

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
<p>CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters</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.L.1.1.A Print all upper- and lowercase letters.</p>		<p>M No School – Teacher Planning Day</p>	
	<p>-I can write uppercase and lowercase letters A-Q.</p>	<p>T Warm Up: <ul style="list-style-type: none"> • ABC Review Rotations: <ul style="list-style-type: none"> • KinderPhonics Letter review -Guided handwriting -Alphabet wrap up (review) -Independent practice </p>	
	<p>-I can write uppercase and lowercase letters A-Q.</p>	<p>W Warm Up: <ul style="list-style-type: none"> • ABC Review Rotations: <ul style="list-style-type: none"> • KinderPhonics Letter review -Guided handwriting -Alphabet wrap up (review) -Independent practice </p>	
	<p>-I can write uppercase and lowercase letters A-Q.</p>	<p>Th Warm Up: <ul style="list-style-type: none"> • ABC Review Rotations: <ul style="list-style-type: none"> • KinderPhonics Letter review -Guided handwriting -Alphabet wrap up (review) -Independent practice </p>	
	<p>-I can write uppercase and lowercase letters A-Q.</p>	<p>F *Fine Motor Friday* Warm Up: Rotations: <ul style="list-style-type: none"> • Fine Motor A-Q review • Progress Monitoring w/Mrs. Vining </p>	

Vocabulary

- Uppercase Letters
- Lowercase Letters

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
<p>CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p>		<p>M</p> <p>No School – Teacher Planning Day</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>(K) I can answer questions about a story. I can blend and segment sounds in a word. I can read the word “little”.</p> <p>(1/2/3) I can identify character traits.</p> <p>(K) I can identify the letters and sounds of each letter in the alphabet.</p> <p>(1) I can read and write words that end in silent e.</p> <p>(2/3/) I can read and write words that end with “ing”.</p>	<p>T</p> <p><u>Guided Rotations</u> <i>1st Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little, help) warm up, Kinderstart listening comprehension/blending & segmenting, “Here” emergent reader and sight word song • (1) Mr. James: Phonics Interactive Notebook (silent e) • (2/3) IEP Bin/Technology <p><i>2nd Rotation:</i> (24 min.)</p> <ul style="list-style-type: none"> • (K) Mr. James: sight word practice page • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, Reading A-Z guided reading (benchmark) <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, Reading A-Z guided reading (benchmark) • (2/3) Mr. James: Phonics Interactive Notebook (“ing”) <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness) “Owl Moon” read aloud, tasks 1-4</p>	
	<p>(K) I can answer questions about a story. I can blend and segment sounds in a word. I can read the word “little”.</p>	<p>W</p> <p><u>Guided Rotations</u> <i>1st Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little, help) warm up, Kinderstart listening 	

<p>(1/2/3) I can identify character traits.</p> <p>(K) I can identify the letters and sounds of each letter in the alphabet.</p> <p>(1) I can read and write words that end in silent e.</p> <p>(2/3/) I can read and write words that end with “ing”.</p>	<p>comprehension/blending & segmenting, “Here” emergent reader and sight word song</p> <ul style="list-style-type: none"> • (1) Mr. James: Close Reading Passage “Life as a Chimp” • (2/3) IEP Bin/Technology <p><i>2nd Rotation: (24 min.)</i></p> <ul style="list-style-type: none"> • (K) Mr. James: “Help” interactive book • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, Guided Reading “The Rope Ladder” Level C <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, Guided Reading “The Rope Ladder” Level A • (2/3) Mr. James: Close Reading Passage “Elephant Friends and Families” <p><u>Concluding Activity: “Listening Games” (Phonological Awareness)</u></p> <ul style="list-style-type: none"> • “Owl Moon” tasks 5-8 	
<p>(K/1/2/3) I can read with fluency. I can ask and answer questions about what I read.</p>	<p>Th</p> <p><u>Guided Rotations</u></p> <p><i>1st Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Alphabet/Sight Word warm up, skill work • (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 (“ing”) <p><u>Concluding Activity: “Listening Games” (Phonological Awareness)</u></p> <ul style="list-style-type: none"> • “Owl Moon” tasks 9-12 	
	<p>F *Fine Motor Friday*</p>	

	<p>-I can tell at least 3 facts about African animals.</p> <p>-I can monitor and reflect on my progress.</p>	<p><u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “How I Became a Pirate” 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 (African animals) -“Read Around the World: African Animals” writing task, craft (fine motor) • (1) Fine Motor Friday activity (African animals) -“ Read Around the World: African animals” writing task, craft (fine motor) • (2/3) Fine Motor Friday reading task (African animals) -Read “Read Around the World: African animals” comprehension passage <p><i>2nd Rotation:</i></p> <ul style="list-style-type: none"> • (K) Fine Motor Friday reading task (African animals) - Read “Read Around the World: African animals” emergent reader • (1) Fine Motor Friday reading task (African animals) - Read “Read Around the World: African animals” emergent reader • (2/3) Fine Motor Friday activity (African animals) -“ Read Around the World: African animals” 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)		
	<p>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</p>		
<p>Common Core</p> <p>CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English</p>	<p>Learning Targets – I can:</p> <p>.I can identify nouns.</p>	<p>Activities</p> <p>M <u>Warm Up:</u></p> <ul style="list-style-type: none"> • Build a Sentence <p><u>Rotations:</u></p>	<p>Questioning</p> <p>-What is an example of a misadventure?</p>

<p>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. 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. CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 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 • Personal narrative 		<ul style="list-style-type: none"> • Mini Lesson: Nouns • Grammar Practice (Nouns) 	
	-I can use write sentences using extra details.	<p>T <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"> • Progress Monitoring • See, Think, Wonder, Write 	
	-I can organize my ideas for a personal narrative.	<p>W <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: Personal Narratives – Personal Narrative Rough Draft (end) 	-What are important details I should think about when writing my narrative? How can we narrow ideas from our brainstorm lists?
	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	<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 Center: Building Silly Sentences • Skill Groups 	
	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	<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) • Free Write 	

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>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.,</p>	<p>(K): I can order numbers 0 to 5 in the correct sequence.</p> <p>(1): I can use counters and a ten-frame to model numbers up to 10.</p> <p>(2): I can subtract 0, 1, 2 fluently from a number.</p> <p>(3): I can add two digit numbers with and without regrouping.</p>	<p>M</p> <p>No School – Teacher Planning Day</p> <p>T Guided Rotations 1st Rotation (12:30-12:50):</p> <ul style="list-style-type: none"> (K) Mrs. Vining: Env. 2-7 <i>“Ordering Numbers 0 to 5”</i> -(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. 3-1 <i>“Representing Numbers on a Ten-Frame”</i> -(NOD Warm Up, 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, “Number Sense” centers <p>-----</p> <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. Topic 8 review (Grade 2) <i>“Adding Two-Digit Numbers”</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p>5th Rotation (2:25- 2:50):</p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2) Mrs. Vining: Env. 3-1 <i>“Subtracting 0, 1, 2”</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention 	<p>(K): How does the pattern change if you order 5 to 0?</p> <p>(1): If you show 8, how many more counters do you need to show 10? How do you know?</p> <p>(2): How are 0 less than, 1 less than, and 2 less than related to subtraction?</p> <p>(3): When would you make an organized list in real life?</p>

<p>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"> • More (K) • Fewer (K) • Same as (K) • Same number of (K) • Column (K) • Row (K) • 1 more (K) • 2 more (K) • 1 fewer (K) • 2 fewer (K) • As many (K) • Order (K) • First (K) • Second (K) • Third (K) • Fourth (K) • Fifth (K) • Missing part (1) • Subtract (1) • Difference (1) 	<p>(K): I can identify order using ordinal words first through fifth.</p> <p>(1): I can recognize numbers on a ten-frame.</p> <p>(2): I can use addition doubles facts to subtract.</p> <p>(3): I can subtract two digit numbers with and without regrouping.</p>	<p>Binder)</p> <ul style="list-style-type: none"> • (3) Mr. James: Daily Common Core Review, “Place Value” centers <p>W <u>Guided Rotations</u> <i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Env. 2-8 “Ordinal Numbers Through Fifth” -(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. 3-2 “Recognizing Numbers on a Ten-Frame” -(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, Interactive Math Notebook <hr style="border-top: 1px dashed black;"/> <p><i>4th Rotation (2:00- 2:25):</i></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) “Subtracting Two-Digit Numbers” -(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. 3-2 “Thinking Addition to Subtract Doubles” -(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): What do we use ordinal words for? (to tell the place of each thing)</p> <p>(1): Pick a number. How does this number relate to 5? Relate to 10?</p> <p>(2): Which of these numbers (9, 10) is the sum of a doubles fact? How do you know?</p>
	<p>(K): I can compare and order numbers 0 to 5.</p>	<p>Th <u>Guided Rotations</u> <i>1st Rotation (12:30-12:50):</i></p>	

<ul style="list-style-type: none"> • Subtraction sentence (1) • Minus sign (1) • Equal sign (1) • Take away (1) • Compare (1) • Same amount (1) • Doubles (2) • Near doubles (2) • Addend (2) • Number sentence (2) • Digits (3) • Place value (3) • Standard form (3) • Expanded form (3) • Word form (3) • Compare (3) • Order (3) 	<p>(1): I can show 10 as two parts.</p> <p>(2): I can use related addition facts to find the difference.</p> <p>(3): I can subtract two digit numbers with and without regrouping.</p>	<ul style="list-style-type: none"> • (K) Mrs. Vining: Env. Topic 2 assessment “<i>Comparing and Ordering 0 to 5</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. 3-3 “<i>Parts of 10</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 style="border-top: 1px dashed black;"/> <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 • (2) Mrs. Vining: Env. 3-3 “<i>Thinking Addition to 10 to Subtract</i>” -(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>(1): How are the parts and whole related?</p> <p>(2): In what ways are the related facts the same? Different?</p> <p>(3): When would you make an organized list in real life?</p>
	<p>-I can monitor and reflect on my progress.</p>	<p>F *Fine Motor Friday*</p> <p><u>Guided Rotations</u></p> <p><i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Progress Monitoring/Data Notebooks • (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: Progress Monitoring/Data Notebooks 	

		<p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> (K) Mr. James: Fine Motor Friday activity (STEM) <p>-----</p> <p><i>4th Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> (1/2) Mr. James: Fine Motor Friday activity (STEM) (3) Mrs. Vining: Progress Monitoring/Data Notebooks <p><i>5th Rotation (2:25- 2:50):</i></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) 	
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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.	-I can describe what working cooperatively with my peers looks like. -I can tell why it is important to work cooperatively with my peers.	M <u>Mini-Lesson:</u> <ul style="list-style-type: none"> Pre-read, read, and review social story “Working With Peers” 	-What does it look like when you are working cooperatively with your peers?
Vocabulary • Following Directions	-I can describe what working cooperatively with my peers looks like. -I can tell why it is important to work cooperatively with my peers.	T <u>Mini-Lesson:</u> <ul style="list-style-type: none"> Whole group prompt and response discussion activity Independent: “Working With Peers” coloring page 	-What are some examples of times you will need to work cooperatively with your peers?
	-I can describe what working cooperatively with my peers looks like. -I can tell why it is important to work cooperatively with my peers.	W <u>Mini-Lesson:</u> <ul style="list-style-type: none"> Interactive Notebook 	-When is it most difficult for you to work with your peers? What do you do when this becomes difficult for you?

	<p>-I can describe what working cooperatively with my peers looks like. -I can tell why it is important to work cooperatively with my peers.</p>	<p>Th <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> • Review social story • Differentiated Assessment (matching/circle/short answer) 	<p>- Why is it important to work cooperatively with your peers?</p>
		<p>F No Social Skills</p>	
<p>3:35 - Afternoon Duty</p>			