

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.	.	M No School – Labor Day	
		T No School – Teacher Planning Day	
	- I can write uppercase and lowercase letters A-H.	W <u>Warm Up:</u> <ul style="list-style-type: none"> • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • KinderPhonics: Review handwriting practice A-H -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
	- I can write uppercase and lowercase letters A-H.	Th <u>Warm Up:</u> <ul style="list-style-type: none"> • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • KinderPhonics: Review handwriting practice A-H -Guided handwriting -Alphabet wrap up (review) -Independent practice 	
Vocabulary <ul style="list-style-type: none"> • Uppercase Letters • Lowercase Letters 	- I can write uppercase and lowercase letters A-H.	F *Fine Motor Friday* <u>Warm Up:</u> <ul style="list-style-type: none"> • ABC Review <u>Rotations:</u> <ul style="list-style-type: none"> • Fine Motor A-H 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>M No School – Labor Day</p>	<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>T No School – Teacher Planning Day</p>	<p>How do the details help us determine the main idea?</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Main Idea • Supporting Details 	<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"> • “Late For School” read aloud <p><u>Guided Rotations</u> <i>1st Rotation:</i></p> <ul style="list-style-type: none"> • (K) Mr. James: Letter Sounds • (1) Mrs. Vining: Comprehension Journal, Main Idea • (2/3) IEP Bin/Technology <p><i>2nd Rotation:</i></p> <ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mr. James: Letter Sounds, Short story sequencing • (2/3) Mrs. Vining: Comprehension Journal, Main Idea 	<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.</p> <p>-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"> • “Late For School” tasks 1-4 <p><u>Guided Rotations</u> <i>1st Rotation:</i></p> <ul style="list-style-type: none"> • (K) Mrs. Vining: KinderStart, “I See” emergent reader • (1) Mr. James: Letter Sounds, Simple sentence fluency • (2/3) IEP Bin/Technology <p><i>2nd Rotation:</i></p>	<p>How does knowing the main idea help us understand what we are reading?</p>

		<ul style="list-style-type: none"> • (K) IEP Bin/Technology • (1) Mr. James: Phonics passage (ending “sh”) • (2/3) Mrs. Vining: Comprehension Journal, Main Idea 	
	<p>-I can tell about the Olympics.</p> <p>-I can monitor and reflect on my progress.</p>	<p>F *Fine Motor Friday* Warm Up: “Listening Games” (Phonological Awareness)</p> <ul style="list-style-type: none"> • “The Recess Queen” tasks 13-16 <p>Guided Rotations 1st Rotation:</p> <ul style="list-style-type: none"> • (K) Fine Motor Friday activity (American Flag) • (1) Fine Motor Friday activity (American Flag) • (2/3) Fine Motor Friday reading task (September 11th) -Read “The Day Heroes Were Made” paper bag book <p>2nd Rotation:</p> <ul style="list-style-type: none"> • (K) Fine Motor Friday reading task (September 11th) - Read “The Day Heroes Were Made” paper bag book • (1) Fine Motor Friday reading task (Olympics) - Read “The Day Heroes Were Made” paper bag book • (2/3) Fine Motor Friday activity (September 11th) <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	Learning Targets – I can:	Activities	Questioning
		M No School – Labor Day	
		T No School – Teacher Planning Day	
<p>CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	-I can write a story with a problem and solution.	<p>W Warm Up:</p> <ul style="list-style-type: none"> • Build a Sentence <p>Rotations:</p> <ul style="list-style-type: none"> • Mini Lesson: Problem Practice -Problem Practice (a story has a problem) 	What are the parts of a story? Which part is most important? Why?

spelling when writing. CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people. CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences. CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series. CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). CCSS.ELA-LITERACY.L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Vocabulary <ul style="list-style-type: none"> • Capitalization • Punctuation • Spacing • Setting 		<ul style="list-style-type: none"> • -“Problem Practice” writing center 	
	-I can write a story with a problem and solution.	Th <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 	How can you add details when describing the problem of a story? What kinds of details can we consider?
-I can write sentences on the same topic, using correct capitalization, punctuation, spacing, and neat handwriting.	F <u>Warm Up:</u> <ul style="list-style-type: none"> • Build a Sentence <u>Rotations:</u> <ul style="list-style-type: none"> • Free Write • 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

<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 and only one object.</p> <p>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.</p> <p>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).</p> <p>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</p> <p>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>CCSS.MATH.CONTENT.2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>(K): I can read and write numbers 4 and 5.</p> <p>(1): I can show parts of numbers to 10 and write addition sentences.</p> <p>(2): I can write related addition and subtraction facts.</p> <p>(3): I can use data from a chart to solve problems.</p>	<p>M No School – Labor Day</p> <p>T No School – Teacher Planning Day</p> <p>W <u>Guided Rotations</u> <i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> (K) Mrs. Vining: Env. 1-6 “<i>Reading and Writing 4 and 5</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. Topic 1 review “<i>Understanding Addition</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. Topic 5 review (gr. 2) “<i>Place Value</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 1 assessment/review “<i>Understanding Addition and Subtraction</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): In what ways can I show how many?</p> <p>(1): How can numbers be broken into parts of a whole?</p> <p>(2): How can you use the same numbers to write another addition sentence? To write two subtraction sentences? How are the addition number sentences and subtraction number sentences alike?</p> <p>(3): Can you think of a time or place where people use and read numbers in a chart?</p>
	<p>(K): I can use objects to</p>	<p>Th Guided Rotations</p>	<p>(K): How can we use</p>

<p>CCSS.MATH.CONTENT.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>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>count up to 5.</p> <p>(1): I can find missing parts and write subtraction sentences.</p> <p>(2): I can use addition strategies to add digits fluently.</p> <p>(3): I can add two digit numbers with and without regrouping.</p>	<p><i>1st Rotation (12:30-12:50):</i></p> <ul style="list-style-type: none"> (K) Mrs. Vining: Env. 1-7 “<i>Problem Solving: Use Objects</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. Topic 2 pre-assessment, intro “<i>Understanding 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> <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) (3) Mrs. Vining: Env. Topic 8 pre-assessment, intro (gr. 2) “<i>Adding 2 Digit 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. Topic 2 pre-assessment, intro “<i>Addition Strategies</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>objects to show how many?</p> <p>(1): How can we use pictures to help us when we take away?</p> <p>(2): How do you write a subtraction sentence to solve problems about separating one part from the whole?</p> <p>(3): How can you use place value to compare numbers?</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> Number (K) Four (K) Five (K) Part (1/2) Whole (1/2) Order (1) Addend (1) Addition Sentence (1/2) Join (1/2) Plus (1/2) Add (2) Sum (2) Minus (2) Subtract (2) Difference (2) Subtraction sentence (2) Minus (2) Separate (2) More (2) Fewer (2) Related (2) Fact family (2) Digits (3) Number word (3) Greater than $>$ (3) Less than $<$ (3) 	<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"> • Equal = (3) • Before (3) • After (3) • Even (3) • Odd (3) 		<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) 	
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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
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.		M No School – Labor Day	
		T No School – Teacher Planning Day	
Vocabulary	-I can describe how to move in a safe way around the classroom and school building.	W <u>Mini-Lesson:</u> <ul style="list-style-type: none"> • Pre-read, read, and review social story “How I Move in the Classroom” • “How I Move in the Classroom” coloring page 	-Why is it important to move in a safe way around the classroom or school building? What does this look like?
	-I can describe how to move in a safe way around the classroom and school building.	Th <u>Mini-Lesson:</u> <ul style="list-style-type: none"> • Whole group prompt and response discussion activity • Interactive Notebook 	- How does movement around the classroom or school building relate to staying on task?
		F No Social Skills	

3:35 - Afternoon Duty

