

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

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

		-Alphabet wrap up (review) -Independent practice	
	-I can write uppercase and lowercase letters I-L.	F *Fine Motor Friday* <u>Warm Up:</u> • Interactive Notebook: Letter “LI” review <u>Rotations:</u> • Fine Motor I-L 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.	-I can recognize and write the letter E. I can say the sound for E (/e/). -I can identify the main idea and supporting details of a text.	M <u>Warm Up:</u> “Listening Games” (Phonological Awareness) • “Late For School” tasks 9-12 <u>Guided Rotations</u> 1st Rotation: • (K) Mr. James: Alphabet Interactive Notebook • (1) Mrs. Vining: Comprehension Journal, Main Idea “Lions” and guided activity • (2/3) IEP Bin/Technology 2nd Rotation: • (K) Mrs. Vining: Kinderstart, “Look” emergent reader • (1) IEP Bin/Technology • (2/3) Digraph Interactive Notebook (short “a”)	Why is it important to identify the main idea and details? What questions can we ask to identify the main idea and details?
Vocabulary • Main Idea • Supporting Details	-I can recognize rhyming words. -I can track the words in a book with my finger. -I can identify the main idea and supporting details of a text.	T <u>Warm Up:</u> “Listening Games” (Phonological Awareness) • “It’s Back To School We Go” tasks 1-4 <u>Guided Rotations</u> 1st Rotation: • (K) Mr. James: Alphabet bin, IEP Bin/Technology • (1/2/3) Mrs. Vining: Main Idea comprehension skill mini lesson 2nd Rotation: • (K) Mrs. Vining: “Label It” Language Vocabulary • (1/2/3) Mr. James: “Shades of Meaning” Vocabulary	How do the details help us determine the main idea?

<p>-I can identify the main idea and supporting details of a text.</p>	<p>W <u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “It’s Back To School We Go” tasks 5-8 <p><u>Guided Rotations</u> <i>1st Rotation:</i></p> <ul style="list-style-type: none"> • (K) Mr. James: “Look” interactive book • (1) Mrs. Vining: Comprehension Journal, Reading for meaning “Lions” • (2/3) IEP Bin/Technology <p><i>2nd Rotation:</i></p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mr. James: Phonics practice (short “a”), main idea cut & paste • (2/3) Mrs. Vining: Comprehension Journal, Main Idea “Lions” and guided activity 	<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>-I can recognize rhyming words. -I can track the words in a book with my finger.</p> <p>-I can identify the main idea and supporting details of a text.</p>	<p>Th <u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “It’s Back To School We Go” tasks 9-12 <p><u>Guided Rotations</u> <i>1st Rotation:</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Kinderstart, “Look” emergent reader • (1) IEP Bin/Technology • (2/3) Mr. James: Phonics passage (ending “th”), main idea cut & paste <p><i>2nd Rotation:</i></p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mr. James: Phonics passage (short “a”), main idea cut & paste • (2/3) Mrs. Vining: Comprehension Journal, Research about lions, main idea & details synopsis 	<p>How does knowing the main idea help us understand what we are reading?</p>
<p>-I can tell at least 3 facts about Kenya.</p> <p>-I can monitor and reflect on my progress.</p>	<p>F *Fine Motor Friday* <u>Warm Up:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “It’s Back To School We Go” tasks 13-16 <p><u>Guided Rotations</u> <i>1st Rotation:</i></p> <ul style="list-style-type: none"> • (K) Fine Motor Friday activity (Africa) -“Read Around the World: Kenya” writing task, Maasai 	

		<ul style="list-style-type: none"> necklace (fine motor) (1) Fine Motor Friday activity (Kenya) -“Read Around the World: Kenya” writing task, Maasai necklace (fine motor) (2/3) Fine Motor Friday reading task (Kenya) -Read “Read Around the World: Kenya” comprehension passage - <p><i>2nd Rotation:</i></p> <ul style="list-style-type: none"> (K) Fine Motor Friday reading task (Kenya) - Read “Read Around the World: Kenya” emergent reader (1) Fine Motor Friday reading task (Kenya) - Read “Read Around the World: Kenya” emergent reader (2/3) Fine Motor Friday activity (Kenya) -“Read Around the World: Kenya” writing task, Maasai necklace (fine motor) <p>*Mrs. Vining—pull for PM during both rotations</p>	
	10:45 – 11:15 – Co-Teaching (2nd Grade)		
	11:15 – 11:30 – Lunch		
	11:30 – 12:00 – Co-Teaching (K)		
	12:00 – 12:30 – Writing Resource (2nd/3rd) IEP Goals: Correct letter formation/line placement/spacing, Grammatically correct paragraph, Same topic, Mechanics SDI: Direct instruction in grammar, sentence structure, and idea development, Guided Practice through Repetition, Small group instruction in writing process, Modeling, Graphic Organizers, Direct instruction in fine motor, visual motor, visual perceptual skill development, Adaptive materials for writing, Sensory Regulation Strategies		
Common Core 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	Learning Targets – I can: .-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	Activities M <u>Warm Up:</u> <ul style="list-style-type: none"> See, Think, Wonder, Write (creative writing) <u>Rotations:</u> <ul style="list-style-type: none"> Skill Groups 	Questioning
	-I can write a story with a problem.	T <u>Warm Up:</u> <ul style="list-style-type: none"> Build a Sentence <u>Rotations:</u> <ul style="list-style-type: none"> Mini Lesson: Problem Practice -Problem Practice (a story has a problem) -“Problem Practice” writing center, edit draft 	What part of a story do we find the problem? Why should every story have a problem?

<p>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 • Setting 	<p>-I can create a story with parts in an order that make sense.</p>	<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: Masterpiece Mix Up -Masterpiece Mix Up (stories make sense) • -“Masterpiece Mix Up” writing center 	<p>How can we make sure our stories make sense?</p>	
	<p>-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.</p>	<p>Th <u>Warm Up:</u></p> <ul style="list-style-type: none"> • See, Think, Wonder, Write (creative writing) <p><u>Rotations:</u></p> <ul style="list-style-type: none"> • Skill Groups 		
	<p>-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.</p>	<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"> • Kenya research writing activity • Progress Monitoring 		

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	(K): I can count, read and	M Guided Rotations	

<p>.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 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</p>	<p>write numbers one to five.</p> <p>(1): I can solve problems by finding the missing part.</p> <p>(2): I can read and write addition and subtraction sentences.</p> <p>(3): I can read and write 3 digit and 4 digit numbers.</p>	<p><i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> (K) Mrs. Vining: Env. Topic 1 assessment “Numbers One to Five” -(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. 2-1 “Finding Missing Parts of 6 and 7” -(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/> <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. 1-1 “Representing 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. Topic 1 Assessment “Understanding Addition and Subtraction” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) (3) Mr. James: Daily Common Core Review, Interactive Math Notebook 	<p>(1): How can you use the part you can see to find the part that is missing?</p> <p>(3): Our school library has over 500 books. Can you think of another collection that would have more than 500 items?</p>
<p>CCSS.MATH.CONTENT.2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. CCSS.MATH.CONTENT.2.NBT.A.3</p>	<p>(K): I can compare objects and say which has more, fewer, or the same.</p> <p>(1): I can use subtraction to find a missing part of 8.</p>	<p>T Guided Rotations <i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> (K) Mrs. Vining: Env. 2-1 “More, Fewer, and Same As” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention 	<p>(K): How can you show numbers (4, 5) in different ways?</p> <p>(1): If you have 8 counters in all, can the missing part</p>

<p>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) • Missing part (1) • Subtract (1) • Difference (1) • Subtraction sentence (1) • Minus sign (1) • Equal sign (1) • Doubles (2) • Near doubles (2) • Digits (3) • Place value (3) • Standard form (3) • Expanded form (3) • Word form (3) • Compare (3) 	<p>(2): I can fluently solve addition facts involving 0, 1, and 2.</p> <p>(3): I can name numbers in different ways.</p>	<p>Binder)</p> <ul style="list-style-type: none"> • (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. 2-2 “<i>Finding Missing Parts of 8</i>” -(NOD Warm Up, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> • (K) Mr. James: Daily Common Core Review, “Number Sense” centers <hr/> <p><i>4th Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> • (1/2) Mr. James: Daily Common Core Review, “Making Numbers” centers • (3) Mrs. Vining: Env. 1-2 “<i>Ways to Name 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. 2-1 “<i>Adding 0, 1, 2</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) • (3) Mr. James: Daily Common Core Review, “Place Value” centers 	<p>be the same as the part you know?</p> <p>(2): What is two more than 6? Two more than 26? Two more than 66? How is adding 2 more than a number greater than 10 similar to adding two more to a number less than 10?</p> <p>(3): How do you use large numbers in real life?</p>
	<p>(K): I can identify a group of objects with 1 or 2 more.</p> <p>(1): I can use subtraction to find a missing part of 9.</p> <p>(2): I can fluently solve addition facts where both addends are the same.</p> <p>(3): I can identify a pattern on a number line and complete the missing</p>	<p>W</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: Env. 2-2 “<i>1 and 2 more</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. 2-3 “<i>Finding Missing Parts of 9</i>” 	<p>(K): In what ways can I show if a group has more?</p> <p>(1): What strategies can you use to find the missing part?</p> <p>(2): What makes a doubles fact a doubles fact? How does this make us more fluent when adding?</p>

<p>numbers.</p>	<p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <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/> <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. 1-5 "Counting on the Number Line" <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <p><i>5th Rotation (2:25- 2:50):</i></p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2) Mrs. Vining: Env. 2-2 "Doubles" <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <ul style="list-style-type: none"> (3) Mr. James: Daily Common Core Review, Interactive Math Notebook 	<p>(3): What is a pattern? Can you think of real life patterns?</p>
<p>(K): I can identify a group of objects with 1 or 2 fewer.</p> <p>(1): I can write and solve subtraction number sentences.</p> <p>(2): I can fluently solve addition problems where the addends are 1 apart.</p> <p>(3): I can compare 3 digit and 4 digit numbers.</p>	<p>Th <u>Guided Rotations</u></p> <p><i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> (K) Mrs. Vining: Env. 2-4 "1 and 2 Fewer" <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <ul style="list-style-type: none"> (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. 2-4 "Introducing Subtraction Expressions and Number Sentences" <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder)</p> <p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> (K) Mr. James: Daily Common Core Review, "Number 	<p>(K): In what ways can I show if a group has fewer?</p> <p>(1): What does each digit in a subtraction sentence represent?</p> <p>(2): How do doubles facts help us solve near double facts fluently?</p> <p>(3): How can you use place value to compare numbers?</p>

		<p style="text-align: center;">Sense” centers</p> <hr/> <p><i>4th Rotation (2:00- 2:25):</i></p> <ul style="list-style-type: none"> • (1/2) Mr. James: Daily Common Core Review, Strategies Skills Application (using counters) • (3) Mrs. Vining: Env. 1-6 <i>“Comparing 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. 2-3 <i>“Near Doubles”</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>-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) <hr/> <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) 	
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
<p>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>	<p>-I can describe what following directions looks like. -I can tell why it is important to follow directions.</p>	<p>M <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Pre-read, read, and review social story “Following Directions” 	<p>-What does it look like when you are following directions?</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> Following Directions 	<p>-I can describe what following directions looks like. -I can tell why it is important to follow directions.</p>	<p>T <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Whole group prompt and response discussion activity Independent: “Following Directions” coloring page 	<p>-What are some examples of times you need to follow directions?</p>
	<p>-I can describe what following directions looks like. -I can tell why it is important to follow directions.</p>	<p>W <u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Interactive Notebook 	<p>-When is it most difficult for you to follow directions? How do you know?</p>
	<p>-I can describe what following directions looks like. -I can tell why it is important to follow directions.</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 follow directions?</p>
		<p>F No Social Skills</p>	

3:35 - Afternoon Duty