

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 materials for writing

Common Core	Learning Targets – I can:	Activities	Questioning
CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters  CCSS.ELA-Literacy.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	- I can write an uppercase and lowercase O.	<b>M</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Interactive Notebook: Letter “Nn” review</li> <li>ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>KinderPhonics Lesson 1: “Oo” handwriting practice -Guided handwriting -Independent practice</li> </ul>	
CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters.	- I can write an uppercase and lowercase P.	<b>T</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Interactive Notebook: Letter “Oo” review</li> <li>ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>KinderPhonics Lesson 1: “Pp” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice</li> </ul>	
<b>Vocabulary</b>  <ul style="list-style-type: none"> <li>Uppercase Letters</li> <li>Lowercase Letters</li> </ul>	- I can write an uppercase and lowercase Q.	<b>W</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Interactive Notebook: Letter “Pp” review</li> <li>ABC Review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>KinderPhonics Lesson 1: “Qq” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice</li> </ul>	
	- I can write an uppercase and lowercase R.	<b>Th</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Interactive Notebook: Letter “Qq” review</li> <li>ABC Review</li> </ul> <u>Rotations:</u>	

		<ul style="list-style-type: none"> <li>KinderPhonics Lesson 1: “Rr” handwriting practice <ul style="list-style-type: none"> <li>-Guided handwriting</li> <li>-Alphabet wrap up (review)</li> <li>-Independent practice</li> </ul> </li> </ul>	
	-I can write uppercase and lowercase letters O-R.	<b>F *Fine Motor Friday*</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>Interactive Notebook: Letter “Oo” review</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>Fine Motor L-O review</li> <li>Progress Monitoring w/Mrs. Vining</li> </ul>	



**9:45 – 10:45 – ELA Resource (K/1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>)**  
**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

<b>Common Core</b>	<b>Learning Targets – I can:</b>	<b>Activities</b>	<b>Questioning</b>
<p>CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Main Idea</li> <li>Supporting Details</li> </ul>	<p>(K/1/2/3) I can identify the main idea and supporting details of a picture.</p> <p>(K) I can label a picture with vocabulary words.</p> <p>(1/2/3) I can describe and order vocabulary words based on their meaning.</p>	<p><b>M</b></p> <p><u>Warm Up:</u> “Listening Games” (Phonological Awareness) “The Kissing Hand” read aloud</p> <p><u>Guided Rotations</u>  <b>1<sup>st</sup> Rotation:</b> (18 min.)</p> <ul style="list-style-type: none"> <li>(K) Mr. James: Vocabulary “Label It”</li> <li>(1) Mrs. Vining: Main Idea assessment</li> <li>(2/3) IEP Bin/Technology</li> </ul> <p><b>2<sup>nd</sup> Rotation:</b> (24 min.)</p> <ul style="list-style-type: none"> <li>(K) IEP Bin/Technology:</li> <li>(1) Mr. James: Vocabulary “Shades of Meaning” Center (Largest/Smallest: Transportation)</li> <li>(2/3) Mrs. Vining: Main Idea Assessment</li> </ul> <p><b>3<sup>rd</sup> Rotation:</b> (18 min.)</p> <ul style="list-style-type: none"> <li>(K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little) warm up, Kinderstart listening comprehension/blending &amp; segmenting, “Help” emergent reader and sight word song</li> <li>(1) IEP Bin/Technology</li> <li>(2/3) Mr. James: Vocabulary “Shades of Meaning” Center (Largest/Smallest: Transportation)</li> </ul>	<p>Why is it important to identify the main idea and details?</p> <p>What questions can we ask to identify the main idea and details?</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>(1/2/3) I can identify the main idea and supporting details of a text.</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 with a short “o” sound.</p> <p>(2/3/) I can read and write words that begin with “wr”.</p>	<p><b>T</b></p> <p><u>Guided Rotations</u>  <i>1<sup>st</sup> Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Alphabet/Sight Word (I see, look, where, little) warm up, Kinderstart listening comprehension/blending &amp; segmenting, “Help” emergent reader and sight word song</li> <li>• (1) Mr. James: Phonics Interactive Notebook (short “o”)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation: (24 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Alphabet Interactive Notebook</li> <li>• (1) IEP Bin/Technology</li> <li>• (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, Reading A-Z guided reading</li> </ul> <p><i>3<sup>rd</sup> Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Phonics warm up, Comprehension Journal, Reading A-Z guided reading</li> <li>• (2/3) Mr. James: Phonics Interactive Notebook (“wr”)</li> </ul> <p><u>Concluding Activity: “Listening Games” (Phonological Awareness)</u>  “Owl Moon” tasks 1-4</p>	<p>How do the details help us determine the main idea?</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>(1/2/3) I can identify the main idea and supporting details of a text.</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 with a short “i” sound.</p>	<p><b>W</b></p> <p><u>Guided Rotations</u>  <i>1<sup>st</sup> Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Progress Monitoring</li> <li>• (1) Mr. James: Close Reading Passage “Life as a Chimp”</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation: (24 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: “Help” interactive book</li> <li>• (1) IEP Bin/Technology</li> <li>• (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, Progress Monitoring</li> </ul> <p><i>3<sup>rd</sup> Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Phonics warm up, Comprehension Journal, Progress Monitoring</li> <li>• (2/3) Mr. James: Close Reading Passage “Elephant</li> </ul>	<p>How do the details help us determine the main idea?</p> <p>How does knowing the main idea help us understand what we are reading?</p>

<p>(2/3/) I can read and write words that begin with “wr”.</p>	<p>Friends and Families”</p> <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> <li>• “Owl Moon” tasks 5-8</li> </ul>	
<p>(K/1/2/3) I can read with fluency. I can ask and answer questions about what I read.</p>	<p><b>Th</b></p> <p><u>Guided Rotations</u></p> <p><i>1<sup>st</sup> Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Alphabet/Sight Word warm up, skill work</li> <li>• (1) Mr. James: Phonics Poem (short “o”)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation:</i> (24 min.)</p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Fluency/Skill work bin</li> <li>• (1) IEP Bin/Technology</li> <li>• (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, skill work</li> </ul> <p><i>3<sup>rd</sup> Rotation:</i> (18 min.)</p> <ul style="list-style-type: none"> <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 (“wr”)</li> </ul> <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> <li>• “Owl Moon” tasks 9-12</li> </ul>	<p>How does knowing the main idea help us understand what we are reading?</p>
<p>-I can tell at least 3 facts about African animals.</p> <p>-I can monitor and reflect on my progress.</p>	<p><b>F</b> *Fine Motor Friday*</p> <p><u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> <li>• “How I Became a Pirate” tasks 13-16</li> </ul> <p><u>Guided Rotations</u></p> <p><i>1<sup>st</sup> Rotation:</i></p> <ul style="list-style-type: none"> <li>• (K) Fine Motor Friday activity (African animals) -“Read Around the World: African Animals” writing task, craft (fine motor)</li> <li>• (1) Fine Motor Friday activity (African animals) -“ Read Around the World: African animals” writing task, craft (fine motor)</li> <li>• (2/3) Fine Motor Friday reading task (African animals) -Read “Read Around the World: African animals” comprehension passage</li> </ul>	

		<p><i>2<sup>nd</sup> Rotation:</i></p> <ul style="list-style-type: none"> <li>• (K) Fine Motor Friday reading task (African animals) - Read “Read Around the World: African animals” emergent reader</li> <li>• (1) Fine Motor Friday reading task (African animals) - Read “Read Around the World: African animals” emergent reader</li> <li>• (2/3) Fine Motor Friday activity (African animals) - “Read Around the World: African animals” writing task, craft (fine motor)</li> </ul> <p>*Mrs. Vining—pull for PM during both rotations</p>	
	<b>10:45 – 11:15 – Co-Teaching (2<sup>nd</sup> Grade)</b>		
	<b>11:15 – 11:30 – Lunch</b>		
	<b>11:30 – 12:00 – Co-Teaching (K)</b>		
	<p><b>12:00 – 12:30 – Writing Resource (2<sup>nd</sup>/3<sup>rd</sup>)</b>  <b>IEP Goals: Correct letter formation/line placement/spacing, Grammatically correct paragraph, Same topic, Mechanics</b>  <b>SDI:</b> 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>		
<b>Common Core</b>	<b>Learning Targets – I can:</b>	<b>Activities</b>	<b>Questioning</b>
CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-I can organize my ideas for my personal narrative.	<p><b>M</b>  <u>Warm Up:</u></p> <ul style="list-style-type: none"> <li>• Build a Sentence</li> </ul> <p><u>Rotations:</u></p> <ul style="list-style-type: none"> <li>• Mini Lesson: Personal Narratives – Personal Narrative Rough Draft (middle)</li> <li>• Skill Groups</li> </ul>	-What is an example of a misadventure?
CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-I can use write sentences using extra details.	<p><b>T</b>  <u>Warm Up:</u></p> <ul style="list-style-type: none"> <li>• Build a Sentence</li> </ul> <p><u>Rotations:</u></p> <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• See, Think, Wonder, Write</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 Use commas in dates and to separate single words in a	-I can organize my ideas for a personal narrative.	<p><b>W</b>  <u>Warm Up:</u></p> <ul style="list-style-type: none"> <li>• Build a Sentence</li> </ul> <p><u>Rotations:</u></p> <ul style="list-style-type: none"> <li>• Mini Lesson: Personal Narratives – Personal Narrative Rough Draft (end)</li> </ul>	-What are important details I should think about when writing my narrative? How can we

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.  <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spacing</li> <li>• Personal narrative</li> </ul>			narrow ideas from our brainstorm lists?
	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	<b>Th</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>• See, Think, Wonder, Write (creative writing)</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>• Finish “5 Senses Sentences” writing center</li> <li>• Skill Groups</li> </ul>	
	-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	<b>F</b> <u>Warm Up:</u> <ul style="list-style-type: none"> <li>• Build a Sentence</li> </ul> <u>Rotations:</u> <ul style="list-style-type: none"> <li>• Silly Sentences writing center</li> </ul>	



**12:30 – 1:30 / 2:00 – 2:50 – Math Resource (K/1<sup>st</sup>/2<sup>nd</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 calculator, Modeling, Repetitive Practice, Manipulatives Direct Instruction in Number Sense, Visual Strategies

<b>Common Core</b>	<b>Learning Targets – I can:</b>	<b>Activities</b>	<b>Questioning</b>
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	(K): I can compare two groups to see which has more, fewer, or as many.  (1): I can use counters to act out and solve subtraction story problems.  (2): I can draw a picture	<b>M</b> <u>Guided Rotations</u> <i>1<sup>st</sup> Rotation (12:30-12:50):</i> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Env. 2-6 “As Many, More, and Fewer”                -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <i>2<sup>nd</sup> Rotation (12:50- 1:15):</i>	(K): What ways can you use to find if a group has more or fewer?  (1): How do you know when to subtract?  (2): How can you use a

<p>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 digits, using &gt;, =, and &lt; symbols</p>	<p>and write a number sentence to solve a story problem.</p> <p>(3): I can add two digit numbers with and without regrouping.</p>	<ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Env. 2-11 “Act It Out” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p>3<sup>rd</sup> Rotation (1:15- 1:30):</p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> </ul> <hr/> <p>4<sup>th</sup> Rotation (2:00- 2:25):</p> <ul style="list-style-type: none"> <li>• (1/2) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> <li>• (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)</li> </ul> <p>5<sup>th</sup> Rotation (2:25- 2:50):</p> <ul style="list-style-type: none"> <li>• (1) IEP Bin/Technology</li> <li>• (2) Mrs. Vining: Env. 2-7 “Problem Solving: Draw a Picture and Write a Number Sentence” -(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>	<p>ten frame to make 10 when adding?</p> <p>(3): How can you order numbers from least to greatest?</p>
	<p>(K): I can order numbers 0 to 5 in the correct sequence.</p> <p>(1): I can write subtraction sentences to show different types of subtraction stories.</p> <p>(2): I can use addition strategies to solve math problems fluently.</p> <p>(3): I can add two digit</p>	<p><b>T</b> Guided Rotations</p> <p>1<sup>st</sup> Rotation (12:30-12:50):</p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Env. 2-7 “Ordering Numbers 0 to 5” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p>2<sup>nd</sup> Rotation (12:50- 1:15):</p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Env. Topic 2 review “Understanding Subtraction” -(NOD Warm Up, Interactive Lesson, Guided practice on</li> </ul>	<p>(K): How does the pattern change if you order 5 to 0?</p> <p>(2): How can drawing a picture and writing a number sentence help you solve a math story problem?</p> <p>(3): When would you make an organized list in real life?</p>

<p>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><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• More (K)</li> <li>• Fewer (K)</li> <li>• Same as (K)</li> <li>• Same number of (K)</li> <li>• Column (K)</li> <li>• Row (K)</li> <li>• 1 more (K)</li> <li>• 2 more (K)</li> <li>• 1 fewer (K)</li> <li>• 2 fewer (K)</li> <li>• As many (K)</li> <li>• Order (K)</li> <li>• First (K)</li> <li>• Second (K)</li> <li>• Third (K)</li> <li>• Fourth (K)</li> <li>• Fifth (K)</li> <li>• Missing part (1)</li> <li>• Subtract (1)</li> <li>• Difference (1)</li> <li>• Subtraction sentence (1)</li> <li>• Minus sign (1)</li> <li>• Equal sign (1)</li> <li>• Take away (1)</li> <li>• Compare (1)</li> <li>• Same amount (1)</li> <li>• Doubles (2)</li> <li>• Near doubles (2)</li> <li>• Addend (2)</li> <li>• Number sentence (2)</li> <li>• Digits (3)</li> <li>• Place value (3)</li> <li>• Standard form (3)</li> <li>• Expanded form (3)</li> <li>• Word form (3)</li> <li>• Compare (3)</li> <li>• Order (3)</li> </ul>	<p>numbers with and without regrouping.</p>	<p>Activeboard, Independent Practice, Intervention Binder)</p> <p><i>3<sup>rd</sup> Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Daily Common Core Review, “Number Sense” centers</li> </ul> <hr/> <p><i>4<sup>th</sup> Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> <li>• (1/2) Mr. James: Daily Common Core Review, “Making Numbers” centers</li> <li>• (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)</li> </ul> <p><i>5<sup>th</sup> Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> <li>• (1) IEP Bin/Technology</li> <li>• (2) Mrs. Vining: Env. Topic 2 review “<i>Addition Strategies</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>• (3) Mr. James: Daily Common Core Review, “Place Value” centers</li> </ul>	
	<p>(K): I can identify order using ordinal words first through fifth.</p> <p>(1): I can write subtraction sentences to show different types of subtraction stories.</p> <p>(2): I can use addition strategies to solve math problems fluently.</p> <p>(3): I can subtract two digit numbers with and without regrouping.</p>	<p><b>W</b></p> <p><u>Guided Rotations</u></p> <p><i>1<sup>st</sup> Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Env. 2-8 “<i>Ordinal Numbers Through Fifth</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Env. Topic 2 review “<i>Understanding Subtraction</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p><i>3<sup>rd</sup> Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> </ul> <hr/> <p><i>4<sup>th</sup> Rotation (2:00- 2:25):</i></p>	<p>(K): What do we use ordinal words for? (to tell the place of each thing)</p> <p>(1): How are the addition and subtraction sentences alike? How are they different from each other?</p>



		<ul style="list-style-type: none"> <li>• (1/2) Mr. James: Daily Common Core Review, Interactive Math Notebook</li> <li>• (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)</li> </ul> <p><i>5<sup>th</sup> Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> <li>• (1) IEP Bin/Technology</li> <li>• (2) Mrs. Vining: Env. Topic 2 assessment <i>“Addition Strategies”</i> -(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>	
	<p>(K): I can compare and order numbers 0 to 5.</p> <p>(1): I can write subtraction sentences to show different types of subtraction stories.</p> <p>(2): I can use addition strategies to solve math problems fluently.</p> <p>(3): I can subtract two digit numbers with and without regrouping.</p>	<p><b>Th</b> Guided Rotations</p> <p><i>1<sup>st</sup> Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> <li>• (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)</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Subtraction review -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul> <p><i>3<sup>rd</sup> Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Daily Common Core Review, “Number Sense” centers</li> </ul> <p>-----</p> <p><i>4<sup>th</sup> Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> <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) <i>“Subtracting Two-Digit Numbers”</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</li> </ul>	

		<p><i>5<sup>th</sup> Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> <li>• (1) IEP Bin/Technology</li> <li>• (2) Mrs. Vining: Addition strategy review -(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> </ul>	
	-I can monitor and reflect on my progress.	<p><b>F *Fine Motor Friday*</b> Guided Rotations</p> <p><i>1<sup>st</sup> Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> <li>• (K) Mrs. Vining: Progress Monitoring/Data Notebooks</li> <li>• (2/3) IEP Bin/Technology</li> </ul> <p><i>2<sup>nd</sup> Rotation (12:50- 1:15):</i></p> <ul style="list-style-type: none"> <li>• (K) IEP Bin/Technology</li> <li>• (1) Mrs. Vining: Progress Monitoring/Data Notebooks</li> </ul> <p><i>3<sup>rd</sup> Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> <li>• (K) Mr. James: Fine Motor Friday activity (STEM)</li> </ul> <p>-----</p> <p><i>4<sup>th</sup> Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> <li>• (1/2) Mr. James: Fine Motor Friday activity (STEM)</li> <li>• (3) Mrs. Vining: Progress Monitoring/Data Notebooks</li> </ul> <p><i>5<sup>th</sup> Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> <li>• (1) IEP Bin/Technology</li> <li>• (2) Mrs. Vining: Progress Monitoring/Data Notebooks</li> <li>(3) Mr. James: Fine Motor Friday activity (STEM)</li> </ul>	
	<b>1:30 – 2:00 – Planning</b>		
	<b>2:50 – 3:05 – Co-Teaching (1<sup>st</sup> Grade)</b>		
	<b>3:05 – 3:25 – Social Skills Resource (K/1<sup>st</sup>/2<sup>nd</sup>)</b>		
	<p><b>IEP Goals: Appropriate social interactions, Successful member of classroom environment</b></p> <p><b>SDI:</b> 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</p>		
<b>Common Core</b>	<b>Learning Targets – I can:</b>	<b>Activities</b>	<b>Questioning</b>
CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	<p>-I can describe what working cooperatively with my peers looks like.</p> <p>-I can tell why it is important to work cooperatively with my</p>	<p><b>M</b> <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> <li>• Pre-read, read, and review social story “Working With Peers”</li> </ul>	-What does it look like when you are working cooperatively with your peers?

<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Following Directions</li> </ul>	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.	<b>T</b> <u>Mini-Lesson:</u> <ul style="list-style-type: none"> <li>Whole group prompt and response discussion activity</li> <li>Independent: "Working With Peers" coloring page</li> </ul>	-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.	<b>W</b> <u>Mini-Lesson:</u> <ul style="list-style-type: none"> <li>Interactive Notebook</li> </ul>	-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.	<b>Th</b> <u>Mini-Lesson:</u> <ul style="list-style-type: none"> <li>Review social story</li> <li>Differentiated Assessment (matching/circle/short answer)</li> </ul>	- Why is it important to work cooperatively with your peers?
	<b>F</b> No Social Skills		
<b>3:35 - Afternoon Duty</b>			