

9:00 – 9:15 – Co-Teaching (1st grade)
9:15 – 9:45 – Writing Resource (K/1st)
IEP Goals: Fine motor writing skills; appropriate use of writing materials
SDI: Modeling, prompts and cues, Direct instruction in fine motor, visual motor, visual perceptual skill development, Guided practice, Adaptive materials for writing

Common Core	Learning Targets – I can:	Activities	Questioning
CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters CCSS.ELA-Literacy.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters.	.	M No School	
		T No School	
	-I can write an uppercase and lowercase V.	W <u>Warm Up:</u> <ul style="list-style-type: none"> • Interactive Notebook: Letter “Uu” review • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • KinderPhonics Lesson 1: “Vv” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
Vocabulary <ul style="list-style-type: none"> • Uppercase Letters • Lowercase Letters 	-I can write an uppercase and lowercase W.	Th <u>Warm Up:</u> <ul style="list-style-type: none"> • Interactive Notebook: Letter “Vv” review • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • KinderPhonics Lesson 1: “Ww” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
	-I can write uppercase and lowercase letters A-W.	F *Fine Motor Friday* <u>Warm Up:</u> <ul style="list-style-type: none"> • Interactive Notebook: Letter “Ww” review • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • Fine Motor A-T review • Progress Monitoring w/Mrs. Vining 	

9:45 – 10:45 – ELA Resource (K/1st/2nd/3rd)
IEP Goals: Comprehension, Fluency
SDI: Direct Instruction in Comprehension Strategies, Direct Instruction in Vocabulary, Modeling, Direct Instruction in Thinking Strategies, Direct Instruction in Phonics and Decoding, Modeling of Fluency, Direct Instruction in Sight Word Recognition, Multiple Exposures to Text, Repeated practice

Common Core	Learning Targets – I can:	Activities	Questioning
CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.		M No School	
CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		T No School	
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. Vocabulary <ul style="list-style-type: none"> • Main Idea • Supporting Details 	(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 character traits. (K) I can read and write the word “play” (1/2/3) I can identify words that need to be capitalized in my writing.	W <u>Guided Rotations</u> <i>1st Rotation: (18 min.)</i> <ul style="list-style-type: none"> • (K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little, help, here) warm up, Kinderstart listening comprehension/blending & segmenting, “One, Two, Three” emergent reader and sight word song • (1) Mr. James: Grammar Practice-Capitalization • (2/3) IEP Bin/Technology <i>2nd Rotation: (24 min.)</i> <ul style="list-style-type: none"> • (K) Mr. James: “Play” interactive book • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z <i>3rd Rotation: (18 min.)</i> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z • (2/3) Mr. James: Grammar Practice-Capitalization Concluding Activity: “Listening Games” (Phonological Awareness)	
	(K/1/2/3) I can read with fluency. I can ask and answer questions about	Th <u>Guided Rotations</u> <i>1st Rotation: (18 min.)</i> <ul style="list-style-type: none"> • (K) Mrs. Vining: Alphabet/Sight Word warm up, skill work 	

<p>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 A vowel teams ai and ay.</p>	<ul style="list-style-type: none"> • (1) Mr. James: Phonics Poem (silent e) • (2/3) IEP Bin/Technology <p><i>2nd Rotation: (24 min.)</i></p> <ul style="list-style-type: none"> • (K) Mr. James: Fluency/Skill work bin • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, skill work <p><i>3rd Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Phonics warm up, Comprehension Journal, skill work • (2/3) Mr. James: Phonics Poem (long A vowel teams) <p>Concluding Activity: “Listening Games” (Phonological Awareness)</p>	
<p>-I can tell at least 3 facts about Veterans Day.</p> <p>-I can monitor and reflect on my progress.</p>	<p>F *Fine Motor Friday*</p> <p><u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “Stellalauna” tasks 13-16 <p><u>Guided Rotations</u></p> <p><i>1st Rotation:</i></p> <ul style="list-style-type: none"> • (K) Fine Motor Friday activity (Veterans Day) -Veterans Day writing task, craft (fine motor) • (1) Fine Motor Friday activity (Veterans Day) -Veterans Day writing task, craft (fine motor) • (2/3) Fine Motor Friday reading task (Veterans Day) -Read Veterans Day comprehension passage <p><i>2nd Rotation:</i></p> <ul style="list-style-type: none"> • (K) Fine Motor Friday reading task (Veterans Day) - Read Veterans Day emergent reader • (1) Fine Motor Friday reading task (Veterans Day) - Read Veterans Day emergent reader • (2/3) Fine Motor Friday activity (Veterans Day) -Veterans Day writing task, craft (fine motor) <p>*Mrs. Vining—pull for PM during both rotations</p>	
	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.		M No School	
CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-I can edit for capitalization, punctuation, and complete ideas in my personal narrative.	T No School	
CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people. 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 when to use a capital letter in my writing.	W <u>Warm Up:</u> <ul style="list-style-type: none"> • See, Think, Wonder, Write <u>Rotations:</u> <ul style="list-style-type: none"> • Mini Lesson: Personal Narratives – Personal Narrative Rough Draft (edit), Final Copy 	
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.	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	Th <u>Warm Up:</u> <ul style="list-style-type: none"> • Build a Sentence <u>Rotations:</u> <ul style="list-style-type: none"> • Writing Center: Put a Cap on Capitals -“When do we use a capital letter?” • Skill Groups 	
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,		F <u>Warm Up:</u> <ul style="list-style-type: none"> • Build a Sentence <u>Rotations:</u> <ul style="list-style-type: none"> • Grammar Practice (Capitalization) • Free Write 	

<p>as needed to check and correct spellings.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Capitalization • Punctuation • Spacing • Personal narrative 			
	<p>12:30 – 1:30 / 2:00 – 2:50 – Math Resource (K/1st/2nd/3rd) IEP Goals: Identify/Count/Write numbers, Addition/Subtraction fluency SDI: Direct instruction in computation and reasoning strategies, word problem strategies, Direct instruction in use of a calculator, Modeling, Repetitive Practice, Manipulatives Direct Instruction in Number Sense, Visual Strategies</p>		
<p>Common Core</p> <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</p>	<p>Learning Targets – I can:</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 work with parts of 10.</p> <p>(2): I can use the Make 10 strategy to subtract.</p> <p>(3): I can subtract two digit numbers with and without regrouping.</p>	<p>Activities</p> <p>M No School</p> <p>T No School</p> <p>W <u>Guided Rotations</u> 1st Rotation (12:30-12:50):</p> <ul style="list-style-type: none"> • (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) • (2/3) IEP Bin/Technology <p>2nd Rotation (12:50- 1:15):</p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Env. Topic 3 assessment “Five and Ten Relationships” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p>3rd Rotation (1:15- 1:30):</p> <ul style="list-style-type: none"> • (K) Mr. James: Daily Common Core Review, Interactive Math Notebook <p>-----</p> <p>4th Rotation (2:00- 2:25):</p> <ul style="list-style-type: none"> • (1/2) Mr. James: Daily Common Core Review, Interactive Math Notebook • (3) Mrs. Vining: Env. Topic 9 review (Grade 2) 	<p>Questioning</p> <p>(K): Does it matter how I arrange these objects when I count to 10? Why?</p> <p>(2): How is subtracting 6 from 14 similar to subtracting 6 from 24?</p>

<p>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 $>$, $=$, and $<$ 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>Vocabulary</p> <ul style="list-style-type: none"> • Six (K) • Seven (K) • Eight (K) • Nine (K) • Ten (K) • Growing pattern (K) • Digits (3) • Place value (3) • Standard form (3) 		<p><i>“Subtracting Two-Digit Numbers”</i> -(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. 3-5 <i>“Making 10 to Subtract”</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (3) Mr. James: Daily Common Core Review, Interactive Math Notebook 	
	<p>(K): I can identify growing patterns and predict what comes next.</p> <p>(1): I can use strategies to add and subtract to 12.</p> <p>(2): I can solve two-question problems by using the first answer to solve for the second.</p> <p>(3): I can subtract two digit numbers with and without regrouping.</p>	<p>Th <u>Guided Rotations</u> <i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Env. 3-7 <i>“Look For a Pattern”</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (2/3) IEP Bin/Technology <p><i>2nd Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mrs. Vining: Env. Topic 4 pre-assessment <i>“Addition and Subtraction Facts to 12”</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> • (K) Mr. James: Daily Common Core Review, “Number Sense” centers <hr/> <p><i>4th Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> • (1/2) Mr. James: Daily Common Core Review, Strategies Skills Application (using counters) • (3) Mrs. Vining: Env. Topic 9 review (Grade 2) <i>“Subtracting Two-Digit Numbers”</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>5th Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> • (1) IEP Bin/Technology 	<p>(K): How do you know what the next part will be?</p> <p>(2): How can you extend the story to a third step?</p> <p>(3): When would you make an organized list in real life?</p>

<ul style="list-style-type: none"> Expanded form (3) Word form (3) Compare (3) Order (3) 		<ul style="list-style-type: none"> (2) Mrs. Vining: Env. 3-6 "Problem Solving: Two-Question Problems" -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) (3) Mr. James: Daily Common Core Review, IEP Skills Application (word problems) 	
	<p>-I can monitor and reflect on my progress.</p>	<p>F *Fine Motor Friday* Guided Rotations 1st Rotation (12:30-12:50):</p> <ul style="list-style-type: none"> (K) Mrs. Vining: Progress Monitoring/Data Notebooks (2/3) IEP Bin/Technology <p>2nd Rotation (12:50- 1:15):</p> <ul style="list-style-type: none"> (K) IEP Bin/Technology (1) Mrs. Vining: Progress Monitoring/Data Notebooks <p>3rd Rotation (1:15- 1:30):</p> <ul style="list-style-type: none"> (K) Mr. James: Fine Motor Friday activity (STEM) <p>-----</p> <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) 	

1:30 – 2:00 – Planning

2:50 – 3:05 – Co-Teaching (1st Grade)

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

IEP Goals: Appropriate social interactions, Successful member of classroom environment
SDI: Modeling, Redirection with Corrective Feedback, Positive Praise, Sensory Regulation Strategies Corrective feedback with re-teaching, De-escalation strategies, Differential reinforcement, Direct instruction in explicit social skills, Direct instruction in replacement behaviors, Direct instruction in use of sensory regulation tools and strategies

Common Core	Learning Targets – I can:	Activities	Questioning
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.	.	M No School	
		T No School	
	-I can describe characteristics of a bully.	W Mini-Lesson: <ul style="list-style-type: none"> Interactive Notebook 	-Have you had experiences with a bully?

Vocabulary <ul style="list-style-type: none"> I Will Not Be a Bully 	-I can tell why it is important to not be a bully. -I can tell what to do if I see bully behavior.		What did you do?
	-I can describe characteristics of a bully. -I can tell why it is important to not be a bully. -I can tell what to do if I see bully behavior.	Th <u>Mini-Lesson:</u> <ul style="list-style-type: none"> Review social story Differentiated Assessment (matching/circle/short answer) 	- What can you do if you see bully behavior? Why is this important?
		F No Social Skills	
3:35 - Afternoon Duty			