Mrs. Vining's Lesson Plans	Week of: November 7, 2016
8:30 – 9:00 - Morning Duty	

	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 m	uided 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 V.	M       No School         T       No School         W       Warm Up:         • Interactive Notebook: Letter "Uu" review         • ABC Review         Rotations:         • KinderPhonics Lesson 1: "Vv" handwriting practice         -Guided handwriting         -Alphabet wrap up (review)         -Independent practice			
Vocabulary <ul> <li>Uppercase Letters</li> <li>Lowercase Letters</li> </ul>	-I can write an uppercase and lowercase W.	Th         Warm Up:         • Interactive Notebook: Letter "Vv" review         • ABC Review <u>Rotations:</u> • KinderPhonics Lesson 1: "Ww" handwriting practice         -Guided handwriting         -Alphabet wrap up (review)         -Independent practice			
	-I can write uppercase and lowercase letters A-W.	<ul> <li>F *Fine Motor Friday*</li> <li><u>Warm Up:</u> <ul> <li>Interactive Notebook: Letter "Ww" review</li> <li>ABC Review</li> </ul> </li> <li><u>Rotations:</u> <ul> <li>Fine Motor A-T review</li> <li>Progress Monitoring w/Mrs. Vining</li> </ul> </li> </ul>			

Common Core	Thinking Strategies, Direct In		
		M	Quostioning
CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the		No School	
alphabet. CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of		T No School	
spoken words, syllables, and sounds (phonemes).			
CCSS.ELA-LITERACY.RF.1.3		w	
<ul> <li>CCSS.ELA-LITERACY.RF.1.3</li> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>CCSS.ELA-LITERACY.RF.2.4</li> <li>Read with sufficient accuracy and fluency to support comprehension.</li> <li>Vocabulary</li> <li>Main Idea</li> <li>Supporting Details</li> </ul>	<ul> <li>(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".</li> <li>(1/2/3) I can identify character traits.</li> <li>(K) I can read and write the word "play"</li> <li>(1/2/3) I can identify words that need to be capitalized in my writing.</li> </ul>	<ul> <li><u>Guided Rotations</u></li> <li>1<sup>st</sup> Rotation: (18 min.) <ul> <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-Capitalization</li> <li>(2/3) IEP Bin/Technology</li> </ul> </li> <li>2<sup>nd</sup> Rotation: (24 min.) <ul> <li>(K) Mr. James: "Play" interactive book</li> <li>(1) IEP Bin/Technology</li> <li>(2/3) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z</li> </ul> </li> <li>3<sup>rd</sup> Rotation: (18 min.) <ul> <li>(K) IEP Bin/Technology</li> <li>(1) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z</li> </ul> </li> </ul>	
		Concluding Activity: "Listening Games" (Phonological	
		Awareness) Th	
	(K/1/2/3) I can read with fluency. I can ask and answer questions about	<u>Guided Rotations</u> 1 <sup>st</sup> Rotation: (18 min.) • (K) Mrs. Vining: Alphabet/Sight Word warm up, skill work	

<ul> <li>(1) I can read and write words that end in silent e.</li> <li>(2/3/) I can read and write words with long A vowel teams ai and ay.</li> <li>(2/3/) I can read and write words with long A vowel teams ai and ay.</li> <li>(2/3) IEP Bin/Technology</li> <li>(2/3) IEP Bin/Technology</li> <li>(2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, skill work</li> <li>3<sup>rd</sup> Rotation: (18 min.)</li> <li>(K) IEP Bin/Technology</li> <li>(1) Mrs. Vining: Phonics warm up, Comprehension Journal, skill work</li> <li>(2/3) Mr. James: Phonics Poem (long A vowel teams)</li> </ul>	
Concluding Activity: "Listening Games" (Phonological	
Awareness) F *Fine Motor Friday*	
-I can tell at least 3 facts about Veterans Day. -I can tell at least 3 facts about Veterans Day. -I can tell at least 3 facts 	
-I can monitor and reflect on my progress.Guided Rotations 1st Rotation: • (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	
<ul> <li>2<sup>nd</sup> Rotation:         <ul> <li>(K) Fine Motor Friday reading task (Veterans Day)</li> <li>Read Veterans Day emergent reader</li> <li>(1) Fine Motor Friday reading task (Veterans Day)</li> <li>Read Veterans Day emergent reader</li> <li>(2/3) Fine Motor Friday activity (Veterans Day)</li> <li>Veterans Day writing task, craft (fine motor)</li> </ul> </li> <li>*Mrs. Vining—pull for PM during both rotations</li> </ul>	
10:45 – 11:15 – Co-Teaching (2 <sup>nd</sup> Grade) 11:15 – 11:30 – Lunch	
11:15 – 11:30 – Lunch 11:30 – 12:00 – Co-Teaching (K)	-
12:00 – 12:30 – Writing Resource (2 <sup>nd</sup> /3 <sup>rd</sup> )	

Common Core	group instruction in writing pr perceptual skill development	mmar, sentence structure, and idea development, Guided Practice ocess, Modeling, Graphic Organizers, Direct instruction in fine mo , Adaptive materials for writing, Sensory Regulation Strategies Activities	otor, visual motor, visual
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		No School T No School W	
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 edit for capitalization, punctuation, and complete ideas in my personal narrative.	<ul> <li>Warm Up:         <ul> <li>See, Think, Wonder, Write</li> </ul> </li> <li><u>Rotations:</u> <ul> <li>Mini Lesson: Personal Narratives – Personal Narrative Rough Draft (edit), Final Copy</li> </ul> </li> </ul>	
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	-I can describe when to use a capital letter in my writing.	Th <u>Warm Up:</u> • Build a Sentence <u>Rotations:</u> • Writing Center: Put a Cap on Capitals -"When do we use a capital letter?" • Skill Groups	
Use commas in dates and to separate single words in a series. 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	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	F <u>Warm Up:</u> • Build a Sentence <u>Rotations:</u> • Grammar Practice (Capitalization) • Free Write	
(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.         Vocabulary         • Capitalization • Punctuation • Punctuation • Spacing • Personal narrative         12:30 - 1:30 / 2:00 - 2:50 - Math Resource (K/1 <sup>41</sup> /2 <sup>ref</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. DDI: Direct instruction in computation and reasoning strategies, word problem strategies. DDI: Direct instruction in computation and reasoning strategies, word problem strategies. DDI: Direct instruction in computation and reasoning strategies. DDI: Direct instruction in the strategies. DDI: Del and with parts of DDI: I can use the Make 10 Strategy to subtract. (3): I can subtract two digit with rey were conder. CCSS MATH-CONTENT I. ACC. 3 Here Analysis in a dividinut d'erpresenting a count of no objects. 1 Strategy to subtract. (3): I can subtract two digit with rey were conder CCSS MATH-CONTENT I. ACC. 3 Here Analysis in	spellings.         Vocabulary         • Capitalization         • Punctuation         • Spacing         • Personal narrative         12:30         IEP G         SDI: I         calcul         Common Core         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 objects is the same regardless of their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
Vocabulary       Capitalization         • Capitalization       Purcluation         • Spacing       Spacing         • Personal narrative       Image: Spacing         Image: Spacing       Image: Spacing         • Personal narrative       Image: Spacing         Image: Spacing       Image: Spacing         • Personal narrative       Image: Spacing         Common Core       Image: Spacing         CCSS.MATH.CONTENTK.CCB       M         A       Mos School         M       No School         CCSS.MATH.CONTENTK.CCB       M         A       Mos School         Mither common Gore       Image: Spacing         CCSS.MATH.CONTENTK.CCB       M         A       Mos School         Mither common Gore       Image: Spacing         CCSS.MATH.CONTENTK.CCB       M         AB       M         Objects conside that the last number of object with on earling to plant and count the quantity of 10. L can write the numer of 0.         (K): I can use the Make 10 strategies to strategies the same regardless of the strategies to strate	Vocabulary         • Capitalization         • Punctuation         • Spacing         • Personal narrative         12:30         IEP G         SDI: I         calcul         Common Core         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 objects is the same regardless of their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
Capitalization     Punctuation     Punctuation     Personal narrative      12:30 – 1:30 / 2:00 – 2:50 – Math Resource (K/1 <sup>41</sup> /2 <sup>rd</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     datalator, Modeling, Repetitive Practice, Manipulatives Direct Instruction in Number Sense, Visual Strategies  Common Core CCSS MATH CONTENT K.CCB A  When counting objects, say the     number name with ore     and only one object. CCSS.MATH CONTENT K.CCB      (K): I can use objects to     represent and count the     quality of 10. I can write     the number of     0. (K): I can use the Make 10  CCSS.MATH.CONTENT.K.CCB      (V): I can use the Make 10  CCSS.MATH.CONTENT.K.CCB      (K): I can use the Make 10  CCSS.MATH.CONTENT.K.CCA     (1): I can use the Make 10  CCSS.MATH.CONTENT.K.CCA     (1): I can use the Make 10  CCSS.MATH.CONTENT.K.CCA     (1): I can use the Make 10  CCSS.MATH.CONTENT.K.CCA     (3): I can subtract two digit     numbers with and withour     regressent and withour     regressent and withour     regressent and withour     (2): I can use the Make 10  CCSS.MATH.CONTENT.K.CCA     (3): I can subtract two digit     numbers with and withour     regressent     regressent     regressent     regressent     regressent     regr	Capitalization     Punctuation     Spacing     Personal narrative     12:30     IEP G     SDI: E     calcul     Common Core     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     objects is the same regardless of     their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
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Punctuation     Spacing     Personal narrative      12:30 - 1:30 / 2:00 - 2:50 - Math Resource (K/1 <sup>at</sup> /2 <sup>atd</sup> /3 <sup>at</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     Common Core CCSS.MATH.CONTENT.K.CC. A When counting objects, say the number name withon and only one object. CCSS.MATH.CONTENT.K.CC. B H K(): I can use objects to represent and count the name said tells the number of objects in the same regardless of their arragement or the order which they were counted. CCSS.MATH.CONTENT.K.CC. Wite numbers of objects Wite number of objects With 20 to solver With 20 to solve word problems Involving situations With 20 to solver With	<ul> <li>Punctuation</li> <li>Spacing</li> <li>Personal narrative</li> <li>12:30 IEP G SDI: I calcul</li> <li>Common Core</li> <li>Coss.MATH.CONTENT.K.CC.B .4.A</li> <li>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.</li> <li>CCSS.MATH.CONTENT.K.CC.B .4.B</li> <li>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</li> </ul>	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
Spacing Personal narrative     12:30 - 1:30 / 2:00 - 2:50 - Math Resource (K/I <sup>al</sup> /2 <sup>rd</sup> /3 <sup>rd</sup> ) IEP Goals: Identify/CountWrite 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 CCSS MATH.CONTENT.K.CC. A When counting objects, say the number anales in the stand order, Jairing each object with one and only one onumber rame and each number and subtraction with a write number of objects out eff. Wen counting objects, the number of objects out eff. With a write number of to objects With a write number of objects With a write number of to objects With a write number of objects With a writen write swith and writhout GCSS MATH.CONTENT.K.CC. 3 Write numbers from 0 to 20. CGSS MATH.CONTENT.1.0AA 1 Use addition and subtraction writen write avrite write avrite writen and writhout or objects). CGSS MATH.CONTENT.1.0AA 1 Use addition and subtraction writen write avritenes writen and writhout Persent a number of to objects with a writen numeral 0.20 (with avritenes writenes write	Spacing     Personal narrative     12:30     IEP G     SDI: E     calcul     Common Core     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     objects is the same regardless of     their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
Personal narrative      12:30 - 1:30 / 2:00 - 2:50 - Math Resource (K/1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> )      IP Goals: Identify/CountWrite 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      CCSS.MATH.CONTENT.K.CC.B      M     No School      K): I can use objects to     and each number aname wind     and each number of     objects outed.     CCSS.MATH.CONTENT.K.CC.     4.B     Understand that the last number of     objects outed.     T     (K): I can use objects to     the numeral 10.     (K): I can use the Make 10     (CSS.MATH.CONTENT.K.CC.     (2): I can use the Make 10     strategive to subtract.     (3): I can subtract two digit     numbers from 10 to 20.     (3): I can subtract two digit     numbers from 10 to 20.     (3): I can subtract two digit     numbers with and without     Gregoreant a numer of 0.0     (2): I can use the Make 10     strategive to subtract.     (3): I can subtract two digit     numbers with and without     Gregoreant a numer of 0.0     (2): I can use the Make 10     strategive to subtract.     (4): I can subtract two digit     numbers with and without     Gregoreant a numer of 0.0     (2): I can use the Make 10     strategive to subtract.     (3): I can subtract two digit     numbers with and without     Gregoreant a numer of 0.0     (2): I can use the Make 10     strategive to subtract.     (3): I can subtract two digit     numbers sith and without     Gregoreant a numer of 0.0     (4): I CANTENT.K.CCA     (5): I can use the Make 10     (2): I c	Personal narrative     12:30     IEP G     SDI: E     calcul     Common Core     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     objects is the same regardless of     their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
12:30 - 1:30 / 2:00 - 2:50 - Math Resource (K/1 <sup>41</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> )         EP Goals: Identify/Count/Write numbers, Addition/Subtraction fluency         SDI: Direct instruction in computation and reasoning strategies, word problem strategies.         CCSS.MATH.CONTENT.K.CCB         .A         When counting objects, say the number names in the standard order, paining sech object.         and only one olight.         CCSS.MATH.CONTENT.K.CCB         .A         When counting objects, say the number names in the standard order, paining sech object.         and only one olight.         CCSS.MATH.CONTENT.K.CCB         .A         (K): I can use objects to represent and count the quantity of 10.1 can write the number of objects in the flammer of objects of the arrange matter of objects in the flammer of objects in the flammer of objects of the arrange matter of objects with a write numeral 0.2 (Wing State)         (2): I can use the Make 10         (2): I can us	12:30         IEP G         SDI: I         calcul         Common Core         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 objects is the same regardless of their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
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           CCSS.MATH.CONTENT.K.CC.B         M         No School         No         School           A         No School         No School         No         School           (K): I can use objects to and only one number name with ore and only one object. CCSS.MATH.CONTENT.K.CC.B         W         W         Guided Rotations         (K): Does it matter how I arrange these objects or expresent and count the quantity of 10. I can write the numeral 10.         V         Guided Rotations         (K): Does it matter how I arrange these objects when I count to 10? Why?         ·           (1) I can work with parts of 10.         (2): I can use the Make 10         (3): I can subtract two digit numers of objects out not of objects.         (3): I can subtract two digit numbers with a with out or objects.         ·         (K): IEP Bin/Technology         ·         (1) I is an subtract two digit numbers with and without regrouping.         ? <sup>df</sup> Rotation (1:5:0:         ·         (K): IEP Bin/Technology         ·         (2): How is subtraction of biots////////////////////////////////////	IEP G SDI: I calculCommon CoreLearnCCSS.MATH.CONTENT.K.CC.B .4.ALearnWhen 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 objects is the same regardless of their arrangement or the order in(K): 1 or represent (K): 1 or represent (Learn (K): 1 or represent (Learn (K): 1 or represent (Learn (K): 1 or represent or objects counted. The number of objects is the same regardless of their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
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           CCSS.MATH.CONTENT.K.CC.B         M         No School         No         School           A         No School         No         School         No         School           (K): I can use objects to and only one oumber name with ore and only one object. CCSS.MATH.CONTENT.K.CCB. 4.B         W         Guided Rotations (K): I can use objects to the numeral 10.         W         Guided Rotations (K): I can work with parts of 10.         (K): I can work with parts of 10.         (K): I can use the Make 10 (2): I can use the Make 10 (3): I can subtract two digit with a with numeral 0.20 (3): I can subtract two digit with a with numers 0 to 20 (CSSS.MATH.CONTENT.LOCA. 3         (K): I can subtract two digit (3): I can subtract two digit with a with numers 0 to 20 (3): I can subtract two digit with a with numers 0 to 20 (CSSS.MATH.CONTENT.LOCA. 3         (K): I can subtract two digit (1): Mrs. Vining: Env. Topic 3 assessment "Five and Tan Relationships" (-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)         (J): I can subtract two digit (K): I Can Subtract two digit (CSSS.MATH.CONTENT.LOCA. 3         (K): I Can Subtract t	IEP G SDI: I calculCommon CoreLearnCCSS.MATH.CONTENT.K.CC.B .4.ALearnWhen 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 objects is the same regardless of their arrangement or the order in(K): 1 or represent (K): 1 or represent (Learn (K): 1 or represent (Learn (K): 1 or represent (Learn (K): 1 or represent or objects counted. The number of objects is the same regardless of their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
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           CCSS.MATH.CONTENT.K.CC.B         M         No School         No         School           A         No School         No         School         No         School           (K): I can use objects to and only one oumber name with ore and only one object. CCSS.MATH.CONTENT.K.CC.B         W         W         Guided Rotations         (K): Does it matter how I arrange these objects to the quantity of 10. I can write the numeral 10.         V         Guided Rotations         (K): Does it matter how I arrange these objects on column of objects with a write number of objects out the quantity of 10. I can work with parts of 10.         (K): I can use the Make 10         (K): I can subtract two digit with a writen numeral 0.20 (writen subtract.         (K): I can subtract two digit with a writen numeral 0.20 (writen subtract.         (K): I Can use the Make 10         (K): I Can subtract two digit writen writen arrange nease the subtract.         (K): I Can use the Make 10         (K): I Can subtract two digit writen writen arrange nease the subtract.         (K): I Can use the Make 10	IEP G SDI: I calculCommon CoreLearnCCSS.MATH.CONTENT.K.CC.B .4.ALearnWhen 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 objects is the same regardless of their arrangement or the order in(K): 1 or represent (K): 1 or represent (Learn (K): 1 or represent (Learn (K): 1 or represent (Learn (K): 1 or represent or objects counted. The number of objects is the same regardless of their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
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           CCSS.MATH.CONTENT.K.CC.B         M         No School         No         School           A         No School         No         School         No         School           (K): I can use objects to and only one oumber name with ore and only one object. CCSS.MATH.CONTENT.K.CC.B         W         W         Guided Rotations         (K): Does it matter how I arrange these objects to the quantity of 10. I can write the numeral 10.         V         Guided Rotations         (K): Does it matter how I arrange these objects on column of objects with a write number of objects out the quantity of 10. I can work with parts of 10.         (K): I can use the Make 10         (K): I can subtract two digit with a writen numeral 0.20 (writen subtract.         (K): I can subtract two digit with a writen numeral 0.20 (writen subtract.         (K): I Can use the Make 10         (K): I Can subtract two digit writen writen arrange nease the subtract.         (K): I Can use the Make 10         (K): I Can subtract two digit writen writen arrange nease the subtract.         (K): I Can use the Make 10	IEP G SDI: I calculCommon CoreLearnCCSS.MATH.CONTENT.K.CC.B .4.ALearnWhen 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 objects is the same regardless of their arrangement or the order in(K): 1 or represent (K): 1 or represent (Learn (K): 1 or represent (Learn (K): 1 or represent (Learn (K): 1 or represent or objects counted. The number of objects is the same regardless of their arrangement or the order in	ioals: Identify/Count/V Direct instruction in com ator, Modeling, Repetiti	Vrite numbers, Addition/Subtraction fluency putation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
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           CCSS.MATH.CONTENT.K.CC.B 4.A Men counting objects, say the number names in the standard order, pairing each object with and only one number name and each number name with one and only one object.         M No School         U         Image: School (K): Does it matter how I arrange these objects the number of objects is the same regardless (K): I can use objects to their arrangement or the order which they were counted. CCSS.MATH.CONTENT.K.CCA 3 Understand that the last number ame said tells the number of objects is the same regardless (1): I can work with parts of 10.         W Guided Rotations 1 <sup>eff</sup> Rotation (12:30-12:50): (1): I can work with parts of 10.         W (2): I can use the Make 100 strategy to subtract.         (K): I can use the Make 100 strategy to subtract.         (K): I can use the Make 100 strategy to subtract.         (2): I can use the Make 100 strategy to subtract.         2 <sup>eff</sup> Rotation (1:2:50 - 1:15): (2): I can use the Make 100 strategy to subtract.         2 <sup>eff</sup> Rotation (1:2:50 - 1:15): (2): I can subtract two digit numbers with a withan ummeral 0:20 (with 0 representing a count of no objects).         (3): I can subtract two digit numbers with a withan ummeral 0:20 (with 0 representing a count of no objects).         (3): I can subtract two digit numbers with a dwithout regrouping.         (4): I Can work with parts of 0: (K) Mr. James: Daily Common Core Review, Interactive Math Noteboook         (4): Mr. James: Daily Common	SDI: I calculCommon CoreLearnCCSS.MATH.CONTENT.K.CC.B .4.A.4.AWhen 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 object4.B(K): I of represe quant the number of objects counted. The number of objects is the same regardless of their arrangement or the order in.4.B	Direct instruction in com ator, Modeling, Repetiti	nputation and reasoning strategies, word problem strategies, Direct ive Practice, Manipulatives Direct Instruction in Number Sense, Vis Activities M No School T	sual Strategies
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CCSS.MATH.CONTENT.K.CC.B       M       Mo         4A       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 and each number name and only one object.       T       No School         (K): I can use objects to crossMATH.CONTENT.K.CC.B       (K): I can use objects to crossMATH.CONTENT.K.CC.B       W       W         Understand that the last number name said tells the number of objects ounced. The number of objects sunted. The number of objects ounced. The number of objects sunted. The number of objects sunted. The number of objects ounced. The number of objects ounced. The number of objects sunted. The number of objects ounced. The number of objects ounced. The number of objects sunted. The number of objects ounced.       (1): I can work with parts of 0.       (2): I can use the Make 10 strategy to subtract.       (2): I can use the Make 10 strategy to subtract.       (3): I can subtract two digit numbers with and without regrouping.       (3): I can subtract two digit numbers with and without regrouping.       (1) INrs. Vining: Env. Topic 3 assessment "Five and Ten Relationships" -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)       (4): I can write subtracting for m 24?         3 <sup>cd</sup> Rotation (1:15-1:30): (K) Mr. James: Daily Common Core Review, Interactive Math Notebo	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 objects is the same regardless of their arrangement or the order in	iing Targets – I can:	M No School T	Questioning
CCSS.MATH.CONTENT.K.CC.B       M       No School         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 and each number name and only one object.       (K): I can use objects to represent and count the quantity of 10. I can write the numeral 10.       W       W         (K): I can use objects to objects counted. The number of objects ounded. The number of objects ounded. The number of objects ounded. The number of objects sunted. The number of objects sunted. The number of objects ounded.       (X): I can subtracting 6 from 14 similar to subtracting 6 from 24?         (2): I can use the Make 10 strategy to subtract.       (3): I can subtract two digit numbers with and without regrouping.       (1) I/fs. Vining: Env. Topic 3 assessment "Five and Ten Relationships" -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)       (K): ILPP Bin/Technology         3 <sup>rd</sup> Rotation (1:15- 1:30):       (K) Mr. James: Daily Common Core Review, Interactive Math Notebook       (K) Mr. James: Daily Common Core Review, Interactive	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 objects is the same regardless of their arrangement or the order in		M No School T	
CCSS.MATH.CONTENT.K.CC.B       No School         4A       When counting objects, say the number names in the standard order, paining each object with one and only one object.       T       No School         CCSS.MATH.CONTENT.K.CC.B       (K): I can use objects to represent and count the quantity of 10. I can write the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.       (K): I can use the Make 10       (C): I can use the Make 10       (K): I CSS.MATH.CONTENT.K.CCA       (C): I can use the Make 10       (C): I can use the	.4.AWhen 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.BUnderstand 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(K): I d repress quantation		No School T	
4.A       We solution         When counting objects, say the number names in the standard order, pairing each object with one and only one object.       T         CCSS.MATH.CONTENT.K.CCB. 4.B       (K): 1 can use objects to quantity of 10. 1 can write the numeral 10.       W         Understand that the last number name said tells the number of objects is the same regardless of their arrangement or the order in which they were counted. CCSS.MATH.CONTENT.K.CCA. 3       (K): 1 can use the Make 10 to:       (K): 1 can use the Make 10 strategy to subtract.       (K): 1 can use the Make 10 strategy to subtract.       (C): 1 can use the Make 10 strategy to subtract.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without regrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can subtract two digit numbers with and without egrouping.       (C): 1 can were subly content cord moto biddy:	.4.AWhen 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.BUnderstand 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(K): I d repress quantation		Т	
No School         order, pairing each object with one and only one number name and each number name with one and only one number name and each number name with one objects.       (K): I can use objects to represent and count the quantity of 10. I can write the numeral 10.       W         (K): I can use objects to represent and count the quantity of 10. I can write the numeral 10.       (K): I can use objects to represent and count the quantity of 10. I can write the numeral 10.       (K): I can use objects (K): I can use objects the numeral 10.         (1): I can work with parts of objects so the same regardless of their arrangement or the order in which they were counted. 3.       (1): I can use the Make 10 strategy to subtract.       (2): I can use the Make 10 strategy to subtract.       (2): I can use the Make 10 strategy to subtract.       (3): I can subtract two digit numbers with and without regrouping.       (3): I can subtract two digit numbers with and without regrouping.       (4): ID estimate strategy to subtract.       (4): ID estimate strategy to subtract.       (5): I can use the Make 10 strategy to subtract.       (4): ID estimate strategy to subtract.       (5): I can subtract two digit numbers with and without regrouping.       (4): ID estimate strategy to subtract.       (5): I can subtract two digit numbers with and without regrouping.       (4): ID estimate strategy to subtract.       (4): ID estimate strate	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 objects is the same regardless of their arrangement or the order in		T No School	
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CCSS.MATH.CONTENT.K.CC.B 4.B Understand that the last number name said tells 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. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,       quantity of 10. I can write the numeral 10.       • (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)       when I count to 10? Why?         (1): I can work with parts of their arrangement or the order in which they were counted. .3: I can subtract two digit numbers with and without regrouping.       (2): I can use the Make 10 strategy to subtract.       (2): I can use the Make 10 strategy to subtract.       (3): I can subtract two digit numbers with and without regrouping.       (3): I can subtract two digit numbers with and without regrouping.       (1) Mrs. Vining: Env. Topic 3 assessment "Five and Ten Relationships" -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)       (2): How is subtraction subtracting 6 from 24?         3 <sup>rd</sup> Rotation (1:15- 1:30): Wath Notebook       3 <sup>rd</sup> Rotation (1:15- 1:30): - (K) Mr. James: Daily Common Core Review, Interactive Math Notebook       -	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			<b>o</b> ,
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<ul> <li>b) constraint of the initial constraints of the order in which they were counted.</li> <li>CCSS.MATH.CONTENT.K.CC.A .3</li> <li>(2): I can use the Make 10 strategy to subtract.</li> <li>(2): I can use the Make 10 strategy to subtract.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(2): I can use the Make 10 strategy to subtract.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(4) Mrs. Vining: Env. Topic 3 assessment "Five and Ten Relationships" - (Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>3<sup>rd</sup> Rotation (1:15-1:30):</li> <li>(K) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> </ul>	their arrangement or the order in	can work with parts of		· ,
<ul> <li>their arrangement or the order in which they were counted.</li> <li>CCSS.MATH.CONTENT.K.CC.A .3</li> <li>(2): I can use the Make 10 strategy to subtract.</li> <li>(2): I can use the Make 10 strategy to subtract.</li> <li>(3): I can subtract two digit numbers with and without 0 representing a count of no objects).</li> <li>CCSS.MATH.CONTENT.1.OA.A .1</li> <li>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,</li> </ul>	their arrangement or the order in		Binder)	from 14 similar to
<ul> <li>which they were counted.</li> <li>CCSS.MATH.CONTENT.K.CC.A</li> <li>Write numbers from 0 to 20.</li> <li>Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</li> <li>CCSS.MATH.CONTENT.1.OA.A</li> <li>1</li> <li>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,</li> <li>(2): I can use the Make 10 strategy to subtract.</li> <li>(2): I can use the Make 10 strategy to subtract.</li> <li>(2): I can use the Make 10 strategy to subtract.</li> <li>(2): I can use the Make 10 strategy to subtract.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> <li>(4) I Mrs. Vining: Env. Topic 3 assessment</li> <li>(5): (CSS.MATH.CONTENT.1.OA.A</li> <li>(6): I can subtract two digit numbers with and without regrouping.</li> <li>(7) Mrs. Vining: Env. Topic 3 assessment</li> <li>(8): I can subtract two digit numbers with and without regrouping.</li> <li>(7) Mrs. Vining: Env. Topic 3 assessment</li> <li>(8): I can subtract two digit numbers with and without regrouping.</li> <li>(7) Mrs. Vining: Env. Topic 3 assessment</li> <li>(8): I can subtract two digit numbers with and without regrouping.</li> <li>(9) Mrs. Vining: Env. Topic 3 assessment</li> <li>(1) Mrs. Vining: Env. Topic 4 assessment</li> <li>(2) Mrs. Vining: Env. Topic 4 a</li></ul>			<ul> <li>(2/3) IEP Bin/Technology</li> </ul>	subtracting 6 from 24?
<ul> <li>CCSS.MATH.CONTENT.K.CC.A .3</li> <li>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).</li> <li>CCSS.MATH.CONTENT.1.OA.A .1</li> <li>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,</li> <li>(a): I can subtract two digit numbers with and without regrouping.</li> <li>(b) IEP Bin/Technology</li> <li>(c) (K) IEP Bin/Technology</li> <li>(d) Mrs. Vining: Env. Topic 3 assessment <i>"Five and Ten Relationships"</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>3<sup>rd</sup> Rotation (1:15- 1:30):</li> <li>(K) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> </ul>	which they were counted. (2) I (	can use the Make 10		J J
<ul> <li>Write numbers from 0 to 20.</li> <li>Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</li> <li>CCSS.MATH.CONTENT.1.OA.A .1</li> <li>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,</li> </ul>				
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<ul> <li>with a written numeral 0-20 (with 0 representing a count of no objects).</li> <li>CCSS.MATH.CONTENT.1.OA.A .1</li> <li>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,</li> </ul>		can subtract two digit	"Five and Ten Relationships"	
0 representing a count of no objects).       regrouping.         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,       3 <sup>rd</sup> Rotation (1:15- 1:30):		ers with and without		
objects).       CCSS.MATH.CONTENT.1.OA.A         .1       Use addition and subtraction         within 20 to solve word problems       3 <sup>rd</sup> Rotation (1:15- 1:30):         involving situations of adding to,         taking from, putting together,				
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,		aping.		
.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,				
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,	.1		3 <sup>rd</sup> Rotation (1:15- 1:30):	
within 20 to solve word problems involving situations of adding to, taking from, putting together,	Use addition and subtraction			
involving situations of adding to, taking from, putting together,				
taking from, putting together,				
taking apart, and comparing, 4 <sup>th</sup> Rotation (2:00- 2:25):				
	taking apart, and comparing,		4 <sup>th</sup> Rotation (2:00- 2:25):	
<ul> <li>with unknowns in all positions,</li> <li>(1/2) Mr. James: Daily Common Core Review,</li> </ul>				
e.g., by using objects, drawings,				
and equations with a symbol for				
$(\mathbf{O}) \mathbf{M}_{\text{max}} = (\mathbf{O}) \mathbf{M}_{\textmax} = (\mathbf{O}) \mathbf{M}_{\text{max}} =$			<ul> <li>(3) Mrs. Vining: Env. Topic 9 review (Grade 2)</li> </ul>	

the unknown number to represent the problem.1 CCSS.MATH.CONTENT.2.OA.A .1		"Subtracting Two-Digit Numbers" -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention	
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.		<ul> <li>Binder)</li> <li>5<sup>th</sup> Rotation (2:25- 2:50): <ul> <li>(1) IEP Bin/Technology</li> <li>(2) Mrs. Vining: Env. 3-5</li> <li>"Making 10 to Subtract"</li> <li>-(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> </li> </ul>	
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	<ul> <li>(K): I can identify growing patterns and predict what comes next.</li> <li>(1): I can use strategies to add and subtract to 12.</li> <li>(2): I can solve two-question problems by using the first answer to solve for the second.</li> <li>(3): I can subtract two digit numbers with and without regrouping.</li> </ul>	<ul> <li>Th <u>Guided Rotations</u> <ul> <li>1<sup>st</sup> Rotation (12:30-12:50):</li> <li>(K) Mrs. Vining: Env. 3-7 <ul> <li>"Look For a Pattern"</li> <li>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>(2/3) IEP Bin/Technology</li> </ul> </li> <li>2<sup>nd</sup> Rotation (12:50- 1:15): <ul> <li>(K) IEP Bin/Technology</li> <li>(1) Mrs. Vining: Env. Topic 4 pre-assessment <ul> <li>"Addition and Subtraction Facts to 12"</li> <li>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> </li> <li>(K) IEP Bin/Technology</li> <li>(I) Mrs. Vining: Env. Topic 4 pre-assessment <ul> <li>"Addition and Subtraction Facts to 12"</li> <li>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> </li> <li>3<sup>rd</sup> Rotation (1:15- 1:30): <ul> <li>(K) Mr. James: Daily Common Core Review, "Number Sense" centers</li> </ul> </li> </ul></li></ul></li></ul>	<ul><li>(K): How do you know what the next part will be?</li><li>(2): How can you extend the story to a third step?</li><li>(3): When would you make an organized list in real life?</li></ul>
relationship between addition and subtraction. Vocabulary Six (K) Seven (K) Eight (K) Nine (K) Ten (K) Growing pattern (K) Digits (3) Place value (3) Standard form (3)		<ul> <li>4<sup>th</sup> Rotation (2:00- 2:25):</li> <li>(1/2) Mr. James: Daily Common Core Review, Strategies Skills Application (using counters)</li> <li>(3) Mrs. Vining: Env. Topic 9 review (Grade 2) "Subtracting Two-Digit Numbers" -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>5<sup>th</sup> Rotation (2:25- 2:50):</li> <li>(1) IEP Bin/Technology</li> </ul>	

<ul> <li>Expanded form (3)</li> <li>Word form (3)</li> <li>Compare (3)</li> <li>Order (3)</li> </ul>	-I can monitor and reflect on my progress.	<ul> <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> <li>(3) Mr. James: Daily Common Core Review, IEP Skills Application (word problems)</li> <li><b>F</b> *Fine Motor Friday*         <u>Guided Rotations</u> <i>1<sup>st</sup> Rotation (12:30-12:50):</i>         (K) Mrs. Vining: Progress Monitoring/Data Notebooks         (2/3) IEP Bin/Technology         <i>2<sup>nd</sup> Rotation (12:50-1:15):</i>         (K) IEP Bin/Technology         (1) Mrs. Vining: Progress Monitoring/Data Notebooks         <i>3<sup>rd</sup> Rotation (1:15-1:30):</i>         (K) Mr. James: Fine Motor Friday activity (STEM)         (3) Mrs. Vining: Progress Monitoring/Data Notebooks         <i>5<sup>th</sup> Rotation (2:00- 2:25):</i>         (1/2) Mr. James: Fine Motor Friday activity (STEM)         (3) Mrs. Vining: Progress Monitoring/Data Notebooks         <i>5<sup>th</sup> Rotation (2:25- 2:50):</i>         (1) IEP Bin/Technology         (2) Mrs. Vining: Progress Monitoring/Data Notebooks         <i>5<sup>th</sup> Rotation (2:25- 2:50):</i>         (1) IEP Bin/Technology         (2) Mrs. Vining: Progress Monitoring/Data Notebooks         (2:25- 2:50):         (1) IEP Bin/Technology         (2) Mrs. Vining: Progress Monitoring/Data Notebooks         (3) Mr. James: Fine Motor Friday activity (STEM)         (3) Mrs. Vining: Progress Monitoring/Data Notebooks         (2) Mrs. Vining: Progress Monitoring/Data Notebooks         (3) Mr. James: Fine Motor Friday activity (STEM)         (3) Mrs. Vining: Progress Monitoring/Data Notebooks         (3) Mr. James: Fine Motor Friday activity (STEM)         (3) Mrs. Vining: Progress Monitoring/Data Notebooks         (3) Mr. James: Fine Motor Friday activity (STEM)         (3) Mrs. Vining: Progress Monitoring/Data Notebooks         (3) Mr. James: Fine Motor Friday activity (STEM)         (3) Mrs. Vining: Progress Monitoring/Data Notebooks         (3) Mr. James: Fine Motor Friday activity (STEM)         (3) Mrs. Vining: P</li></ul>		
	1:30 – 2:00 – Planning	(4 <sup>st</sup> Oreada)		
	2:50 – 3:05 – Co-Teaching (1 <sup>st</sup> Grade)			
	<b>SDI:</b> Modeling, Redirection w with re-teaching, De-escalation	Resource (K/1°/2 <sup>m</sup> ) cial interactions, Successful member of classroom environme vith Corrective Feedback, Positive Praise, Sensory Regulation Stra on strategies, Differential reinforcement, Direct instruction in explic shaviors, Direct instruction in use of sensory regulation tools and st	ategies Corrective feedback it social skills, Direct	
Common Core	Learning Targets – I can:	Activities	Questioning	
CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative		M No School T		
conversations with diverse partners about grade 1 topics and texts with peers and adults		No School		
in small and larger groups.	-l can describe	W <u>Mini-Lesson:</u>	-Have you had	
	characteristics of a bully.	Interactive Notebook	experiences with a bully?	

Vocabulary	<ul> <li>-I can tell why it is important to not be a bully.</li> <li>-I can tell what to do if I see bully behavior.</li> </ul>		What did you do?
	<ul> <li>-I can describe characteristics of a bully.</li> <li>-I can tell why it is important to not be a bully.</li> <li>-I can tell what to do if I see bully behavior.</li> </ul>	<ul> <li>Th <u>Mini-Lesson:</u> <ul> <li>Review social story</li> <li>Differentiated Assessment (matching/circle/short answer)</li> </ul> </li> </ul>	- What can you do if you see bully behavior? Why is this important?
		F No Social Skills	
3:35 - Afternoon Duty			