	Mrs. Vining's Lesson Plans	**Week of: October 17, 2016**
	8:30 – 9:00 - Morning Duty	

	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 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. **Vocabulary** • Uppercase Letters • Lowercase Letters	**Learning Targets – I can:**	**Activities**	**Questioning**
	. -I can write an uppercase and lowercase Q.	**M** <u>Warm Up:</u> • Interactive Notebook: Letter "Pp" review • ABC Review <u>Rotations:</u> • KinderPhonics Lesson 1: "Qq" handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice	
	-I can write an uppercase and lowercase R.	**T** <u>Warm Up:</u> • Interactive Notebook: Letter "Qq" review • ABC Review <u>Rotations:</u> • KinderPhonics Lesson 1: "Rr" handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice	
	-I can write an uppercase and lowercase S.	**W** <u>Warm Up:</u> • Interactive Notebook: Letter "Rr" review • ABC Review <u>Rotations:</u> • KinderPhonics Lesson 1: "Ss" handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice	
	-I can write an uppercase and lowercase T.	**Th** <u>Warm Up:</u> • Interactive Notebook: Letter "Ss" review • ABC Review <u>Rotations:</u>	

		• KinderPhonics Lesson 1: "Tt" handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice	
	-I can write uppercase and lowercase letters A-T.	**F** *Fine Motor Friday* <u>Warm Up:</u> • Interactive Notebook: Letter "Tt" review • ABC Review <u>Rotations:</u> • 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. CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension. **Vocabulary** • 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 word "little". (1/2/3) I can identify the character traits of characters within a text. (K) I can label a picture with vocabulary words. (1/2/3) I can describe and order vocabulary words based on their meaning.	**M** <u>Warm Up:</u> "Listening Games" (Phonological Awareness) "Stellaluna" read aloud <u>Guided Rotations</u> *1st Rotation:* (18 min.) • (K) Mr. James: Vocabulary "Label It" • (1) Mrs. Vining: Weekly Grammar Focus, Character Traits • (2/3) IEP Bin/Technology *2nd Rotation:* (24 min.) • (K) IEP Bin/Technology: • (1) Mr. James: Vocabulary "Shades of Meaning" Center (Largest/Smallest: Transportation) • (2/3) Mrs. Vining: Weekly Grammar Focus, Character Traits *3rd Rotation:* (18 min.) • (K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little, help, here) warm up, Kinderstart listening comprehension/blending & segmenting, "Play" emergent reader and sight word song	

		• (1) IEP Bin/Technology • (2/3) Mr. James: Vocabulary "Shades of Meaning" Center (Largest/Smallest: Transportation)	
	(K) I can answer questions about a story. I can blend and segment sounds in a word. I can read the word "little". (1/2/3) I can identify character traits. (K) I can identify the letters and sounds of each letter in the alphabet. (1) I can read and write words that end in silent e. (2/3/) I can read and write words that end with "ing".	**T** <u>Guided Rotations</u> *1st Rotation:* (18 min.) • (K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little, help, here) warm up, Kinderstart listening comprehension/blending & segmenting, "Play" word song, guided reading • (1) Mr. James: Phonics Interactive Notebook (silent e) • (2/3) IEP Bin/Technology *2nd Rotation:* (24 min.) • (K) Mr. James: Alphabet Journal • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading "The Rope Ladder" Level C *3rd Rotation:* (18 min.) • (K) IEP Bin/Technology • (1) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading "The Rope Ladder" Level A • (2/3) Mr. James: Phonics Interactive Notebook ("ing") <u>Concluding Activity:</u> "Listening Games" (Phonological Awareness) "Stellaluna" read aloud, tasks 1-4	
	(K) I can answer questions about a story. I can blend and segment sounds in a word. I can read the word "little". (1/2/3) I can identify character traits. (K) I can read and write the word "play"	**W** <u>Guided Rotations</u> *1st Rotation:* (18 min.) • (K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little, help, here) warm up, Kinderstart listening comprehension/blending & segmenting, "Play" emergent reader and sight word song • (1) Mr. James: Grammar Practice-Capitalization • (2/3) IEP Bin/Technology *2nd Rotation:* (24 min.) • (K) Mr. James: "Play" interactive book	

	(1/2/3) I can identify words that need to be capitalized in my writing.	• (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z *3rd Rotation:* (18 min.) • (K) IEP Bin/Technology • (1) Mrs. Vining: Phonics/Grammar warm up, Comprehension Journal, Guided Reading A-Z • (2/3) Mr. James: Grammar Practice-Capitalization <u>Concluding Activity:</u> "Listening Games" (Phonological Awareness) • "Stellaluna" tasks 5-8	
	(K/1/2/3) I can read with fluency. I can ask and answer questions about what I read. (1) I can read and write words that end in silent e. (2/3/) I can read and write words that end with "ing".	**Th** <u>Guided Rotations</u> *1st Rotation:* (18 min.) • (K) Mrs. Vining: Alphabet/Sight Word warm up, skill work • (1) Mr. James: Phonics Poem (silent e) • (2/3) IEP Bin/Technology *2nd Rotation:* (24 min.) • (K) Mr. James: Fluency/Skill work bin • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, skill work *3rd Rotation:* (18 min.) • (K) IEP Bin/Technology • (1) Mrs. Vining: Phonics warm up, Comprehension Journal, skill work • (2/3) Mr. James: Phonics Poem ("ing") <u>Concluding Activity:</u> "Listening Games" (Phonological Awareness) • "Stellaluna" tasks 9-12	
	-I can tell at least 3 facts about African animals. -I can monitor and reflect on my progress.	**F** *Fine Motor Friday* <u>Warm Up:</u> "Listening Games" (Phonological Awareness) • "Stellalauna" tasks 13-16 <u>Guided Rotations</u> *1st Rotation:* • (K) Fine Motor Friday activity (Halloween) -Halloween writing task, craft (fine motor) • (1) Fine Motor Friday activity (Halloween)	

		-Halloween writing task, craft (fine motor) • (2/3) Fine Motor Friday reading task (Halloween) -Read Halloween comprehension passage *2nd Rotation:* • (K) Fine Motor Friday reading task (Halloween) - Read Halloween emergent reader • (1) Fine Motor Friday reading task (Halloween) - Read Halloween emergent reader • (2/3) Fine Motor Friday activity (Halloween) -Halloween writing task, craft (fine motor) *Mrs. Vining—pull for PM during both rotations	
	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 CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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	**Learning Targets – I can:**	**Activities**	**Questioning**
	.-I can identify words in my writing that need capitalization.	**M** Warm Up: • Build a Sentence Rotations: • Mini Lesson: Capitalization • Grammar Practice (Capitalization)	
	-I can use write sentences using extra details.	**T** Warm Up: • Build a Sentence Rotations: • Writing Center: Sentence or Phrase? -"What makes a sentence?" • Skill Groups	
	-I can edit for capitalization, punctuation, and complete ideas in my personal narrative.	**W** Warm Up: • See, Think, Wonder, Write Rotations: • Mini Lesson: Personal Narratives – Personal Narrative	-What are important details I should think about when writing my

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. **Vocabulary** • Capitalization • Punctuation • Spacing • Personal narrative		Rough Draft (edit)	narrative? How can we narrow ideas from our brainstorm lists?
	-I can identify whether a group of words is a sentence or phrase.	**Th** Warm Up: • Build a Sentence Rotations: • Writing Center: Sentence or Phrase? -"What makes a sentence?" • Skill Groups	
	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	**F** Warm Up: • Build a Sentence Rotations: • Grammar Practice (Capitalization) • 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**
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	(K): I can order numbers 0-5 using ordinal words. (1): I can show 10 as two parts. (2): I can use addition	**M** Guided Rotations *1st Rotation (12:30-12:50):* • (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	(K): How can numbers tell how many? How can they also tell the order? (1): How are the parts and whole related? (2): Which of these

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. 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). 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 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	doubles facts to subtract.	*2nd Rotation (12:50- 1:15):* • (K) IEP Bin/Technology • (1) Mrs. Vining: Env. 3-3 *"Parts of 10"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) *3rd Rotation (1:15- 1:30):* • (K) Mr. James: Daily Common Core Review, "Number Sense" centers --- *4th Rotation (2:00- 2:25):* • (1/2) Mr. James: Daily Common Core Review, "Making Numbers" centers • (3) Mrs. Vining: Env. Topic 8 review (Grade 2) *"Adding Two-Digit Numbers"* -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) *5th Rotation (2:25- 2:50):* • (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, "Place Value" centers	numbers (9, 10) is the sum of a doubles fact? How do you know?
	(K): I can use objects to compare and order numbers 0-5. (1): I can find missing parts of 10. (2): I can use related addition facts to find the difference. (3): I can add two digit numbers with and without regrouping.	**T** Guided Rotations *1st Rotation (12:30-12:50):* • (K) Mrs. Vining: Env. 2-9 *"Problem Solving: Using Objects"* -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (2/3) IEP Bin/Technology *2nd Rotation (12:50- 1:15):* • (K) IEP Bin/Technology • (1) Mrs. Vining: Env. 3-4 *"Finding Missing Parts of 10"* -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) *3rd Rotation (1:15- 1:30):*	(K): How can you use objects to solve problems? (1): If you know the whole and one of the parts, will you always be able to find the missing part? Why? (2): In what ways are the related facts the same? Different? (3): When would you make an organized list in

<table>
<tr>
<td>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.

Vocabulary

• 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)
• Zero (K)
• None (K)
• Order (K)
• First (K)
• Second (K)
• Third (K)
• Fourth (K)
• Fifth (K)
• Fewest (K)
• Most (K)
• Digits (3)
• Place value (3)
• Standard form (3)
• Expanded form (3)
• Word form (3)
• Compare (3)
• Order (3)</td>
<td></td>
<td>• (K) Mr. James: Daily Common Core Review, “Number Sense” centers
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4th Rotation (2:00- 2:25):
• (1/2) Mr. James: Daily Common Core Review, “Making Numbers” centers
• (3) Mrs. Vining: Env. Topic 8 review (Grade 2) “Adding Two-Digit Numbers”
-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
5th Rotation (2:25- 2:50):
• (1) IEP Bin/Technology
• (2) Mrs. Vining: Env. 3-3 “Thinking Addition to 10 to Subtract”
-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
• (3) Mr. James: Daily Common Core Review, “Place Value” centers</td>
<td>real life?</td>
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<td></td>
<td>(K): I can compare and order numbers 0-5.

(1): I can make a table to solve problems.

(2): I can find differences using related addition facts to 18.

(3): I can subtract two digit numbers with and without regrouping.</td>
<td>W
<u>Guided Rotations</u>
1st Rotation (12:30-12:50):
• (K) Mrs. Vining: Env. Topic 2 assessment “Comparing and Ordering 0 to 5”
-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
• (2/3) IEP Bin/Technology
2nd Rotation (12:50- 1:15):
• (K) IEP Bin/Technology
• (1) Mrs. Vining: Env. 3-5 “Problem Solving: Make a Table”
-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)
3rd Rotation (1:15- 1:30):
• (K) Mr. James: Daily Common Core Review, Interactive Math Notebook
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4th Rotation (2:00- 2:25):
• (1/2) Mr. James: Daily Common Core Review, Interactive Math Notebook</td>
<td>(1): How is using a table helpful?

(2): How can you use counters to model related addition facts to subtract?</td>
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		• (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) *5th Rotation (2:25- 2:50):* • (1) IEP Bin/Technology • (2) Mrs. Vining: Env. 3-4 *"Thinking Addition to 18 to Subtract"* -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (3) Mr. James: Daily Common Core Review, Interactive Math Notebook	
	(K): I can identify and write numbers six to ten. (1): I can work with parts of 10. (2): I can use the Make 10 strategy to subtract. (3): I can subtract two digit numbers with and without regrouping.	**Th** Guided Rotations *1st Rotation (12:30-12:50):* • (K) Mrs. Vining: Env. Topic 3 Introduction *"Six to Ten"* -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (2/3) IEP Bin/Technology *2nd Rotation (12:50- 1:15):* • (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) *3rd Rotation (1:15- 1:30):* • (K) Mr. James: Daily Common Core Review, "Number Sense" centers --- *4th Rotation (2:00- 2:25):* • (1/2) Mr. James: Daily Common Core Review, Strategies Skills Application (using counters) • (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) *5th Rotation (2:25- 2:50):*	(1): How are the parts and whole related? (2): How is subtracting 6 from 14 similar to subtracting 6 from 24? (3): When would you make an organized list in real life?

		• (1) IEP Bin/Technology • (2) Mrs. Vining: Env. 3-5 "*Making 10 to Subtract*" -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (3) Mr. James: Daily Common Core Review, IEP Skills Application (word problems)	
	-I can monitor and reflect on my progress.	**F** *Fine Motor Friday* Guided Rotations *1st Rotation (12:30-12:50):* • (K) Mrs. Vining: Progress Monitoring/Data Notebooks • (2/3) IEP Bin/Technology *2nd Rotation (12:50- 1:15):* • (K) IEP Bin/Technology • (1) Mrs. Vining: Progress Monitoring/Data Notebooks *3rd Rotation (1:15- 1:30):* • (K) Mr. James: Fine Motor Friday activity (STEM) --- *4th Rotation (2:00- 2:25):* • (1/2) Mr. James: Fine Motor Friday activity (STEM) • (3) Mrs. Vining: Progress Monitoring/Data Notebooks *5th Rotation (2:25- 2:50):* • (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 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.	**Learning Targets – I can:** . -I can describe what working cooperatively with my peers looks like. -I can tell why it is important to work cooperatively with my	**Activities** **M** Mini-Lesson: • Pre-read, read, and review social story "Working With Peers"	**Questioning** -What does it look like when you are working cooperatively with your peers?

Vocabulary • Following Directions	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.	**T** <u>Mini-Lesson:</u> • 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> • Interactive Notebook	-When is it most difficult for you to work with your peers? What do you do when this becomes difficult for you?
	-I can describe what working cooperatively with my peers looks like. -I can tell why it is important to work cooperatively with my peers.	**Th** <u>Mini-Lesson:</u> • Review social story • Differentiated Assessment (matching/circle/short answer)	- Why is it important to work cooperatively with your peers?
		F No Social Skills	
	3:35 - Afternoon Duty		