

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 L.	M <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 -Independent practice 	
	- I can write an uppercase and lowercase M.	T <u>Warm Up:</u> <ul style="list-style-type: none"> Interactive Notebook: Letter “Ll” review ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> KinderPhonics Lesson 1: “Mm” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
	- I can write an uppercase and lowercase N.	W <u>Warm Up:</u> <ul style="list-style-type: none"> Interactive Notebook: Letter “Mm” review ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> KinderPhonics Lesson 1: “Nn” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
	- I can write an uppercase and lowercase O.	Th <u>Warm Up:</u> <ul style="list-style-type: none"> Interactive Notebook: Letter “Nn” review ABC Review <u>Rotations:</u>	

Vocabulary

- Uppercase Letters
- Lowercase Letters

		<ul style="list-style-type: none"> • KinderPhonics Lesson 1: “Oo” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
	-I can write uppercase and lowercase letters L-O.	F *Fine Motor Friday* <u>Warm Up:</u> <ul style="list-style-type: none"> • Interactive Notebook: Letter “Oo” review <u>Rotations:</u> <ul style="list-style-type: none"> • Fine Motor L-O 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
<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>Vocabulary</p> <ul style="list-style-type: none"> • Main Idea • Supporting Details 	<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>M</p> <p><u>Warm Up:</u> “Listening Games” (Phonological Awareness) “How I Became a Pirate” read aloud</p> <p><u>Guided Rotations</u> 1st Rotation: (18 min.)</p> <ul style="list-style-type: none"> • (K) Mr. James: Vocabulary “Label It” • (1) Mrs. Vining: Comprehension Skill Mini Lesson “Find the main idea in a picture) • (2/3) IEP Bin/Technology <p>2nd Rotation: (24 min.)</p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology: • (1) Mr. James: Vocabulary “Shades of Meaning” Center (Largest/Smallest: Places to Live) • (2/3) Mrs. Vining: Comprehension Skill Mini Lesson “Find the main idea in a picture) <p>3rd Rotation: (18 min.)</p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Comprehension Skill Mini Lesson “Find the main idea in a picture) • (1) IEP Bin/Technology • (2/3) Mr. James: Vocabulary “Shades of Meaning” Center (Largest/Smallest: Places to Live) 	<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 say how many parts are in a word. I can read the word “where”.</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 “e” sound.</p> <p>(2/3/) I can read and write words that begin with “wh”.</p>	<p>T</p> <p><u>Guided Rotations</u> <i>1st Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Alphabet/Sight Word warm up, Kinderstart listening comprehension/syllables, “Where?” emergent reader • (1) Mr. James: Phonics Interactive Notebook (short “e”) • (2/3) IEP Bin/Technology <p><i>2nd Rotation: (24 min.)</i></p> <ul style="list-style-type: none"> • (K) Mr. James: Alphabet Interactive Notebook • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, Main Idea “Elephants” and guided activity <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, Main Idea “Elephants” and guided activity • (2/3) Mr. James: Phonics Interactive Notebook (“wh”) <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness) “How I Became a Pirate” 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 say how many parts are in a word. I can read the word “where”.</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 “e” sound.</p>	<p>W</p> <p><u>Guided Rotations</u> <i>1st Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Alphabet/Sight Word warm up, Kinderstart listening comprehension/syllables, “Where?” emergent reader • (1) Mr. James: Phonics Poem (short “e”) • (2/3) IEP Bin/Technology <p><i>2nd Rotation: (24 min.)</i></p> <ul style="list-style-type: none"> • (K) Mr. James: “Where” interactive book • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, Main Idea “Elephants” and guided activity <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, Main Idea “Elephants” and guided activity • (2/3) Mr. James: Phonics Poem (“wh”) 	<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 “wh”.</p> <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “How I Became a Pirate” 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:</i> (18 min.)</p> <ul style="list-style-type: none"> • (K) Mrs. Vining: Alphabet/Sight Word warm up, skill work • (1) Mr. James: Main Idea Comprehension Passage • (2/3) IEP Bin/Technology <p><i>2nd Rotation:</i> (24 min.)</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:</i> (18 min.)</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: Main Idea Comprehension Passage <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “How I Became a Pirate” tasks 9-12 	<p>How does knowing the main idea help us understand what we are reading?</p>
<p>-I can tell at least 3 facts about Nelson Mandela.</p> <p>-I can monitor and reflect on my progress.</p>	<p>F *Fine Motor Friday*</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 (Human Rights Leaders-Africa) -“Read Around the World Leaders: Nelson Mandela” writing task, South Africa craft (fine motor) • (1) Fine Motor Friday activity (Human Rights Leaders-Africa) -“ Read Around the World Leaders: Nelson Mandela” writing task, South Africa craft (fine motor) • (2/3) Fine Motor Friday reading task (Human Rights Leaders-Africa) -Read “Read Around the World Leaders: Nelson 	

		<p>Mandela” comprehension passage</p> <p><i>2nd Rotation:</i></p> <ul style="list-style-type: none"> • (K) Fine Motor Friday reading task (Human Rights Leaders-Africa) - Read “Read Around the World Leaders: Nelson Mandela” emergent reader • (1) Fine Motor Friday reading task (Human Rights Leaders-Africa) - Read “Read Around the World Leaders: Nelson Mandela” emergent reader • (2/3) Fine Motor Friday activity (Human Rights Leaders-Africa) - “ Read Around the World Leaders: Nelson Mandela” writing task, South Africa craft (fine motor) <p>*Mrs. Vining—pull for PM during both rotations</p>	
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10:45 – 11:15 – Co-Teaching (2nd Grade)			
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11:15 – 11:30 – Lunch			
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11:30 – 12:00 – Co-Teaching (K)			
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12:00 – 12:30 – Writing Resource (2nd/3rd)			
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<p>IEP Goals: Correct letter formation/line placement/spacing, Grammatically correct paragraph, Same topic, Mechanics</p> <p>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>			
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Common Core	Learning Targets – I can:	Activities	Questioning
CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-I can brainstorm topics for my personal narrative.	M <u>Warm Up:</u> <ul style="list-style-type: none"> • Build a Sentence <u>Rotations:</u> <ul style="list-style-type: none"> • Mini Lesson: Personal Narratives – Brainstorm Ideas • Skill Groups 	-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 a picture prompt card to start a story.	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: Picture Prompt “Story Starters” -“Picture Prompt” writing center, edit draft 	
CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.	-I can organize my ideas	W <u>Warm Up:</u>	

<p>CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.</p> <p>CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.</p> <p>CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>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 	<p>for a personal narrative.</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 – Organizing Ideas 	<p>-What are important details I should think about when writing my narrative? How can we narrow ideas from our brainstorm lists?</p>
<p>-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.</p>	<p>Th</p> <p><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"> • Finish “Picture Prompt” writing center • Skill Groups 		
	<p>F</p> <p><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 		



	<p>12:30 – 1:30 / 2:00 – 2:50 – Math Resource (K/1st/2nd/3rd)</p> <p>IEP Goals: Identify/Count/Write numbers, Addition/Subtraction fluency</p> <p>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</p>		
<p>Common Core</p> <p>CCSS.MATH.CONTENT.K.CC.B.4.A When counting objects, say the number names in the standard</p>	<p>Learning Targets – I can:</p> <p>(K): I can compare objects and say which has more, fewer, or the same.</p>	<p>Activities</p> <p>M</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. 2-1 	<p>Questioning</p> <p>(K): What does it mean to compare?</p>

<p>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>(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 identify a pattern on a number line and complete the missing numbers.</p>	<p><i>“More, Fewer, and Same As”</i> -(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 <i>“Introducing Subtraction Expressions and Number Sentences”</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, 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 <i>“Counting on the Number Line”</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, Interactive Math Notebook 	<p>(1): How is a subtraction sentence similar to an addition sentence? How it different?</p> <p>(2): How do doubles facts help us solve near double facts fluently?</p> <p>(3): What is a pattern? Can you think of real life patterns?</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 Read and write numbers to 1000 using base-ten numerals, number names, and expanded</p>	<p>(K): I can identify a group of objects with 1 or 2 more.</p> <p>(1): I can tell a story about taking away to find out how many are left.</p>	<p>T <u>Guided Rotations</u> <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) 	<p>(K): How do I know if a group has more?</p> <p>(1): How can you show a subtraction story using</p>

<p>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) • Take away (1) • Compare (1) • Doubles (2) • Near doubles (2) • Addend (2) • Digits (3) • Place value (3) • Standard form (3) • Expanded form (3) • Word form (3) • Compare (3) • Order (3) 	<p>(2): I can use the commutative property to find the sum.</p> <p>(3): I can compare 3 digit and 4 digit numbers.</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. 2-5 “<i>Stories About Taking Away</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. 1-6 “<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. 2-4 “<i>Adding in Any Order</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>connecting cubes?</p> <p>(2): Why does the sum stay the same?</p> <p>(3): How can you use place value to compare numbers?</p>
	<p>(K): I can identify a group of objects with 1 or 2 fewer.</p> <p>(1): I can tell stories about comparing to find out how two groups are different.</p> <p>(2): I can find the sum of three addends using an order.</p> <p>(3): I can order 3-digit and 4-digit whole numbers.</p>	<p>W <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 “<i>1 and 2 Fewer</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. 2-6 “<i>Stories About Comparing</i>” -(Daily Math Chat, Interactive Lesson, Guided practice 	<p>(K): How do I know if a group has fewer?</p> <p>(1): How can I find out which group has more?</p> <p>(2): Do you ever need to add more than two numbers? When?</p> <p>(3): How can you order numbers from least to greatest?</p>

		<p>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 <p>-----</p> <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. 1-7 “<i>Ordering 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. 2-5 “<i>Adding Three Numbers</i>” -(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): I can read and write the number 0.</p> <p>(1): I can find the missing part when one part and the whole are given.</p> <p>(2): I can find the sum by making 10 when adding.</p> <p>(3): I can make an organized list to represent information in a given problem.</p>	<p>Th</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. 2-5 “<i>Reading and Writing 0</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. 2-7 “<i>Stories About Missing Parts</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 <p>-----</p>	<p>(K): What does 0 represent?</p> <p>(1): How is finding a missing part different from taking away and comparing?</p> <p>(2): How can you use a ten frame to make 10 when adding?</p> <p>(3): When would you make an organized list in real life?</p>

		<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. 1-8 <i>"Problem Solving: Make an Organized List"</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. 2-6 <i>"Making 10 to Add"</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* Guided Rotations</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) 	
	<p>1:30 – 2:00 – Planning</p>		
	<p>2:50 – 3:05 – Co-Teaching (1st Grade)</p>		
	<p>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</p>		

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>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>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>-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			