

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.	- I can write an uppercase and lowercase A-Z. - I can cut on a dotted line. - I can use correct grip when holding a writing utensil.	M <u>Warm Up:</u> <ul style="list-style-type: none"> • ABC Handwriting Review <u>Rotations:</u> <ul style="list-style-type: none"> • December fine-motor practice activity 	
CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters.	- I can write an uppercase and lowercase A-Z. - I can cut on a dotted line. - I can use correct grip when holding a writing utensil.	T <u>Warm Up:</u> <ul style="list-style-type: none"> • ABC Handwriting Review <u>Rotations:</u> <ul style="list-style-type: none"> • Build a Sentence (Cut and Paste) 	
Vocabulary <ul style="list-style-type: none"> • Uppercase Letters • Lowercase Letters 	- I can write an uppercase and lowercase A-Z. - I can cut on a dotted line. - I can use correct grip when holding a writing utensil.	W <u>Warm Up:</u> <ul style="list-style-type: none"> • ABC Handwriting Review <u>Rotations:</u> <ul style="list-style-type: none"> • December fine-motor practice activity 	
	- I can write an uppercase and lowercase A-Z. - I can cut on a dotted line. - I can use correct grip when holding a writing utensil.	Th <u>Warm Up:</u> <ul style="list-style-type: none"> • ABC Handwriting Review <u>Rotations:</u> <ul style="list-style-type: none"> • December Writing Journals 	
	- I can write an uppercase and lowercase A-Z. - I can cut on a dotted line. - I can use correct grip	F *Fine Motor Friday* <u>Warm Up:</u> <ul style="list-style-type: none"> • ABC Handwriting Review <u>Rotations:</u>	

	when holding a writing utensil.	<ul style="list-style-type: none"> Fine Motor alphabet review Progress Monitoring w/Mrs. Vining 	
	<p>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</p>		
<p>Common Core</p> <p>CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Main Idea Supporting Details 	<p>Learning Targets – I can:</p> <p>(1/2/3) I can sequence the events in a text.</p> <p>(1/2/3) I can describe holiday traditions in Africa by creating a brochure.</p>	<p>Activities</p> <p>M</p> <p>Warm Up: “Listening Games” (Phonological Awareness) “The Polar Express” read aloud</p> <p><u>Guided Rotations</u> 1st Rotation: (18 min.)</p> <ul style="list-style-type: none"> (1) Mrs. Vining: Weekly Grammar Focus (Nouns), Phonics intro, Guided Reading A-Z (picture walk) (2/3) IEP Bin/Technology <p>2nd Rotation: (24 min.)</p> <ul style="list-style-type: none"> (1) Mr. James: Holidays Around the World (Africa, Kwanzaa) (2/3) Mrs. Vining: Weekly Grammar Focus (Nouns), Phonics intro, Guided Reading A-Z (picture walk) <p>3rd Rotation: (18 min.)</p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2/3) Mr. James: Holidays Around the World (Africa, Kwanzaa) 	<p>Questioning</p> <p>What do you notice about the vocabulary words? How are the alike? How can you sort these words?</p> <p>As a reader, what do you notice about the title? Illustrations?</p>
	<p>(1/2/3) I can sequence the events in a text.</p> <p>(1) I can read and write words with the “sh” sound.</p> <p>(2/3/) I can read and write words with long I vowel</p>	<p>T</p> <p><u>Guided Rotations</u> 1st Rotation: (18 min.)</p> <ul style="list-style-type: none"> (1) Mr. James: Phonics Interactive Notebook (“sh”) (2/3) IEP Bin/Technology <p>2nd Rotation: (24 min.)</p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2/3) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z <p>3rd Rotation: (18 min.)</p> <ul style="list-style-type: none"> (1) Mrs. Vining: Phonics/Grammar warm up, 	<p>Compare the two stories. What do you notice is different?</p>

<p>teams.</p>	<p>Comprehension Journal, Guided Reading A-Z</p> <ul style="list-style-type: none"> • (2/3) Mr. James: Phonics Interactive Notebook (long I vowel teams) <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness) “The Polar Express” read aloud, tasks 1-4</p>	
<p>(1/2/3) I can sequence the events in a text.</p> <p>(1/2/3) I can describe holiday traditions in Italy by creating a brochure.</p>	<p>W</p> <p><u>Guided Rotations</u> <i>1st Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> • (1) Mr. James: Holidays Around the World (Italy) • (2/3) IEP Bin/Technology <p><i>2nd Rotation:</i> (24 min.)</p> <ul style="list-style-type: none"> • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z <p><i>3rd Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> • (1) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z • (2/3) Mr. James: Holidays Around the World (Italy) <p><u>Concluding Activity:</u> “The Polar Express” read aloud, tasks 5-8</p>	<p>How do signal words help tell the order of events within a text?</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 with the “sh” sound.</p> <p>(2/3/) I can read and write words with long I vowel teams.</p>	<p>Th</p> <p><u>Guided Rotations</u> <i>1st Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> • (1) Mr. James: Phonics Poem (“sh”) • (2/3) IEP Bin/Technology <p><i>2nd Rotation:</i> (24 min.)</p> <ul style="list-style-type: none"> • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, Sequencing activity, skill work <p><i>3rd Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Phonics warm up, Comprehension Journal, Sequencing activity, skill work • (2/3) Mr. James: Phonics Poem (long I vowel teams) <p><u>Concluding Activity:</u> “The Polar Express” read aloud, tasks 9-12</p>	<p>What would be another event in the story you could create to add to the sequence?</p>

	<p>- I can describe holiday traditions in Brazil by creating a brochure.</p> <p>-I can monitor and reflect on my progress.</p>	<p>F *Fine Motor Friday* <u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “The Polar Express” tasks 13-16 <p><u>Guided Rotations</u> 1st Rotation:</p> <ul style="list-style-type: none"> • (1) Fine Motor Friday activity (Holidays Around the World) -Holidays Around the world writing task, craft (fine motor) • (2/3) Fine Motor Friday reading task (Holidays Around the World-Brazil) <p>2nd Rotation:</p> <ul style="list-style-type: none"> • (1) Fine Motor Friday reading task (Holidays Around the World-Brazil) • (2/3) Fine Motor Friday activity (Holidays Around the World) -Holidays Around the World writing task, craft (fine motor) <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 identify nouns and make them plural in my writing.	<p>M <u>Warm Up:</u></p> <ul style="list-style-type: none"> • Build a Sentence <p><u>Rotations:</u></p> <ul style="list-style-type: none"> • Mini Lesson: Nouns Grammar Practice (Nouns) 	
	-I can distinguish a sentence as an asking or telling sentence?	<p>T <u>Warm Up:</u></p> <ul style="list-style-type: none"> • Build a Sentence <p><u>Rotations:</u></p>	What is the difference between a question and a statement? When would you use one or the other?

<p>CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.</p> <p>CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.</p> <p>CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.</p> <p>CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>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 • Ideas • Nouns • Asking/Statement 	<p>-I can write 2-3 sentences that are focused on one idea.</p> <p>-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.</p> <p>-I can identify nouns and make them plural in my writing.</p>	<ul style="list-style-type: none"> • Writing Center: Asking or Telling -“Is it a question or a statement?” <p>Skill Groups</p> <p>W <u>Warm Up:</u></p> <ul style="list-style-type: none"> • See, Think, Wonder, Write <p><u>Rotations:</u></p> <ul style="list-style-type: none"> • Mini Lesson: Writing Traits (Ideas) -Independent Practice <p>Th <u>Warm Up:</u></p> <ul style="list-style-type: none"> • Build a Sentence <p><u>Rotations:</u></p> <ul style="list-style-type: none"> • Writing Traits (Ideas) focused free write <p>F <u>Warm Up:</u></p> <ul style="list-style-type: none"> • Build a Sentence <p><u>Rotations:</u></p> <ul style="list-style-type: none"> • Grammar Practice (Nouns) • Skill Work 	<p>As a reader, what do you notice about this paragraph?</p> <p>How does your writing apply what we know about good writing traits?</p>
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12:30 – 1:30 / 2:00 – 2:50 – Math Resource (K/1st/2nd/3rd)
IEP Goals: Identify/Count/Write numbers, Addition/Subtraction fluency
SDI: Direct instruction in computation and reasoning strategies, word problem strategies, Direct instruction in use of a calculator, Modeling, Repetitive Practice, Manipulatives Direct Instruction in Number Sense, Visual Strategies

Common Core	Learning Targets – I can:	Activities	Questioning
<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, 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</p>	<p>(1): I can use the doubles strategy to solve addition facts with like addends fluently.</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>M <u>Guided Rotations</u> <i>1st Rotation (12:30-12:50):</i></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"> (1) Mrs. Vining: Env. 5-1 “Doubles” -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <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, “Making Numbers” centers (3) Mrs. Vining: Env. 4-2 “Arrays and Multiplication” -(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. 3-5 “Making 10 to Subtract” -(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>(1): If you know that double 1 is 2, then what is double 10? Double 100?</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>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</p> <p>CCSS.MATH.CONTENT.2.NBT.A.2 Count within 1000; skip-count by</p>	<p>(1): I can solve addition facts with addends that are 1 apart with fluency.</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>T <u>Guided Rotations</u> <i>1st Rotation (12:30-12:50):</i></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"> (1) Mrs. Vining: Env. 5-2 “Doubles Plus 1” -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <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, “Making Numbers” centers (3) Mrs. Vining: Env. 4-3 “The Commutative Property” 	<p>(1): How is $6+6=12$ related to $6+7=13$?</p> <p>(2): How can you extend the story to a third step?</p> <p>(3): When you use an array to find the products of 7×5 and 5×7, what do you notice? Is the same true for the products of 3×4 and 4×3? What can</p>

<p>5s, 10s, and 100s. CCSS.MATH.CONTENT.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. CCSS.MATH.CONTENT.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>		<p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <i>5th Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2) Mrs. Vining: Env. 3-6 "Problem Solving: Two-Question Problems" <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) (3) Mr. James: Daily Common Core Review, "Place Value" centers</p>	<p>you conclude?</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"> Doubles (1) Doubles plus 1 (1) Doubles plus 2 (1) Multiplication (3) Factors (3) Product (3) Array (3) Commutative (Order) Property of Multiplication 	<p>(1): I can solve addition facts with addends that are 2 apart with fluency.</p> <p>(3): I can describe and use the Commutative Property of Multiplication.</p>	<p>W <u>Guided Rotations</u> <i>1st Rotation (12:30-12:50):</i></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"> (1) Mrs. Vining: Env. 5-3 "Doubles Plus 2" <p>-(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <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, "Making Numbers" centers (3) Mrs. Vining: Env. 4-3 "The Commutative Property" <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. Topic 3 assessment "Subtraction Strategies" <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, "Place Value" centers 	<p>(1): How is $6+6=12$ related to $6+8-14$?</p> <p>(3): If the desks in the room were rearranged, would the number of desks change? Explain.</p>
	<p>(1): I can solve two-</p>	<p>Th <u>Guided Rotations</u> <i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> (2/3) IEP Bin/Technology 	<p>(1): Which words tell you whether to add or</p>

<p>question problems.</p> <p>(2): I can group objects into tens and ones to show two-digit numbers.</p> <p>(3): I can write math stories for given multiplication facts.</p>	<p>2nd Rotation (12:50- 1:15):</p> <ul style="list-style-type: none"> (1) Mrs. Vining: Env. 5-4 <p><i>“Problem Solving: Two-Question Problems”</i> -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <hr/> <p>4th Rotation (2:00- 2:25):</p> <ul style="list-style-type: none"> (1/2) Mr. James: Daily Common Core Review, “Making Numbers” centers (3) Mrs. Vining: Env. 4-4 <p><i>“Writing Multiplication Stories”</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <p>5th Rotation (2:25- 2:50):</p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2) Mrs. Vining: Env. 5-1 <p><i>“Models for Tens and Ones”</i> -(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, “Place Value” centers 	<p>subtract? How do you know?</p> <p>(2): What is the difference between 14 and 41? (use connecting cubes to model and tell)</p> <p>(3): Write a story about 1 more than 4x2.</p>
<p>-I can monitor and reflect on my progress.</p>	<p>F *Fine Motor Friday* Guided Rotations</p> <p>1st Rotation (12:30-12:50):</p> <ul style="list-style-type: none"> (2/3) IEP Bin/Technology <p>2nd Rotation (12:50- 1:15):</p> <ul style="list-style-type: none"> (1) Mrs. Vining: Progress Monitoring/Data Notebooks <hr/> <p>4th Rotation (2:00- 2:25):</p> <ul style="list-style-type: none"> (1/2) Mr. James: Fine Motor Friday activity (STEM) (3) Mrs. Vining: Progress Monitoring/Data Notebooks <p>5th Rotation (2:25- 2:50):</p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2) Mrs. Vining: Progress Monitoring/Data Notebooks (3) Mr. James: Fine Motor Friday activity (STEM) 	
<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</p>		

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

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"> Caring 	<p>-I can define caring and tell about how I am caring in my life.</p>	<p>M <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Caring Self-Reflection 	<p>-In what ways do you experience instances of caring in your life?</p>
	<p>-I can identify “caring” character traits.</p>	<p>T <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> “Love You Forever” Read Aloud and discussion (use Character Trait poster) 	<p>-How do the traits listed on the poster relate to the character in the story?</p>
	<p>-I can tell three ways to be a caring person.</p>	<p>W <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> “Caring” Anchor Chart 	<p>-What are things we can do to be a caring person?</p>
	<p>-I can tell three ways to be a caring person.</p>	<p>Th <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> “Caring” Interactive Notebook 	<p>-What are things we can do to be a caring person?</p>
		<p>F No Social Skills</p>	

3:35 - Afternoon Duty