Mr. James: Vocabulary “Label It”</li> <li>• (1) Mrs. Vining: Weekly Grammar Focus (Nouns), Phonics intro, Guided Reading A-Z (picture walk)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <i>2<sup>nd</sup> Rotation:</i> (24 min.) <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology:</li> <li>• (1) Mr. James: Vocabulary “Shades of Meaning” Center (Largest/Smallest: Transportation)</li> <li>• (2/3) Mrs. Vining: Weekly Grammar Focus (Nouns), Phonics intro, Guided Reading A-Z (picture walk)</li> </ul> <i>3<sup>rd</sup> Rotation:</i> (18 min.) <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Alphabet/Sight Word warm up, Kinderstart listening comprehension/blending &amp; segmenting, “One, Two, Three” emergent reader and sight word song</li> <li>• (1) IEP Bin/Technology</li> </ul>	What do you notice about the vocabulary words? How are they alike? How can you sort these words?  As a reader, what do you notice about the title? Illustrations?

**Vocabulary**

- Main Idea
- Supporting Details

		<ul style="list-style-type: none"> <li>• (2/3) Mr. James: Vocabulary “Shades of Meaning” Center (Largest/Smallest: Transportation)</li> </ul>	
	<p>(K) I can answer questions about a story. I can blend and segment sounds in a word. I can read the word “little”.</p> <p>(1/2/3) I can identify the character traits of characters within a text.</p> <p>(K) I can identify the letters and sounds of each letter in the alphabet.</p> <p>(1) I can read and write words with the “wh” sound.</p> <p>(2/3/) I can read and write words with long E vowel teams.</p>	<p><b>T</b></p> <p><u>Guided Rotations</u>  <i>1<sup>st</sup> Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little, help, here) warm up, Kinderstart listening comprehension/blending &amp; segmenting, sight word song, guided reading</li> <li>• (1) Mr. James: Phonics Interactive Notebook (“wh”)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation:</i> (24 min.)</p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Alphabet Journal</li> <li>• (1) IEP Bin/Technology</li> <li>• (2/3) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z</li> </ul> <p><i>3<sup>rd</sup> Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z</li> <li>• (2/3) Mr. James: Phonics Interactive Notebook (long E vowel teams)</li> </ul> <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)  “Stellaluna” read aloud, tasks 1-4</p>	<p>How does a character’s inside traits relate to their outside traits?</p>
	<p>(K) I can answer questions about a story. I can blend and segment sounds in a word. I can read the words “one, two, three”.</p> <p>(1/2/3) I can identify character traits.</p> <p>(K) I can read and write the word “play”</p>	<p><b>W</b></p> <p><u>Guided Rotations</u>  <i>1<sup>st</sup> Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little, help, here) warm up, Kinderstart listening comprehension/blending &amp; segmenting, “One, Two, Three” emergent reader and sight word song</li> <li>• (1) Mr. James: Grammar Practice-Nouns</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation:</i> (24 min.)</p> <ul style="list-style-type: none"> <li>• (K) Mr. James: “one, two, three” interactive book</li> <li>• (1) IEP Bin/Technology</li> </ul>	<p>How does a character’s inside traits relate to their outside traits?</p>

<p>(1/2/3) I can identify types of nouns.</p>	<ul style="list-style-type: none"> <li>• (2/3) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z</li> </ul> <p><i>3<sup>rd</sup> Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z</li> <li>• (2/3) Mr. James: Grammar Practice-Nouns</li> </ul> <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)</p>	
<p>(K/1/2/3) I can read with fluency. I can ask and answer questions about what I read.</p> <p>(1) I can read and write words that end in silent e.</p> <p>(2/3/) I can read and write words with long E vowel teams.</p>	<p><b>Th</b></p> <p><u>Guided Rotations</u></p> <p><i>1<sup>st</sup> Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Alphabet/Sight Word warm up, skill work</li> <li>• (1) Mr. James: Phonics Poem (“wh”)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation: (24 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Fluency/Skill work bin</li> <li>• (1) IEP Bin/Technology</li> <li>• (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, Character Traits activity, skill work</li> </ul> <p><i>3<sup>rd</sup> Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Phonics warm up, Comprehension Journal, Character Traits activity, skill work</li> <li>• (2/3) Mr. James: Phonics Poem (long E vowel teams)</li> </ul> <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)</p>	<p>How does a character’s inside traits relate to their outside traits?</p>
<p>-I can describe at least 3 things I am thankful for.</p> <p>-I can monitor and reflect on my progress.</p>	<p><b>F</b> *Fine Motor Friday*</p> <p><u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> <li>• “Stellalauna” tasks 13-16</li> </ul> <p><u>Guided Rotations</u></p> <p><i>1<sup>st</sup> Rotation:</i></p> <ul style="list-style-type: none"> <li>• (K) Fine Motor Friday activity (Thanksgiving) -Thanksgiving writing task, craft (fine motor)</li> <li>• (1) Fine Motor Friday activity (Thanksgiving) -Thanksgiving writing task, craft (fine motor)</li> <li>• (2/3) Fine Motor Friday reading task (Thanksgiving) -Read Thanksgiving comprehension passage</li> </ul>	

		<p><i>2<sup>nd</sup> Rotation:</i></p> <ul style="list-style-type: none"> <li>• (K) Fine Motor Friday reading task (Thanksgiving) - Read Thanksgiving emergent reader</li> <li>• (1) Fine Motor Friday reading task (Thanksgiving) - Read Thanksgiving emergent reader</li> <li>• (2/3) Fine Motor Friday activity (Thanksgiving) - Thanksgiving writing task, craft (fine motor)</li> </ul> <p>*Mrs. Vining—pull for PM during both rotations</p>	
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<b>10:45 – 11:15 – Co-Teaching (2<sup>nd</sup> Grade)</b>			
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<b>11:15 – 11:30 – Lunch</b>			
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<b>11:30 – 12:00 – Co-Teaching (K)</b>			
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<b>12:00 – 12:30 – Writing Resource (2<sup>nd</sup>/3<sup>rd</sup>)</b>			
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<p><b>IEP Goals: Correct letter formation/line placement/spacing, Grammatically correct paragraph, Same topic, Mechanics</b></p> <p><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</p>			
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<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 identify nouns and make them plural in my writing.	<p><b>M</b></p> <p><u>Warm Up:</u></p> <ul style="list-style-type: none"> <li>• Build a Sentence Rotations:</li> </ul> <ul style="list-style-type: none"> <li>• Mini Lesson: Nouns Grammar Practice (Nouns)</li> </ul>	
CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-I can identify words in my writing that need capitalization.	<p><b>T</b></p> <p><u>Warm Up:</u></p> <ul style="list-style-type: none"> <li>• Build a Sentence Rotations:</li> </ul> <ul style="list-style-type: none"> <li>• Writing Center: Put a Cap on Capitals -“When do we use a capital letter?”</li> </ul> <p>Skill Groups</p>	How do these sentences differ from what we’ve learned about capitalization?
CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.	-I can write 2-3 sentences that are focused on one idea.	<p><b>W</b></p> <p><u>Warm Up:</u></p> <ul style="list-style-type: none"> <li>• See, Think, Wonder, Write Rotations:</li> </ul> <ul style="list-style-type: none"> <li>• Mini Lesson: Writing Traits (Ideas) -Independent Practice</li> </ul>	As a reader, what do you notice about this paragraph?
CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.	-I can write sentences on	<p><b>Th</b></p> <p>Warm Up:</p>	
CCSS.ELA-LITERACY.L.1.2.D			

<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>• Ideas</li> <li>• Nouns</li> </ul>	<p>the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.</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>• Writing Traits (Ideas) focused free write</li> </ul>	<p>How does your writing apply what we know about good writing traits?</p>
	<p>-I can identify nouns and make them plural in my writing.</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>• Grammar Practice (Nouns)</li> <li>• Skill Work</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</p>	<p>(K): I can use objects to represent and count the quantity of 10. I can write the numeral 10.</p> <p>(1): I can use what I know about doubles facts to solve near doubles facts.</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. 3-5, 3-6 “Counting 10, Writing 10” -(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): Does it matter how I arrange these objects when I count to 10? Why?</p> <p>(1): How are 5+5=10 and 5+6=11 related?</p> <p>(2): Look at the two colors of counters. What do you</p>

<p>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. CCSS.MATH.CONTENT.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of</p>	<p>(2): I can find the difference using related addition facts to 18.</p> <p>(3): I can write multiplication sentences for arrays. I can use arrays to find products.</p>	<ul style="list-style-type: none"> <li>(1) Mrs. Vining: Env. 4-3 <i>"Near Doubles"</i> -(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> <ul style="list-style-type: none"> <li>(K) Mr. James: Daily Common Core Review, "Number Sense" centers</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, "Making Numbers" centers</li> <li>(3) Mrs. Vining: Env. 4-2 <i>"Arrays and Multiplication"</i> -(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. 3-4 <i>"Thinking Addition to 18 to Subtract"</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p>(3) Mr. James: Daily Common Core Review, "Place Value" centers</p>	<p>notice about how the addition and subtraction facts are related?</p> <p>(3): What are examples of equal rows found in everyday life around you? (i.e. photo albums, eggs in a carton, people in a parade, etc.)</p>
	<p>(K): I can identify growing patterns and predict what comes next.</p> <p>(1): I can use a ten-frame to write addition facts with 5.</p> <p>(2): I can use the make-10 strategy to subtract.</p> <p>(3): I can write multiplication sentences for arrays. I can use arrays to find products.</p>	<p><b>T</b> <b>Guided Rotations</b></p> <p>1<sup>st</sup> Rotation (12:30-12:50):</p> <ul style="list-style-type: none"> <li>(K) Mrs. Vining: Env. 4-4 <i>"Facts with 5 on a Ten-Frame"</i> -(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. 3-4 <i>"Finding Missing Parts of 10"</i> -(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> <ul style="list-style-type: none"> <li>(K) Mr. James: Daily Common Core Review, "Number Sense" centers</li> </ul>	<p>(K): How do you know what the next part will be?</p> <p>(1): How is 6 related to 5? 10? How is 8 related to 5? 10?</p> <p>(2): How is subtracting 6 from 14 similar to subtracting 6 from 24?</p> <p>(3): How are the multiplication problems for the two arrays (4 rows of 5, 5 rows of 4) similar? Different?</p>

<p>comparisons. 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><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Six (K)</li> <li>• Seven (K)</li> <li>• Eight (K)</li> <li>• Nine (K)</li> <li>• Ten (K)</li> <li>• Growing pattern (K)</li> <li>• Near double (1)</li> <li>• 2 less than (1)</li> <li>• 1 less than (1)</li> <li>• 0 less than (1)</li> <li>• Multiplication (3)</li> <li>• Factors (3)</li> <li>• Product (3)</li> <li>• Array (3)</li> <li>• Commutative (Order) Property of Multiplication</li> </ul>		<hr/> <p><b>4<sup>th</sup> Rotation (2:00- 2:25):</b></p> <ul style="list-style-type: none"> <li>• (1/2) Mr. James: Daily Common Core Review, “Making Numbers” centers</li> <li>• (3) Mrs. Vining: Env. 4-2 “<i>Arrays and Multiplication</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p><b>5<sup>th</sup> Rotation (2:25- 2:50):</b></p> <ul style="list-style-type: none"> <li>• (1) IEP Bin/Technology</li> <li>• (2) Mrs. Vining: Env. 3-5 “<i>Making 10 to Subtract</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p>(3) Mr. James: Daily Common Core Review, “Place Value” centers</p>	
	<p>(K): I can use objects to show numbers 6 to 10. I can read and write numbers 6 to 10.</p> <p>(1): I can use ten-frames to model addition facts.</p> <p>(2): I can solve two-question problems by using the first answer to solve for the second.</p> <p>(3): I can describe and use the Commutative Property of Multiplication.</p>	<p><b>W</b> <b>Guided Rotations</b></p> <p><b>1<sup>st</sup> Rotation (12:30-12:50):</b></p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Env. Topic 3 review “<i>Six to Ten</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><b>2<sup>nd</sup> Rotation (12:50- 1:15):</b></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Env. 4-5 “<i>Making 10 on a Ten-Frame</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p><b>3<sup>rd</sup> Rotation (1:15- 1:30):</b></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> </ul> <hr/> <p><b>4<sup>th</sup> Rotation (2:00- 2:25):</b></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. 4-3 “<i>The Commutative Property</i>”</li> </ul>	<p>(1): What other tools could you use to group numbers into tens? How would you use them?</p> <p>(2): How can you extend the story to a third step?</p> <p>(3): If the desks in the room were rearranged, would the number of desks change? Explain.</p>



		<p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <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. 3-6 “<i>Problem Solving: Two-Question Problems</i>”</li> </ul> <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <ul style="list-style-type: none"> <li>• (3) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> </ul>	
	<p>(K): I can use objects to show numbers 6 to 10. I can read and write numbers 6 to 10.</p> <p>(1): I can fluently subtract 2 less than, 1 less than, and 0 less than a given number.</p> <p>(2): I can use subtraction strategies to subtract fluently.</p> <p>(3): I can describe and use the Commutative Property of Multiplication.</p>	<p><b>Th</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. Topic 3 review “<i>Six to Ten</i>”</li> </ul> <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <ul style="list-style-type: none"> <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. 4-6 “<i>Subtracting with 0, 1, 2</i>”</li> </ul> <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <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> <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: Daily Common Core Review, Strategies Skills Application (using counters)</li> <li>• (3) Mrs. Vining: Env. 4-3 “<i>The Commutative Property</i>”</li> </ul> <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <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. Topic 3 assessment</li> </ul>	<p>(1): What strategy can you think of to solve subtraction facts with 0, 1, and 2?</p> <p>(3): When you use an array to find the products of 7x5 and 5x7, what do you notice? Is the same true for the products of 3x4 and 4x3? What can you conclude?</p>

		<p>“<i>Subtraction Strategies</i>”          -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <ul style="list-style-type: none"> <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</b> *Fine Motor Friday*  <u>Guided Rotations</u>  <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 instances it is important to keep my hands and my feet to myself.	<p><b>M</b>  <u>Mini-Lesson:</u>            Pre-read, read, and review social story “Keeping My Hands and My Feet to Myself”</p>	-Why do we sometimes feel the need to put our hands or feet on others?
	-I can describe times when it may be difficult for me to keep my hands and my	<p><b>T</b>  <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> <li>Whole group prompt and response discussion activity</li> </ul>	-What are examples of times and places where

<b>Vocabulary</b> <ul style="list-style-type: none"> <li>I Will Not Be a Bully</li> </ul>	feet to myself.	<ul style="list-style-type: none"> <li>Independent: "Keeping My Hands and My Feet to Myself" coloring page</li> </ul>	we might feel the need to put our hands or feet on others?
	-I can tell what to do in situations that are difficult for me to keep my hands and feet to myself.	<b>W</b> <u>Mini-Lesson:</u> <ul style="list-style-type: none"> <li>Interactive Notebook</li> </ul>	-Have you had experiences where others were putting their hands and feet on you? What did you do?
	-I can tell why it is important to keep my hands and my feet to myself.	<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 could happen if we put our hands and feet on others? How could it make others feel? What could the consequences be?
		<b>F</b> No Social Skills	

**3:35** - Afternoon Duty