

**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	- I can cut on a given line.	<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>• Turkey Activity – scissoring practice</li> </ul>	
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 sentences using correct letter formation, spacing, and neat handwriting.	<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>• Turkey journal write</li> </ul>	
		<b>W</b> <b>No School – Thanksgiving Holiday</b>	
<b>Vocabulary</b>		<b>Th</b> <b>No School – Thanksgiving Holiday</b>	
<ul style="list-style-type: none"> <li>• Uppercase Letters</li> <li>• Lowercase Letters</li> </ul>		<b>F</b> *Fine Motor Friday* <b>No School – Thanksgiving Holiday</b>	

**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**

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		<b>M</b> <u>Warm Up:</u> “Listening Games” (Phonological Awareness) “The Night Before Thanksgiving” read aloud	How does this writing prompt relate to the story we read?

<p>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.</p>	<p>(1/2/3) I can identify the character traits of characters within a text.</p> <p>(1/2/3) I can describe how to save a turkey, using transitional words, complete sentences, and proper writing mechanics.</p>	<p><u>Guided Rotations</u>  <i>1<sup>st</sup> Rotation: (25 min.)</i></p> <ul style="list-style-type: none"> <li>(1) Mrs. Vining: Weekly Grammar Focus (Nouns), Character Analysis assessment</li> <li>(2/3) Mr. James: How to Save a Turkey writing activity -IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation: (25 min.)</i></p> <ul style="list-style-type: none"> <li>(1) Mr. James: How to Save a Turkey writing activity -IEP Bin/Technology</li> <li>(2/3) Mrs. Vining: Weekly Grammar Focus (Nouns), Character Analysis assessment</li> </ul>	
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Character Traits</li> </ul>	<p>(1/2/3) I can monitor and reflect on my progress.</p> <p>(1/2/3) I can describe how to save a turkey, using transitional words, complete sentences, and proper writing mechanics.</p>	<p><b>T</b></p> <p><u>Guided Rotations</u>  <i>1<sup>st</sup> Rotation: (25 min.)</i></p> <ul style="list-style-type: none"> <li>(1) Mrs. Vining: Progress Monitoring -Pie thankful craftivity (independent)</li> <li>(2/3) Mr. James: How to Save a Turkey writing activity -IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation: (25 min.)</i></p> <ul style="list-style-type: none"> <li>(1) Mr. James: How to Save a Turkey writing activity -IEP Bin/Technology</li> <li>(2/3) Mrs. Vining: Progress Monitoring -Pie thankful craftivity (independent)</li> </ul> <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)          “Stellaluna” read aloud, tasks 1-4</p>	<p>What examples can you think of that include “how to” directions?</p>
		<p><b>W</b>  <b>No School – Thanksgiving Holiday</b></p>	
		<p><b>Th</b>  <b>No School – Thanksgiving Holiday</b></p>	
		<p><b>F</b> *Fine Motor Friday*  <b>No School – Thanksgiving Holiday</b></p>	
<p><b>10:45 – 11:15 – Co-Teaching (2<sup>nd</sup> Grade)</b></p>			
<p><b>11:15 – 11:30 – Lunch</b></p>			

	<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: 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>		
<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.	<b>M</b> Warm Up: • Build a Sentence Rotations: • Mini Lesson: Nouns Grammar Practice (Nouns)	
CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	<b>T</b> Warm Up: • Build a Sentence Rotations: • Thanksgiving free write Skill Groups	
CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.		<b>W</b> <b>No School – Thanksgiving Holiday</b>	
CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.		<b>Th</b> <b>No School – Thanksgiving Holiday</b>	
CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.		<b>F</b> <b>No School – Thanksgiving Holiday</b>	
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).			

<p>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>			
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<p><b>12:30 – 1:30 / 2:00 – 2:50 – Math Resource (K/1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>)</b>  <b>IEP Goals: Identify/Count/Write numbers, Addition/Subtraction fluency</b>  <b>SDI:</b> 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>			
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<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.</p> <p>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.</p> <p>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).</p> <p>CCSS.MATH.CONTENT.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to,</p>	<p>(1): I can use what I know about doubles facts to solve near doubles facts.</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>M</b> <u>Guided Rotations</u>  <b>1<sup>st</sup> Rotation (12:30-12:50):</b></p> <ul style="list-style-type: none"> <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>• (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> <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</li> </ul>	<p>(1): How are <math>5+5=10</math> and <math>5+6=11</math> related?</p> <p>(2): How is subtracting 6 from 14 similar to subtracting 6 from 24?</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>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 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> </ul>	<p>(1): I can use a ten-frame to write addition facts with 5.</p> <p>(2): I can solve two-question problems by using the first answer to solve for the second.</p> <p>(3): I can write multiplication sentences for arrays. I can use arrays to find products.</p>	<p>Binder) (3) Mr. James: Daily Common Core Review, “Place Value” centers</p> <p><b>T</b> Guided Rotations <i>1<sup>st</sup> Rotation (12:30-12:50):</i></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>• (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>-----</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, “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><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>” -(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>(1): How is 6 related to 5? 10? How is 8 related to 5? 10?</p> <p>(2): How can you extend the story to a third step?</p> <p>(3): How are the multiplication problems for the two arrays (4 rows of 5, 5 rows of 4) similar? Different?</p>
		<p><b>W</b> <b>No School – Thanksgiving Holiday</b></p>	
		<p><b>Th</b> <b>No School – Thanksgiving Holiday</b></p>	
		<p><b>F</b> *Fine Motor Friday* <b>No School – Thanksgiving Holiday</b></p>	

<ul style="list-style-type: none"> <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>			
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**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 define gratitude and tell about gratitude in my life.	<b>M</b> <u>Mini-Lesson:</u> <ul style="list-style-type: none"> <li>• Gratitude Self-Reflection</li> <li>• Read Aloud</li> </ul>	-Why is it important to consider when we experience gratitude?
	-I can define gratitude and tell about gratitude in my life.	<b>T</b> <u>Mini-Lesson:</u> <ul style="list-style-type: none"> <li>• Gratitude discussion cards</li> </ul>	-In what ways do you experience gratitude in your life?
		<b>W</b> <b>No School – Thanksgiving Holiday</b>	
		<b>Th</b> <b>No School – Thanksgiving Holiday</b>	
		<b>F</b> No Social Skills	

**3:35 - Afternoon Duty**

