

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

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

		<ul style="list-style-type: none"> • KinderPhonics Lesson 1: “Rr” handwriting practice -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
	-I can write uppercase and lowercase letters O-R.	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) “The Kissing Hand” 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 “Leopards” main idea sort • (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 “Leopards” main idea sort <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 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>(2/3/) I can read and write words that end with “ck”.</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 (I see, look, where) warm up, Kinderstart listening comprehension/blending & segmenting, “Little” emergent reader and sight word song • (1) Mr. James: Phonics Interactive Notebook (short “i”) • (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 “Leopards” 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 “Leopards” and guided activity • (2/3) Mr. James: Phonics Interactive Notebook (“ck”) <p><u>Concluding Activity: “Listening Games” (Phonological Awareness)</u> “The Kissing Hand” 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>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 (I see, look, where) warm up, Kinderstart listening comprehension/blending & segmenting, “Little” emergent reader and sight word song • (1) Mr. James: Close Reading Passage “Life as a Chimp” • (2/3) IEP Bin/Technology <p><i>2nd Rotation: (24 min.)</i></p> <ul style="list-style-type: none"> • (K) Mr. James: “Little” interactive book • (1) IEP Bin/Technology • (2/3) Mrs. Vining: Phonics warm up, Comprehension Journal, Guided Reading <p><i>3rd Rotation: (18 min.)</i></p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology 	<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 end with “ck”.</p>	<ul style="list-style-type: none"> • (1) Mrs. Vining: Phonics warm up, Comprehension Journal, Guided Reading • (2/3) Mr. James: Close Reading Passage “Elephant Friends and Families” <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “The Kissing Hand” 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: Phonics Poem (short “i”) • (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, Reading Group/Comprehension quiz, 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, Reading Group/Comprehension quiz, skill work • (2/3) Mr. James: Phonics Poem (“ck”) <p><u>Concluding Activity:</u> “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “The Kissing Hand” 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 African animals.</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 (African animals) -“Read Around the World: African Animals” writing task, craft (fine motor) • (1) Fine Motor Friday activity (African animals) -“ Read Around the World: African animals” writing task, craft (fine motor) • (2/3) Fine Motor Friday reading task (African animals) 	

		<p>-Read “Read Around the World: African animals” comprehension passage</p> <p><i>2nd Rotation:</i></p> <ul style="list-style-type: none"> • (K) Fine Motor Friday reading task (African animals) - Read “Read Around the World: African animals” emergent reader • (1) Fine Motor Friday reading task (African animals) - Read “Read Around the World: African animals” emergent reader • (2/3) Fine Motor Friday activity (African animals) -“ Read Around the World: African animals” writing task, craft (fine motor) <p>*Mrs. Vining—pull for PM during both rotations</p>	
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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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	<p>12:00 – 12:30 – Writing Resource (2nd/3rd) IEP Goals: Correct letter formation/line placement/spacing, Grammatically correct paragraph, Same topic, Mechanics SDI: Direct instruction in grammar, sentence structure, and idea development, Guided Practice through Repetition, Small group instruction in writing process, Modeling, Graphic Organizers, Direct instruction in fine motor, visual motor, visual perceptual skill development, Adaptive materials for writing, Sensory Regulation Strategies</p>		
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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. 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.	-I can organize my ideas 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 – Organize Ideas • Skill Groups 	-What is an example of a misadventure?
CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.	-I can use write sentences using extra details.	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: 5 Senses Sentences -“5 Senses Sentences” writing center, edit draft 	
	-I can organize my ideas for a personal narrative.	W <u>Warm Up:</u> <ul style="list-style-type: none"> • Build a Sentence <u>Rotations:</u>	-What are important details I should think

<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 		<ul style="list-style-type: none"> • Mini Lesson: Personal Narratives – Prewrite Personal Narrative 	<p>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 <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 “5 Senses Sentences” writing center • 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 		



	<p>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</p>		
<p>Common Core</p> <p>CCSS.MATH.CONTENT.K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one</p>	<p>Learning Targets – I can:</p> <p>(K): I can compare objects and say which has more, fewer, or the same.</p> <p>(1): I can find the missing part when one part and the</p>	<p>Activities</p> <p>M <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 “1 and 2 more” <p>-(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention</p>	<p>Questioning</p> <p>(K): How do I know if a group has more?</p> <p>(1): How is finding a missing part different from taking away and</p>

<p>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 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</p>	<p>whole are given.</p> <p>(2): I can find the sum by making 10 when adding.</p> <p>(3): I can order 3-digit and 4-digit whole numbers.</p>	<p>Binder)</p> <ul style="list-style-type: none"> (2/3) IEP Bin/Technology <p>2nd Rotation (12:50- 1:15):</p> <ul style="list-style-type: none"> (K) IEP Bin/Technology (1) Mrs. Vining: Env. 2-7 “Stories About Missing Parts” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p>3rd Rotation (1:15- 1:30):</p> <ul style="list-style-type: none"> (K) Mr. James: Daily Common Core Review, Interactive Math Notebook <hr/> <p>4th Rotation (2:00- 2:25):</p> <ul style="list-style-type: none"> (1/2) Mr. James: Daily Common Core Review, Interactive Math Notebook (3) Mrs. Vining: Env. 1-7 “Ordering Numbers” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p>5th Rotation (2:25- 2:50):</p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2) Mrs. Vining: Env. 2-6 “Making 10 to Add” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) (3) Mr. James: Daily Common Core Review, Interactive Math Notebook 	<p>comparing?</p> <p>(2): How can you use a ten frame to make 10 when adding?</p> <p>(3): How can you order numbers from least to greatest?</p>
	<p>(K): I can identify a group of objects with 1 or 2 fewer.</p> <p>(1): I can write subtraction sentences to show different types of subtraction stories.</p> <p>(2): I can draw a picture and write a number sentence to solve a story problem.</p>	<p>T Guided Rotations</p> <p>1st Rotation (12:30-12:50):</p> <ul style="list-style-type: none"> (K) Mrs. Vining: Env. 2-3 “1 and 2 Fewer” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) (2/3) IEP Bin/Technology <p>2nd Rotation (12:50- 1:15):</p> <ul style="list-style-type: none"> (K) IEP Bin/Technology 	<p>(K): How do I know if a group has fewer?</p> <p>(1): How are these story problems alike? How are they different?</p> <p>(2): How can drawing a picture and writing a number sentence help</p>

<p>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) • Same amount (1) • Doubles (2) • Near doubles (2) • Addend (2) • Number sentence (2) • Digits (3) • Place value (3) • Standard form (3) • Expanded form (3) • Word form (3) • Compare (3) • Order (3) 	<p>(3): I can make an organized list to represent information in a given problem.</p>	<ul style="list-style-type: none"> • (1) Mrs. Vining: Env. 2-8 <i>"All Kinds of Subtraction Stories"</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. 1-8 <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. 2-7 <i>"Problem Solving: Draw a Picture and Write a Number Sentence"</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>you solve a math story problem?</p> <p>(3): When would you make an organized list in real life?</p>
	<p>(K): I can describe what 0 means.</p> <p>(1): I can write related addition and subtraction facts.</p> <p>(2): I can use addition strategies to solve math problems fluently.</p> <p>(3): I can work with 3-digit and 4-digit 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>"The Number 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. 2-9 <i>"Connecting Addition and Subtraction"</i> -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>3rd Rotation (1:15- 1:30):</i></p>	<p>(K): What does 0 represent?</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"> • (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. Topic 1 review “<i>Numeration</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. Topic 2 review “<i>Addition Strategies</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 write different subtraction sentences that are true for the same model.</p> <p>(2): I can use addition strategies to solve math problems fluently.</p> <p>(3): I can work with 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. 2-5 “<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. 2-10 “<i>Connecting Models and Symbols</i>” -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p><i>3rd Rotation (1:15- 1:30):</i></p> <ul style="list-style-type: none"> • (K) Mr. James: Daily Common Core Review, “Number Sense” centers <hr/> <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) 	<p>(K): How can we show that there is none of something?</p> <p>(1): How can you make two subtraction sentences using the same numbers? How are these sentences different?</p>

		<ul style="list-style-type: none"> (3) Mrs. Vining: Env. Topic 1 review "Numeration" -(Daily Math Chat, Interactive Lesson, Guided practice on Activeboard, Independent Practice, Intervention Binder) <p>5th Rotation (2:25- 2:50):</p> <ul style="list-style-type: none"> (1) IEP Bin/Technology (2) Mrs. Vining: Env. Topic 2 assessment "Addition Strategies" -(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.	<p>F *Fine Motor Friday* Guided Rotations</p> <p>1st Rotation (12:30-12:50):</p> <ul style="list-style-type: none"> (K) Mrs. Vining: Progress Monitoring/Data Notebooks (2/3) IEP Bin/Technology <p>2nd Rotation (12:50- 1:15):</p> <ul style="list-style-type: none"> (K) IEP Bin/Technology (1) Mrs. Vining: Progress Monitoring/Data Notebooks <p>3rd Rotation (1:15- 1:30):</p> <ul style="list-style-type: none"> (K) Mr. James: Fine Motor Friday activity (STEM) <p>-----</p> <p>4th Rotation (2:00- 2:25):</p> <ul style="list-style-type: none"> (1/2) Mr. James: Fine Motor Friday activity (STEM) (3) Mrs. Vining: Progress Monitoring/Data Notebooks <p>5th Rotation (2:25- 2:50):</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
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<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><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>	
	<p>3:35 - Afternoon Duty</p>		