

Week of: April 15 - 19

Monday, Apr. 15

Teacher: Mrs. Thomas

<p>9:00-9:15</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.L.</p>	<p>Skills: story writing, writing 3-4 sentences using words from a word box, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: "Writing Stories" sheet with word box and dog in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.L.1.b, 1.L.1.c, 1.L.1.j, 1.L.2.a, 1.L.2.b, 1.L.2.d, 1.L.2.e</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Writing Stories" sheet with word box and dog in folder, pencil</p>
<p>9:15-9:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: D.G.</p>	<p>Skills: oral reading fluency, goal setting</p> <p>Activities/Strategies: Have D.G. read for timed fluency reading. Have DG read the passage aloud 3 times, timing for 1 minute and take the best score of the three readings. Have D.G. color in his chart for best score and write in the date. Then, review sight word lists from sight word cards- begin with 1st grade list.</p> <p>* 9:30- 9:30 Reward Break for Good Behavior</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Fluency chart and reading passages in binder, timer, pencil, crayons, 1st and 2nd grade sight word cards in white drawers on top of blue drawers</p>
<p>10:30-11:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: D.T.</p>	<p>Skills: spelling practice, nonsense word fluency, daily oral reading fluency, retell</p> <p>Activities/Strategies: Finish spelling words with DT from classroom. Choose first 5 missed words on list for the week and have him rewrite on his papers from class. Keep list for resource room. Then, do sight word list reading for the week: 1st grade list in binder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom spelling lists, 1st grade sight word list in binder, pencil</p>
<p>11:00-11:15</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., D.T.</p>	<p>Skills: sentence writing, writing complete sentences with noun, verb, adjectives, spacing between words, spelling phonetically and correct sight words, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: "What's the Problem?" writing activity- Show students the road picture (in binder). Have them write sentences to tell what the problem is, who it might affect and how the problem should be solved. A.B. should write 5 sentences and D.T. should write 3 sentences.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.1.a, 2.L.1.d, 2.L.1.e, 2.L.2.a, 2.L.2.d</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: road picture in binder, lined paper in binder, pencils</p>

<p>12:30-1:00</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: base 10 math activity, larger and smaller</p> <p>Activities/Strategies: Play “10’s Go Fish” card game with J.L., then he may play “Squeeze” game on iPad</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.OA.2</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “10’s Go Fish” sheet in folder and deck of playing cards in middle cabinet, iPad</p>
<p>1:00-1:30</p> <p>Reading /Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.B.</p>	<p>Skills: short vowel sounds, cvc words- medial short vowel sounds</p> <p>Activities/Strategies: Review short vowel sounds with J.B., then have him do cvc worksheets in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.SL.1, K.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Phonemic Awareness</p> <p>Materials Needed: CVC word card activity in reading box on top of cubbies, red Phonemic Awareness binder in middle cubbies, cvc cards in white drawers on top of blue drawers</p>
<p>1:30-2:00</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials D.T.</p>	<p>Skills: direct instruction mathematics</p> <p>Activities/Strategies: <i>Connecting Math Concepts</i> Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.2, 2.OA.5</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: <i>Connecting Math Concepts</i> Teacher’s manual in right cabinet, student workbook in cubby, pencil</p>
<p>2:00-2:15</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials D.G., C.M., A.E.</p>	<p>Skills: reading fluency, comprehension</p> <p>Activities/Strategies: Pull students one at a time and do BADER assessment. Have students read leveled passage a second time and time them for 1 minute, count their correct words per minute on the passage.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.SL.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: BADER assessment materials, pencil</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials D.T., C.F., J.W., N.W., S.M., T.P, P.L.</p>	<p>Skills: reader’s theater, reading fluency</p> <p>Activities/Strategies: Assist Laura and LeAnn with “Jack and the Beanstalk” reader’s theater activities</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.1, 2.RL.7, 2.RI.1, 2.RI.7, 2.RF.2, 2.RF.3, 2.RF.4</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Reader’s theater scripts, paper, pencils, markers</p>

Week of: April 15 - 19

Tuesday, Apr. 16

Teacher: Mrs. Thomas

<p>9:00-9:15</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.L.</p>	<p>Skills: writing questions for pictures, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: "Writing Questions" sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.L.1.b, 1.L.1.c, 1.L.1.j, 1.L.2.a, 1.L.2.b, 1.L.2.d, 1.L.2.e</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Writing Questions" sheet in folder, pencil</p>
<p>9:15-9:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: D.G.</p>	<p>Skills: Hear, say and spell words with short o, read short o words in context</p> <p>Activities/Strategies: <i>Phonics Level A</i> Lesson 35: Do "Phonics and Spelling" and "Phonics in Context" sections in Teacher's manual</p> <p>* 9:30- 9:30 Reward Break for Good Behavior</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Phonics</p> <p>Materials Needed: <i>Phonics Level A</i> Teacher's manual in right cabinet, student workbook in cubby, pencil</p>
<p>10:00-10:15</p> <p>Writing JrK</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: G.D.</p>	<p>Skills: identifying capital and lowercase letters, tracing, writing capital and lowercase letters</p> <p>Activities/Strategies: Work on letter packet in cubby, G.D. may play iPad for 3 minutes before going back to classroom. Set timer and let him take iPad to reading corner to sit in beanbag chair. Remind him that as soon as the timer beeps, he needs to go back to his classroom.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ 	<p>Specially Designed Instruction:</p> <p>Materials Needed: Letter packet in cubby, pencil</p>
<p>10:30-11:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: D.T.</p>	<p>Skills: identify picture names with final k, p, n sounds, associate letter and sound for initial and final k, p, n</p> <p>Activities/Strategies: <i>Phonics Level A</i> Lesson 45: Do "Phonemic Awareness" and "Letter/Sound Relationship (do NOT have to use Phonics Photo Cards)", and "Presenting the Pages" sections in Teacher's manual: You will be skipping ahead several lessons in his workbook- let DT know</p> <p>* 10:55- 11:00 Reward Break for Good Behavior</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Phonics</p> <p>Materials Needed: <i>Phonics Level A</i> Teacher's manual in right cabinet, student workbook in cubby, pencil</p>

<p>11:00-11:15</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., D.T.</p>	<p>Skills: sentence writing, writing complete sentences with noun, verb, adjectives, spacing between words, spelling phonetically and correct sight words, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: Give students the following writing prompt sheets (in binder): “Pretend that there is no such thing as television, Internet, or video games. What do you do with all your time?” A.B. should write 5 sentences and D.T. should write 3 sentences to answer the question.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.1.a, 2.L.1.d, 2.L.1.e, 2.L.2.a, 2.L.2.d</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: writing prompt sheets in binder, pencils</p>
<p>12:30-1:00</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: number order to 20</p> <p>Activities/Strategies: Do “Write the Number...” sheet in folder (with giraffes), then JL may do “Math Bingo” app on the iPad</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.OA.2</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Write the Number...” sheet in folder (with giraffes), pencil, iPad</p>
<p>1:00-1:30</p> <p>Reading /Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.B.</p>	<p>Skills: phonemic awareness, cvc words</p> <p>Activities/Strategies: Do CVC word card activity in reading box on top of cubbies for 5 minutes, then, play spaceship cvc word card game. If extra time, practice Kindergarten sight words (on pancake cards in left cabinet).</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.SL.1, K.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Phonemic Awareness</p> <p>Materials Needed: CVC word card activity in reading box on top of cubbies, red cvc spaceship cards in bucket in left cabinet, Kindergarten sight word pancake cards in left cabinet</p>
<p>1:30-2:00</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials D.T.</p>	<p>Skills: direct instruction mathematics</p> <p>Activities/Strategies: <i>Connecting Math Concepts</i> Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.2, 2.OA.5</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: <i>Connecting Math Concepts</i> Teacher’s manual in right cabinet, student workbook in cubby, pencil</p>
<p>2:00-2:15</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials D.G., C.M., A.E.</p>	<p>Skills: sight words review/drill</p> <p>Activities/Strategies: Pull students one at a time (they will be working with Laura) for sight word review and drill: DG- 2nd grade cards AE- 1st grade cards CM- Primer cards Laura will help you find the sight word cards needed. Just go through words one time per student, review the words that they miss with them</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.SL.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Sight word cards in white drawers on top of blue drawer cart by cabinets</p>

2:30-3:00 Reading Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: reader's theater, reading fluency Activities/Strategies: Assist Laura and LeAnn with "Jack and the Beanstalk" reader's theater activities Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: Reader's theater scripts, paper, pencils, markers
	Student initials D.T., C.F., J.W., N.W., S.M., T.P., P.L.	Standard(s): 2.RL.1, 2.RL.7, 2.RI.1, 2.RI.7, 2.RF.2, 2.RF.3, 2.RF.4	

Week of: April 15 - 19

Wednesday, Apr. 17

Teacher: Mrs. Thomas

9:00-9:15 Writing Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: writing direction steps, writing 3-4 sentences, beginning capitalization, ending punctuation Activities/Strategies: "Directions" writing prompt card activity Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: "Directions" writing prompt card activity hanging on white board, lined paper, pencil
	Students initials: M.L.	Standard(s): Standard(s): 1.L.1.b, 1.L.1.c, 1.L.1.j, 1.L.2.a, 1.L.2.b, 1.L.2.d, 1.L.2.e	
9:15-9:30 Reading Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: Fluency: word reading- high frequency words, short vowel rules, mixed beginning consonant blends Activities/Strategies: Fluency practice masters "Reading Words, Word Game" Lessons 11 and 12 in purple folder, Play sight words board game in left cabinet if there is extra time * 9:30- 9:30 Reward Break for Good Behavior Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Fluency: high frequency words, short vowel rules, mixed beginning consonant blends Materials Needed: Fluency practice masters "Reading Words, Word Game" Lessons 11 and 12 in purple folder, colored cubes from middle cabinet
	Students initials: D.G.	Standard(s): 1.RF.3	
10:30-11:00 Reading Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: Fluency: word reading- high frequency words, short vowel rules, mixed beginning consonant blends Activities/Strategies: Fluency practice masters "Reading Words, Word Game" Lessons 11 and 12 in purple folder, Play sight words board game in left cabinet if there is extra time * 10:55- 11:00 Reward Break for Good Behavior Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Fluency: high frequency words, short vowel rules, mixed beginning consonant blends Materials Needed: Fluency practice masters "Reading Words, Word Game" Lessons 11 and 12 in purple folder, colored cubes from middle cabinet
	Students initials: D.T.	Standard(s): 2.RF.3	

<p>11:00-11:15</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., D.T.</p>	<p>Skills: sentence writing, writing complete sentences with noun, verb, adjectives, spacing between words, spelling phonetically and correct sight words, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: finish writing activity from Tuesday, or have students write sentences from spelling lists for week</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.1.a, 2.L.1.d, 2.L.1.e, 2.L.2.a, 2.L.2.d</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: lined paper, pencils, classroom spelling lists</p>
<p>12:30-1:00</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: number identification review (0-10), addition to 10</p> <p>Activities/Strategies: Play “Math Mat Challenge”</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.OA.1, K.OA.2</p>	<p>Specially Designed Instruction:</p> <p>Kinesthetic</p> <p>Materials Needed: “Math Mat Challenge” game in middle cabinet</p>
<p>1:00-1:30</p> <p>Reading/Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.B.</p>	<p>Skills: sentence writing, beginning capitalization, ending punctuation, sentence beginnings</p> <p>Activities/Strategies: Do “Sentence Beginnings” sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.SL.1, K.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Sentence Beginnings” sheet in folder, pencil</p>
<p>1:30-2:00</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials D.T.</p>	<p>Skills: 2nd grade classroom activity or problem solving word problems with missing addend</p> <p>Activities/Strategies: Do any classroom math activity for the day with D.T. or work on story problems sheets in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.2, 2.OA.5</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: story problems sheets in folder, pencil, counters or number line</p>
<p>2:00-2:15</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials D.G., C.M., A.E.</p>	<p>Skills: Daily Oral Reading Fluency and Nonsense Word Fluency for DIBELS weekly progress monitoring</p> <p>Activities/Strategies: DIBELS progress monitoring as needed</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.SL.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: DIBELS progress monitoring booklets, pencil, timer</p>

2:30-3:00 Reading Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: Daily Oral Reading Fluency and Nonsense Word Fluency for DIBELS weekly progress monitoring Activities/Strategies: DIBELS progress monitoring as needed Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: DIBELS progress monitoring booklets, pencil, timer
	Student initials D.T., C.F., J.W., N.W., S.M., T.P., P.L.	Standard(s): 2.RF.2, 2.RF.3, 2.RF.4	

Week of: April 15 - 19

Thursday, Apr. 18

Teacher: Mrs. Thomas

9:00-9:15 Writing Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: sentence writing using week's spelling list, beginning capitalization, ending punctuation, spelling words correctly Activities/Strategies: Have M.L. write one sentence for each spelling word Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: classroom spelling list, pencil, lined paper
	Students initials: M.L.	Standard(s): Standard(s): 1.L.1.b, 1.L.1.c, 1.L.1.j, 1.L.2.a, 1.L.2.b, 1.L.2.d, 1.L.2.e	
9:15-9:30 Reading Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: Reading Comprehension: poem reading Activities/Strategies: Have D.G. read "Firefly" poem on sheet in binder. Then, have him answer the comprehension questions given * 9:30- 9:30 Reward Break for Good Behavior Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Reading Comprehension: poem reading Materials Needed: "Firefly" poem on sheet in binder
	Students initials: D.G.	Standard(s): 1.RF.2.b	
10:00-10:15 Writing Grade JrK	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: writing capital and lowercase letters Activities/Strategies: Letter packet in cubby Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: top-line, mid-line, bottom-line formation of capital and lowercase letters Materials Needed: Letter packet in cubby
	Students initials: G.D.	Standard(s): K.L.1.a	

<p>10:30-11:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: D.T.</p>	<p>Skills: spelling word practice, reading comprehension: poem reading</p> <p>Activities/Strategies: Practice spelling words for week, then have D.T. read "Firefly" poem on sheet in binder. Then, have him answer the comprehension questions given</p> <p>* 10:55- 11:00 Reward Break for Good Behavior</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RF.2</p>	<p>Specially Designed Instruction:</p> <p>Reading Comprehension: poem reading</p> <p>Materials Needed: spelling word list for the week, "Firefly" poem on sheet in binder</p>
<p>11:00-11:15</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., D.T.</p>	<p>Skills: writing complete sentences with correct phonetic spelling of unfamiliar words, correct spelling of sight words, beginning capitalization and ending punctuation</p> <p>Activities/Strategies: Students will use week's spelling words to write sentences. Remind students to use adjectives or "describing words" in sentences.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.2.a, 2.L.2.b</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Parts of speech sort sheet in folders, pencils</p>

<p>12:30-1:00</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: addition to 12</p> <p>Activities/Strategies: play "Bump" dice addition game</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.CC.1, K.CC.4</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Bump" dice addition game in middle cabinet, dice, and unifix cubes also in middle cabinet</p>
<p>1:00-1:30</p> <p>Reading /Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.B.</p>	<p>Skills: sight words practice- Kindergarten level</p> <p>Activities/Strategies: using pancake cards in left cabinet, go through cards with J.B. explain to him that once he gets them all correct, he will get an "Outstanding Reader" award on bulletin board and a prize from the prize box. Explain to him that we will practice the words once a week. Read through the list with J.B. and then on notecards, write the words he does not know (one per card) and send them home with him to practice. Then, play the pancake flip sight word game or sight words board game in left cabinet</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.SL.1, K.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: pancake sight word cards in left cabinet, notecards, marker, spatulas (2) from staff work room, or sight word board game, pieces and dice from left cabinet</p>

<p>1:30-2:00</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials D.T.</p>	<p>Skills: classroom mathematics activity or Days, Weeks, Months, Years and Dates on a Calendar</p> <p>Activities/Strategies: Do classroom mathematics activity with D.T. or Days, Weeks, Months, Years and Dates on a Calendar sheets in cubby.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.2, 2.OA.5</p>	<p>Specially Designed Instruction:</p> <p>Problem solving</p> <p>Materials Needed: classroom mathematics activity with D.T. or Days, Weeks, Months, Years and Dates on a Calendar sheets in cubby, pencil, calendar</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials N.W., S.M., T.P.</p>	<p>Skills: identifying sight words, spelling sight words, finding sight words within a story, alphabetical order, sequencing (comprehension), cloze activity for comprehension, oral reading fluency, tone, character study</p> <p>Activities/Strategies: Reader's Theater: "Jack and the Beanstalk" reading activities</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.1, 2.RL.7, 2.RI.1, 2.RI.7, 2.RF.2, 2.RF.3, 2.RF.4</p>	<p>Specially Designed Instruction:</p> <p>oral reading fluency, reading comprehension, tone, sight words</p> <p>Materials Needed: Reader's Theater scripts on top of cubbies, pencils, sight word cards on top of cubbies, graphing sheets in binder, character sheets in binder, beanstalk taped to dry erase board, magnet strips on top of cubbies, cloze passage strips in binder</p>

Week of: April 15 - 19
Friday, Apr. 19

Teacher: Mrs. Thomas

<p>9:00-9:15</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.L.</p>	<p>Skills: sentence writing, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: "Mixed Up Popcorn Sentences" activity in Reading and Writing box on top of cubbies</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): Standard(s): 1.L.1.b, 1.L.1.c, 1.L.1.j, 1.L.2.a, 1.L.2.b, 1.L.2.d, 1.L.2.e</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Mixed Up Popcorn Sentences" activity in Reading and Writing box on top of cubbies, pencil</p>
<p>9:15-9:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: D.G.</p>	<p>Skills: sight word review: 1st grade list</p> <p>Activities/Strategies: Pirate's Treasure game or Connect 4 game (D.G. may choose)</p> <p>* D.G. will take a 5 minute break at 9:30 for good behavior- set timer once he has decided what he wants to do for his break</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2.b</p>	<p>Specially Designed Instruction:</p> <p>Sight words</p> <p>Materials Needed: Pirate's Treasure game in left cabinet, or Connect 4 game on bottom shelf of K-1 cubbies</p>

<p>10:30-11:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: D.T.</p>	<p>Skills: spelling test for week, phonemic awareness for cvc words</p> <p>Activities/Strategies: spelling test for the week, then do cvc word card activity in reading/writing box on top of cubbies</p> <p>* Rainbow Club- last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RF.2.b</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom spelling list, lined paper, pencil, cvc word card activity in reading/writing box on top of cubbies</p>
<p>11:00-11:15</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., D.T.</p>	<p>Skills: daily oral language, sentence writing, writing complete sentences with noun, verb, adjectives, spacing between words, spelling phonetically and correct sight words, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: Write sentences on board with errors in beginning capitalization, ending punctuation, misspelled sight words. Have students take turns making corrections.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.1.a, 2.L.1.d, 2.L.1.e, 2.L.2.a, 2.L.2.d</p>	<p>Specially Designed Instruction:</p> <p>DOL</p> <p>Materials Needed: dry erase board, markers, erasers</p>

<p>12:30-1:00</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: addition/ subtraction, evens/odds</p> <p>Activities/Strategies: Play "Sum Swamp" game in middle cabinet</p> <p>* Rainbow Club last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.CC.1, K.CC.4</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Sum Swamp" game in middle cabinet</p>
<p>1:00-1:30</p> <p>Reading /Writing Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.B.</p>	<p>Skills: sight word story reading</p> <p>Activities/Strategies: Sight word readers from top of cubbies, have JB choose books</p> <p>* Rainbow Club last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s):</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Sight word readers from top of cubbies</p>

<p>1:30-2:00</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials _____ D.T. _____</p>	<p>Skills: identifying parts of an analog clock, hour hand, minute hand, hour marks, minute marks, numbers</p> <p>Activities/Strategies: Discuss parts of a clock with D.T. Have him glue parts of clock together and draw in hour marks and minute marks</p> <p>* Rainbow Club- last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.2, 2.OA.5</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: parts of a clock on my desk, glue, pencil, markers</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials _____ N.W., S.M., T.P. _____</p>	<p>Skills: oral reading fluency, reader's theater</p> <p>Activities/Strategies: Reader's Theater: "Jack and the Beanstalk" reading activities</p> <p>* Rainbow Club last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.1, 2.RL.7, 2.RI.1, 2.RI.7, 2.RF.2, 2.RF.3, 2.RF.4</p>	<p>Specially Designed Instruction:</p> <p>oral reading fluency, reading comprehension, tone, sight words</p> <p>Materials Needed: Reader's Theater scripts on top of cubbies, pencils, sight word cards on top of cubbies, graphing sheets in binder, character sheets in binder, beanstalk taped to dry erase board</p>

Week of: April 15 - 19

Monday, Apr. 15

Teacher: Ms. LeAnn

<p>9:30-9:45</p> <p>Reading Grade 1</p> <p>* A.E. stays until 9:50!</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.M., A.E.</p>	<p>Skills: spelling word practice</p> <p>Activities/Strategies: spelling pre-test or practice words for week</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2, 1.RF.3, 1.RF.4</p>	<p>Specially Designed Instruction:</p> <p>spelling pre-test</p> <p>Materials Needed: classroom spelling lists, pencils, lined paper</p>
<p>9:45-10</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.M.</p>	<p>Skills: writing complete sentences, phonetic spelling, spacing, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: write sentences using week's spelling words</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom spelling list, lined paper, pencil</p>
<p>10:00-10:30</p> <p>Reading</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: A.B., D.U</p>	<p>Skills: spelling practice</p> <p>Activities/Strategies: spelling pre-test, spelling practice for week</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Classroom spelling lists, lined paper, pencils</p>
<p>10:30-11:00</p> <p>Social Skills Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: B.M., J.v.</p>	<p>Skills: identifying emotions</p> <p>Activities/Strategies: Do video social stories on iPad dealing with emotions</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.SL.1, 2.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: iPad</p>
<p>11:30-11:45</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: sight words practice- Kindergarten level</p> <p>Activities/Strategies: using pancake cards in left cabinet, go through cards with J.L. explain to him that once he gets them all correct, he will get an "Outstanding Reader" award on bulletin board and a prize from the prize box. Explain to him that we will practice the words once a week. Read through the list with J.L. and then on notecards, write the words he does not know (one per card) and send them home with him to practice. Then, play the pancake flip sight word game or sight words board game in left cabinet</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.RF.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: pancake sight word cards in left cabinet, notecards, marker, spatulas (2) from staff work room, or sight word board game, pieces and dice from left cabinet</p>

<p>1:00-1:30</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> Work Station</p> <p><input type="checkbox"/> Individual with Teacher</p> <p><input type="checkbox"/> Small Group</p> <p><input type="checkbox"/> Large Group</p> <p><input type="checkbox"/> Partners</p> <p><input type="checkbox"/> Other</p> <p>Student initials C.F.</p>	<p>Skills: classroom mathematics skills</p> <p>Activities/Strategies: classroom mathematics skills and one-on-one assistance: in classroom for instruction, then go to RR for 1:1 assistance with classroom assignment. Have C.M. walk heavy ball to Mrs. Thomas' room for break when finished with mathematics</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p> <p>Standard(s): 2.OA.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics assignment</p>
<p>2:15-2:30</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> Work Station</p> <p><input type="checkbox"/> Individual with Teacher</p> <p><input type="checkbox"/> Small Group</p> <p><input type="checkbox"/> Large Group</p> <p><input type="checkbox"/> Partners</p> <p><input type="checkbox"/> Other</p> <p>Student initials S.M., T.P.</p>	<p>Skills: phonemic awareness, cvc words, reading comprehension: poem reading</p> <p>Activities/Strategies: CVC word card activity for 5 minutes, then do "Firefly" Reading comprehension activity in folders</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p> <p>Standard(s):</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: cvc word card activity in reading/writing box on top of cubbies, "Firefly" Reading comprehension activity in folders, pencils</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <p><input type="checkbox"/> Work Station</p> <p><input type="checkbox"/> Individual with Teacher</p> <p><input type="checkbox"/> Small Group</p> <p><input type="checkbox"/> Large Group</p> <p><input type="checkbox"/> Partners</p> <p><input type="checkbox"/> Other</p> <p>Student initials S.M., N.W., C.F.</p>	<p>Skills: oral reading fluency, reader's theater</p> <p>Activities/Strategies: Reader's Theater: "Jack and the Beanstalk" reading activities</p> <p>Assessment:</p> <p><input type="checkbox"/> Observation _____</p> <p><input type="checkbox"/> Formative _____</p> <p><input type="checkbox"/> Summative _____</p> <p><input type="checkbox"/> Writing Task _____</p> <p><input type="checkbox"/> Other _____</p> <p>Standard(s): Standard(s): 2.RL.1, 2.RL.7, 2.RI.1, 2.RI.7, 2.RF.2, 2.RF.3, 2.RF.4</p>	<p>Specially Designed Instruction:</p> <p>oral reading fluency, reading comprehension, tone</p> <p>Materials Needed: Reader's Theater scripts on top of cubbies, pencils, sight word cards on top of cubbies, graphing sheets in binder, character sheets in binder, beanstalk taped to dry erase board</p>

<p>9:30-9:45</p> <p>Reading Grade 1</p> <p>* A.E. stays until 9:50!</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.M., A.E.</p>	<p>Skills: sight word practice/drill</p> <p>Activities/Strategies: sight word lists, CM: Primer, AE: 1st grade</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2, 1.RF.3, 1.RF.4</p>	<p>Specially Designed Instruction:</p> <p>repeated review/drill</p> <p>Materials Needed: sight word lists, cards, pencil</p>
<p>9:45-10</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.M.</p>	<p>Skills: writing complete sentences, phonetic spelling, spacing, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: write sentences using week's spelling words</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom spelling list, lined paper, pencil</p>
<p>10:00-10:30</p> <p>Reading</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: A.B., D.U</p>	<p>Skills: reading comprehension, oral reading</p> <p>Activities/Strategies: "Pet Show" reading comprehension activity in folders</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Pet Show" reading comprehension activity in folders, pencil</p>
<p>10:30-11:00</p> <p>Social Skills Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: B.M., J.v.</p>	<p>Skills: misc. social skills</p> <p>Activities/Strategies: Do social skills activity in binder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.SL.1, 2.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: social skills activity in binder</p>
<p>11:30-11:45</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: sight words practice- Kindergarten level</p> <p>Activities/Strategies: using pancake cards in left cabinet, go through cards with J.L. explain to him that once he gets them all correct, he will get an "Outstanding Reader" award on bulletin board and a prize from the prize box. Explain to him that we will practice the words once a week. Read through the list with J.L. and then on notecards, write the words he does not know (one per card) and send them home with him to practice. Then, play the pancake flip sight word game or sight words board game in left cabinet</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.RF.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: pancake sight word cards in left cabinet, notecards, marker, spatulas (2) from staff work room, or sight word board game, pieces and dice from left cabinet</p>

<p>1:00-1:30</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.F.</p>	<p>Skills: classroom mathematics skills</p> <p>Activities/Strategies: classroom mathematics skills and one-on-one assistance: in classroom for instruction, then go to RR for 1:1 assistance with classroom assignment. Have C.M. walk heavy ball to Mrs. Thomas' room for break when finished with mathematics</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics assignment</p>
<p>2:15-2:30</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials S.M., T.P.</p>	<p>Skills: phonemic awareness, cvc words, phoneme identity: initial</p> <p>Activities/Strategies: CVC word card activity for 5 minutes, then do Lesson 42 in red Phonemic Awareness Binder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s):</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: cvc word card activity in reading/writing box on top of cubbies, red Phonemic Awareness binder in middle cubbies</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual <input type="checkbox"/> with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials S.M., N.W., C.F.</p>	<p>Skills: oral reading fluency, reader's theater</p> <p>Activities/Strategies: Reader's Theater: "Jack and the Beanstalk" reading activities</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): Standard(s): 2.RL.1, 2.RL.7, 2.RI.1, 2.RI.7, 2.RF.2, 2.RF.3, 2.RF.4</p>	<p>Specially Designed Instruction:</p> <p>oral reading fluency, reading comprehension, tone</p> <p>Materials Needed: Reader's Theater scripts on top of cubbies, pencils, sight word cards on top of cubbies, graphing sheets in binder, character sheets in binder, beanstalk taped to dry erase board</p>

<p>9:30-9:45</p> <p>Reading Grade 1</p> <p>* A.E. stays until 9:50!</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.M., A.E.</p>	<p>Skills: Fluency: word reading- high frequency words, short vowel rules, mixed beginning consonant blends</p> <p>Activities/Strategies: Fluency practice masters “Reading Words, Word Game” Lessons 11 and 12 in purple folder, Play sight words board game in left cabinet if there is extra time</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2, 1.RF.3, 1.RF.4</p>	<p>Specially Designed Instruction:</p> <p>Fluency: high frequency words, short vowel rules, mixed beginning consonant blends</p> <p>Materials Needed: Fluency practice masters “Reading Words, Word Game” Lessons 11 and 12 in purple folder, colored cubes from middle cabinet</p>
<p>9:45-10</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.M.</p>	<p>Skills: writing questions</p> <p>Activities/Strategies: “Writing Questions” sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Writing Questions” sheet in folder, pencil</p>
<p>10:00-10:30</p> <p>Reading</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: A.B., D.U</p>	<p>Skills: oral reading, comprehension</p> <p>Activities/Strategies: “My Pet Lamb” reading comprehension activity in folders</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “My Pet Lamb” reading comprehension activity in folders, pencils</p>
<p>10:30-11:00</p> <p>Social Skills Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: B.M., J.v.</p>	<p>Skills: students will talk about their anxiety, learn something about what causes it, and begin to explore ways to help themselves.</p> <p>Activities/Strategies: Play “worry cards” game in binder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.SL.1, 2.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “worry cards” game in binder</p>
<p>11:30-11:45</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: sight words</p> <p>Activities/Strategies: sight words activities on student computer</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.RF.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: student computer with internet</p>

<p>1:00-1:30</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.F.</p>	<p>Skills: classroom mathematics skills</p> <p>Activities/Strategies: classroom mathematics skills and one-on-one assistance: in classroom for instruction, then go to RR for 1:1 assistance with classroom assignment. Have C.M. walk heavy ball to Mrs. Thomas' room for break when finished with mathematics</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics assignment</p>
<p>2:15-2:30</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials S.M., T.P.</p>	<p>Skills: Fluency practice: word reading- short vowels, mixed consonant blends</p> <p>Activities/Strategies: Fluency practice masters "Reading Words, Word Game" Lessons 11 and 12 in purple folder, Play sight words board game in left cabinet if there is extra time</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s):</p>	<p>Specially Designed Instruction:</p> <p>Fluency</p> <p>Materials Needed: "Reading Words" and "Word Game" Lessons 11 and 12 in purple folder, colored cubes in middle cabinet</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials S.M., N.W., C.F.</p>	<p>Skills: Reading Fluency: Reader's Theater</p> <p>Activities/Strategies: Join with Laura's group and have students use notecards/scripts to practice their parts for "Jack and the Beanstalk". Practice for intonation and for memorization of story.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Jack and the Beanstalk" reader's theater scripts/ note cards</p>

<p>9:30-9:45</p> <p>Reading Grade 1</p> <p>* A.E. stays until 9:50!</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.M., A.E.</p>	<p>Skills: blending cvc words, nonsense and real words</p> <p>Activities/Strategies: play spaceship cvc word card game. Have students take turns reading a cvc word card aloud. Give up to 3 points for each card. They get 1 point for sounding out the word a sound at a time and one point for telling you whether it is real or nonsense. They get 2 points for reading the word as a whole word without sounding it out a sound at a time the first time. Tell them they are working to see how many points they can get and to see if the next time they play if they can beat their score. You may put their points together.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2, 1.RF.3, 1.RF.4</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: cvc spaceship cards, dry erase board, markers for points</p>
<p>9:45-10</p> <p>Writing Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.M.</p>	<p>Skills: writing stories</p> <p>Activities/Strategies: Do "Writing Stories" sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Writing Stories" sheet in folder, pencil</p>
<p>10:00-10:30</p> <p>Reading</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: A.B., D.U</p>	<p>Skills: oral reading, comprehension</p> <p>Activities/Strategies: "Marvin the Moose" reading comprehension activity in folders</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Marvin the Moose" reading comprehension activity in folders, pencils</p>
<p>10:30-11:00</p> <p>Social Skills Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: B.M., J.v.</p>	<p>Skills: miscellaneous social skills</p> <p>Activities/Strategies: Do social stories activities in binder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.SL.1, 2.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: social stories activities in binder</p>
<p>11:30-11:45</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: sight words</p> <p>Activities/Strategies: sight words board game in left cabinet</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.RF.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: sight words board game, pieces, dice in left cabinet, sight word cards in white drawers on top of blue drawers</p>

<p>1:00-1:30</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.F.</p>	<p>Skills: classroom mathematics skills</p> <p>Activities/Strategies: classroom mathematics skills and one-on-one assistance: in classroom for instruction, then go to RR for 1:1 assistance with classroom assignment. Have C.M. walk heavy ball to Mrs. Thomas' room when finished with mathematics</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics assignment</p>
<p>2:15-2:30</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials S.M., T.P.</p>	<p>Skills: alphabetizing, sight word recognition</p> <p>Activities/Strategies: Using 2nd grade sight word cards, have students work together to alphabetize the sight words, putting them in correct order on the table top</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s):</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: 2nd grade sight word cards in white drawers</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials S.M., N.W., C.F.</p>	<p>Skills: Reading Fluency: Reader's Theater</p> <p>Activities/Strategies: Join with Laura's group and have students use notecards/scripts to practice their parts for "Jack and the Beanstalk". Practice for intonation and for memorization of story.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Jack and the Beanstalk" reader's theater scripts/ note cards</p>

Week of: April 15 - 19

Friday, Apr. 19

Teacher: Ms. LeAnn

<p>9:30-9:45 Reading Grade 1</p>	<p>Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other Students initials: C.M., A.E.</p>	<p>Skills: spelling test Activities/Strategies: spelling test for week, if C.M. takes his in classroom, have him play "Little Speller Sight Words" game on iPad Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s): 1.RF.3</p>	<p>Specially Designed Instruction: Materials Needed: classroom spelling lists</p>
<p>9:45-10 Writing Grade 1</p>	<p>Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other Students initials: C.M.</p>	<p>Skills: writing stories using a word bank Activities/Strategies: "Writing Stories" activity in folder Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s): 1.L.2</p>	<p>Specially Designed Instruction: Materials Needed: "Writing Stories" sheet in folder, pencil</p>
<p>10:00-10:30 Reading Grade 2</p>	<p>Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other Students initials: A.B., D.U.</p>	<p>Skills: spelling Activities/Strategies: spelling tests * Rainbow Club last 10-15 minutes Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s): 2.RL.1, 2.RL.2, 2.RL.7, 2.RI.4, 2.RF.2, 2.RF.3, 2.RF.4</p>	<p>Specially Designed Instruction: Materials Needed: classroom spelling lists</p>
<p>10:30-11:00 Social Skills Grade 2</p>	<p>Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other Students initials: B.M.</p>	<p>Skills: miscellaneous social stories Activities/Strategies: Social skills board game in right cabinet * Rainbow Club last 15 minutes Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s): 2.SL.1, 2.SL.6</p>	<p>Specially Designed Instruction: Materials Needed: iPad</p>
<p>11:30-11:45 Reading Grade K</p>	<p>Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials J.L.</p>	<p>Skills: alphabet review- letter sounds, lowercase letters Activities/Strategies: play "alphabet bingo" on www.abcya.com with letter sounds and lowercase letters Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s):</p>	<p>Specially Designed Instruction: Materials Needed: student computer</p>

<p>1:00-1:30</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.F.</p>	<p>Skills: classroom mathematics skills</p> <p>Activities/Strategies: classroom mathematics skills and one-on-one assistance: in classroom for instruction, then go to RR for 1:1 assistance with classroom assignment. Have C.M. walk heavy ball to Mrs. Thomas' room for break when finished with mathematics</p> <p>* Rainbow Club- Last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics assignment</p>
<p>2:15-2:30</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials S.M., T.P.</p>	<p>Skills: Fluency practice: word reading- slong vowels, mixed consonant blends</p> <p>Activities/Strategies: "Reading Words" and "Word Game" Lessons 11 and 12 in binder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <p>Standard(s): 2.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Reading Words" and "Word Game" Lessons 11 and 12 in binder</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials S.M., N.W.</p>	<p>Skills: Reading Fluency: Reader's Theater</p> <p>Activities/Strategies: Join with Laura's group and have students use notecards/scripts to practice their parts for "Jack and the Beanstalk". Practice for intonation and for memorization of story.</p> <p>* Rainbow Club- last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c</p>	<p>Specially Designed Instruction:</p> <p>oral reading fluency, reading comprehension, tone, sight words</p> <p>Materials Needed: "Jack and the Beanstalk" reader's theater scripts/ note cards</p>

Week of: April 15 - 19

Monday, Apr. 15

Teacher: Ms. Laura

<p>8:35-8:45</p> <p>Social Skills Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.L., C.M.</p>	<p>Skills: various social skills</p> <p>Activities/Strategies: pick social skills activity from social skills box on top of cubbies</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.SL.1, 1.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Social Skills</p> <p>Materials Needed: social skills activity from social skills box on top of cubbies</p>
<p>9:00-9:30</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: J.L., G. S.</p>	<p>Skills: Phonics</p> <p>Activities/Strategies: Phonics Level K Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.RL.10</p>	<p>Specially Designed Instruction:</p> <p>Phonics</p> <p>Materials Needed: Phonics Level K Teacher's Manual in right cabinet, student workbooks in cubbies, pencils, crayons in blue drawers, "Alphabet Marks the Spot" Game in left cabinet</p>
<p>10:00-10:15</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F., D.U., S.M., P.L.</p>	<p>Skills: spelling pre-tests</p> <p>Activities/Strategies: spelling pre-tests using classroom spelling lists</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.2</p>	<p>Specially Designed Instruction:</p> <p>spelling pre-tests</p> <p>Materials Needed: Classroom spelling lists, pencils, lined paper (green for D.U.)</p>
<p>10:15-10:30</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E., M.P.</p>	<p>Skills: direct instruction mathematics</p> <p>Activities/Strategies: Connecting Math Concepts Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.NBT.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Connecting Math Concepts Teacher's Presentation book in right cabinet, student workbooks in cubbies in Ms. Otto's room, pencils</p>
<p>10:30-10:45</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E.</p>	<p>Skills: base ten concepts, relational thinking, place values</p> <p>Activities/Strategies: True or False number sentences: Have A.E. read the number sentences on the sheet and decide whether the sentence is "True or False". Ask her questions to guide her thinking without having to actually add or subtract the 2 digit numbers (thinking about place value). You may use base 10 blocks and scale to assist her thinking also.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.NBT.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Number sentence sheet in folder, pencil, base 10 blocks and scale in middle cabinet</p>

<p>10:45-11:00</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.F., S.M., D.U.</p>	<p>Skills: spelling, sentence writing</p> <p>Activities/Strategies: Finish pre-tests or practicing spelling lists if did not finish at 10:00. If finished, do sentence-writing practice using spelling words. You may write a sentence on the board with the missing spelling word, and have them re-write the sentences.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.2</p>	<p>Specially Designed Instruction:</p> <p>Direct Instruction for Spelling pre-test, sentence-writing: letter formation, beginning capitalization, spacing between words, phonetic spelling and ending punctuation.</p> <p>Materials Needed: classroom spelling lists, lined paper</p>
<p>11:00-11:15</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials P.L.</p>	<p>Skills: reading fluency: short vowels, mixed consonant blends</p> <p>Activities/Strategies: Lessons 11 and 12 “Word Lessons” and “Word Game” in purple phonics folder in middle cubbies</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Lessons 11 and 12 “Word Lessons” and “Word Game” in purple folder in middle cubbies, colored cubes in middle cabinet (word game)</p>
<p>1:00-1:30</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: sets of 10</p> <p>Activities/Strategies: “Sets of 10” sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.CC.2</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Sets of 10” sheet in folder, crayons</p>
<p>1:30-2:00</p> <p>Math Grade 2</p> <p>*AB until 1:40 only!</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., J.H.</p>	<p>Skills: classroom mathematics activity</p> <p>Activities/Strategies: students will bring classroom assignments to resource room. A.B. will stay until 1:40, J.H. will stay full half hour. Work on classroom activity for this time frame</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s):</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics activity</p>
<p>2:00-2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E., C.M., D.G.</p>	<p>Skills: letter identification, sounds for /p/, /d/, sounds ai, t, y, p, th, oa, reading words with th, long vowel rules, story reading, comprehension</p> <p>Activities/Strategies: <i>Journeys Level 1</i> Lesson 21</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2.b</p>	<p>Specially Designed Instruction:</p> <p>direct instruction</p> <p>Materials Needed: <i>Journeys Level 1</i> Teacher’s Presentation book (Reading) in right cabinet, student textbooks on top of middle cubbies, student workbooks in cubbies, pencils</p>

2:30-3:00 Reading Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: Reading Fluency: Reader's Theater Activities/Strategies: Join with LeAnn's group and have students use notecards/scripts to practice their parts for "Jack and the Beanstalk". Practice for intonation and for memorization of story. Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: oral reading fluency, reading comprehension, tone, sight words Materials Needed: "Jack and the Beanstalk" reader's theater scripts/ note cards
	Student initials T.P., J.W., P.L., D.T.	Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c	

Week of: April 15 - 19

Tuesday, Apr. 16

Teacher: Ms. Laura

8:35-8:45 Social Skills Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: various social skills Activities/Strategies: Play social skills board game in right cabinet Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Social Skills Materials Needed: Social skills board game in right cabinet
	Students initials: M.L., C.M.	Standard(s): 1.SL.1, 1.SL.6	
9:00-9:30 Reading Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: Phonics Activities/Strategies: Phonics Level K Lesson Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Phonics Materials Needed: Phonics Level K Teacher's Manual in right cabinet, student workbooks in cubbies, pencils, crayons in blue drawers, "Alphabet Marks the Spot" Game in left cabinet
	Students initials: J.L., G. S.	Standard(s): K.RL.10	
10:00-10:15 Writing Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: writing sentences, complete sentences (subject and verb), beginning capitalization, ending punctuation, writing directions Activities/Strategies: "Directions" writing card prompt Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: "Directions" writing card prompt hanging on dry erase board, lined paper, pencils
	Students initials: C.F., D.U., S.M., P.L.	Standard(s): 2.L.2	
10:15-10:30 Math Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: direct instruction mathematics Activities/Strategies: Connecting Math Concepts Lesson Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	Specially Designed Instruction: Materials Needed: Connecting Math Concepts Teacher's Presentation book in right cabinet, student workbooks in cubbies in Ms. Otto's room, pencils
	Student initials A.E., M.P.	Standard(s): 1.NBT.1	

<p>10:30-10:45</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E.</p>	<p>Skills: base ten concepts, relational thinking, place values</p> <p>Activities/Strategies: True or False number sentences: Have A.E. read the number sentences on the sheet and decide whether the sentence is “True or False”. Ask her questions to guide her thinking without having to actually add or subtract the 2 digit numbers (thinking about place value). You may use base 10 blocks and scale to assist her thinking also.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.NBT.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Number sentence sheet in folder, pencil, base 10 blocks and scale in middle cabinet</p>
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<p>10:45-11:00</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.F., S.M., D.U.</p>	<p>Skills: writing sentences, complete sentences (subject and verb), beginning capitalization, ending punctuation, writing directions</p> <p>Activities/Strategies: “Directions” writing card prompt</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.2</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Directions” writing card prompt hanging on dry erase board, lined paper, pencils</p>
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<p>11:00-11:15</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials P.L.</p>	<p>Skills: reading fluency: short vowels, mixed consonant blends</p> <p>Activities/Strategies: Lessons 12 and 13 “Word Lessons” and “Word Game” in purple phonics folder in middle cubbies</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Lessons 12 and 13 “Word Lessons” and “Word Game” in purple phonics folder in middle cubbies, colored cubes in middle cabinet</p>
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<p>1:00-1:30</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: direct instruction mathematics</p> <p>Activities/Strategies: <i>Connecting Math Concepts</i> Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.CC.2</p>	<p>Specially Designed Instruction:</p> <p>direct instruction</p> <p>Materials Needed: <i>Connecting Math Concepts</i> Teacher’s manual in right cabinet, student workbook in cubby</p>
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<p>1:30-2:00</p> <p>Math Grade 2</p> <p>*AB until 1:40 only!</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., J.H.</p>	<p>Skills: classroom mathematics activity</p> <p>Activities/Strategies: students will bring classroom assignments to resource room. A.B. will stay until 1:40, J.H. will stay full half hour. Work on classroom activity for this time frame</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s):</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics activity</p>
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<p>2:00-2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E., C.M., D.G.</p>	<p>Skills: letter identification, sounds, (d, t, i, d, ai, th, oa, ea), reading words with final e, reading words with th, final e, and ea, story reading, reading comprehension, finding words</p> <p>Activities/Strategies: Journeys Level 1 Lesson 22</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2.b</p>	<p>Specially Designed Instruction:</p> <p>direct instruction</p> <p>Materials Needed: Journeys Level 1 Teacher's Presentation book (Reading) in right cabinet, student textbooks on top of middle cubbies, student workbooks in cubbies, pencils</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials T.P., J.W., P.L., D.T.</p>	<p>Skills: Reading Fluency: Reader's Theater</p> <p>Activities/Strategies: Join with LeAnn's group and have students use notecards/scripts to practice their parts for "Jack and the Beanstalk". Practice for intonation and for memorization of story.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c</p>	<p>Specially Designed Instruction:</p> <p>oral reading fluency, reading comprehension, tone, sight words</p> <p>Materials Needed: "Jack and the Beanstalk" reader's theater scripts/ note cards</p>

Week of: April 15 - 19

Wednesday, Apr. 17

Teacher: Ms. Laura

<p>8:30- 9</p> <p>Social Skills Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.L., C.M.</p>	<p>Skills: emotions</p> <p>Activities/Strategies: play "Worry Cards" game in binder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.SL.1, 1.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Social Skills</p> <p>Materials Needed: "Worry Cards" game in binder</p>
<p>9:00-9:30</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: J.L., G. S.</p>	<p>Skills: read, trace and paste Kindergarten level sight words practice</p> <p>Activities/Strategies: Read, trace and paste Kindergarten level sight words sheets in folders</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.RL.10</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: read, trace and paste Kindergarten level sight words, pencils, scissors, glue</p>
<p>10:00-10:15</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: D.U., S.M., P.L.</p>	<p>Skills: sentence writing, writing complete sentences with noun, verb, adjectives, spacing between words, spelling phonetically and correct sight words, beginning capitalization, ending punctuation</p> <p>Activities/Strategies: "Directions" writing prompt card activity</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.1.a, 2.L.1.d, 2.L.1.e, 2.L.2.a, 2.L.2.d</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Directions" writing prompt card activity, lined paper, pencils</p>

10:15-10:30 Math Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials A.E., M.P.	Skills: direct instruction mathematics Activities/Strategies: <i>Connecting Math Concepts</i> Lesson Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s): 1.NBT.1	Specially Designed Instruction: Materials Needed: <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies in Ms. Otto's room, pencils
10:30-10:45 Math Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials A.E.	Skills: base ten concepts, relational thinking, place values Activities/Strategies: True or False number sentences: Have A.E. read the number sentences on the sheet and decide whether the sentence is "True or False". Ask her questions to guide her thinking without having to actually add or subtract the 2 digit numbers (thinking about place value). You may use base 10 blocks and scale to assist her thinking also. Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s): 1.NBT.1	Specially Designed Instruction: Materials Needed: Number sentence sheet in folder, pencil, base 10 blocks and scale in middle cabinet

10:45-11:00 Writing Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials C.F., S.M., D.U.	Skills: sentence writing, writing complete sentences with noun, verb, adjectives, spacing between words, spelling phonetically and correct sight words, beginning capitalization, ending punctuation Activities/Strategies: "Directions" writing prompt card activity Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s): 2.L.1.a, 2.L.1.d, 2.L.1.e, 2.L.2.a, 2.L.2.d	Specially Designed Instruction: Materials Needed: "Directions" writing prompt card activity, lined paper, pencils
11:00-11:15 Reading Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials P.L., J.W.	Skills: reading fluency timed readings Activities/Strategies: Have students read passages on Time Reading app on iPad for 3, one minute timings. Record best correct words per minute score on reading graph based on oral reading goal. Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s): 2.RF.3	Specially Designed Instruction: Materials Needed: iPad, sgraphs in binder, pencil, timer, markers
1:00-1:30 Math Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other Student initials J.L.	Skills: direct instruction mathematics Activities/Strategies: <i>Connecting Math Concepts</i> Lesson Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ Standard(s): K.CC.2	Specially Designed Instruction: Materials Needed: <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbook in cubby, pencil

<p>1:30-2:00</p> <p>Math Grade 2</p> <p>*AB until 1:40 only!</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., J.H.</p>	<p>Skills: classroom mathematics activity</p> <p>Activities/Strategies: students will bring classroom assignments to resource room. A.B. will stay until 1:40, J.H. will stay full half hour. Work on classroom activity for this time frame</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s):</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics activity, pencils</p>
<p>2:00-2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E., C.M., D.G.</p>	<p>Skills: letter identification, sounds p, d, t, reading words with ea, reading words with short a, reading words with final e, story reading, comprehension</p> <p>Activities/Strategies: <i>Journeys Level 1 Lesson 23</i></p> <p>* Mrs. Thomas will pull students one at a time for DIBELS weekly progress monitoring</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2.b</p>	<p>Specially Designed Instruction:</p> <p>direct instruction</p> <p>Materials Needed: <i>Journeys Level 1 Teacher's</i> Presentation book (Reading) in right cabinet, student textbooks on top of middle cubbies, student workbooks in cubbies, pencils</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials T.P., J.W., P.L., D.T.</p>	<p>Skills: Reading Fluency: Reader's Theater</p> <p>Activities/Strategies: Join with LeAnn's group and have students use notecards/scripts to practice their parts for "Jack and the Beanstalk". Practice for intonation and for memorization of story.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c</p>	<p>Specially Designed Instruction:</p> <p>oral reading fluency, reading comprehension, tone, sight words</p> <p>Materials Needed: "Jack and the Beanstalk" reader's theater scripts/ note cards</p>

<p>8:30- 9</p> <p>Social Skills Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: M.L., C.M.</p>	<p>Skills: miscellaneous social skills</p> <p>Activities/Strategies: Do video social stories on YouTube on iPad</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.SL.1, 1.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Social Skills</p> <p>Materials Needed: iPad</p>
<p>9:00- 9:30</p> <p>Reading Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: J.L., G. S.</p>	<p>Skills: phonemic awareness, cvc words, phoneme isolation: initial</p> <p>Activities/Strategies: Do cvc word card activity in reading/writing box on top of cubbies for 5 minutes, then do Lesson in red Phonemic Awareness binder. Play reading game of students' choice for remainder of time.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.RL.10</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: cvc word card activity in reading/writing box on top of cubbies, red Phonemic Awareness binder, reading game in left cabinet</p>
<p>10:00- 10:15</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other <p>Students initials: C.F., D.U., S.M., P.L.</p>	<p>Skills: spelling practice for week</p> <p>Activities/Strategies: practice spelling words for the week</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.2</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom spelling lists, paper, pencils</p>
<p>10:15- 10:30</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E., M.P.</p>	<p>Skills: direct instruction mathematics</p> <p>Activities/Strategies: <i>Connecting Math Concepts</i> Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.NBT.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies in Ms. Otto's room, pencils</p>
<p>10:30- 10:45</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E.</p>	<p>Skills: tens and ones review</p> <p>Activities/Strategies: "Tens and Ones" sheet in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.NBT.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Tens and Ones" Sheet in folder</p>

<p>10:45-11:00</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.F., S.M., D.U.</p>	<p>Skills: spelling practice for week</p> <p>Activities/Strategies: practice spelling words for the week</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.2</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom spelling lists, paper, pencils</p>
<p>11:00-11:15</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials P.L.</p>	<p>Skills: reading comprehension, poem reading</p> <p>Activities/Strategies: “The Swamp” reading comprehension poem and questions in folders</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “The Swamp” reading comprehension poem and questions in folders, pencils</p>
<p>1:00-1:30</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: addition up to 20</p> <p>Activities/Strategies: Butterfly addition sheets in folder</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.CC.2</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Butterfly addition sheets in folder, pencil, crayons</p>
<p>1:30-2:00</p> <p>Math Grade 2</p> <p>*AB until 1:40 only!</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., J.H.</p>	<p>Skills: classroom mathematics activity</p> <p>Activities/Strategies: students will bring classroom assignments to resource room. A.B. will stay until 1:40, J.H. will stay full half hour. Work on classroom activity for this time frame</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s):</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics activity, pencils</p>
<p>2:00-2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E., C.M., D.G.,</p>	<p>Skills: letter identification, sounds p, d, t, reading words with ea, reading words with short a, reading words with final e, story reading, comprehension</p> <p>Activities/Strategies: <i>Journeys Level 1</i> Lesson 23</p> <p>* Mrs. Thomas will pull students one at a time for DIBELS weekly progress monitoring</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2.b</p>	<p>Specially Designed Instruction:</p> <p>direct instruction</p> <p>Materials Needed: <i>Journeys Level 1</i> Teacher’s Presentation book (Reading) in right cabinet, student textbooks on top of middle cubbies, student workbooks in cubbies, pencils</p>

2:30-3:00 Reading Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other	Skills: Reading Fluency: Reader's Theater	Specially Designed Instruction: oral reading fluency, reading comprehension, tone, sight words Materials Needed: "Jack and the Beanstalk" reader's theater scripts/ note cards
	Student initials T.P., J.W., P.L., D.T.	Activities/Strategies: Join with LeAnn's group and have students use notecards/scripts to practice their parts for "Jack and the Beanstalk". Practice for intonation and for memorization of story. Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	
Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c			

Week of: April 15 - 19
Friday, Apr. 19

Teacher: Ms. Laura

8:30-9 Social Skills Grade 1	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: miscellaneous social skills	Specially Designed Instruction: Materials Needed: "Ice Cream Scoop" game on top of cubbies
	Students initials: M.L., C.M.	Activities/Strategies: Play "Ice Cream Scoop" game on top of cubbies * Rainbow Club last 15 minutes Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	
Standard(s): 2.SL.1, 2.SL.6			
9:00-9:30 Reading Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: phonics	Specially Designed Instruction: Materials Needed: Phonics Level K Teacher's manual in right cabinet, student workbooks in cubbies
	Students initials: G.S., J.L.	Activities/Strategies: Phonics Level K Lesson * Rainbow Club last 15 minutes Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	
Standard(s): K.RL.10			
9:30-9:45 Reading Grade K	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: Kindergarten level sight words	Specially Designed Instruction: Materials Needed: Kindergarten sight words game (cookie monster, pancake game) in left cabinet
	Students initials: J.L., G.S.	Activities/Strategies: Kindergarten sight words game (cookie monster, pancake game) Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	
Standard(s):			
10:00-10:15 Writing Grade 2	Daily Activities: <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Other	Skills: spelling test	Specially Designed Instruction: Materials Needed: Classroom spelling lists, pencils, lined paper (green for D.U.)
	Students initials: C.F., D.U., S.M.	Activities/Strategies: Spelling test for week Assessment: <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____	
Standard(s): 2.L.2			

<p>10:15-10:45</p> <p>Math Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E., M.P.</p>	<p>Skills: direct instruction mathematics</p> <p>Activities/Strategies: <i>Connecting Math Concepts</i> Lesson</p> <p>* Rainbow Club last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.NBT.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbooks in cubbies in Ms. Otto's room, pencils</p>
<p>10:45-11:00</p> <p>Writing Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.F., S.M.</p>	<p>Skills: spelling test</p> <p>Activities/Strategies: Spelling test for week</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.L.2</p>	<p>Specially Designed Instruction:</p> <p>Spelling words given sound at a time</p> <p>Materials Needed: Classroom spelling lists, pencils, lined paper</p>
<p>11:00-11:15</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials C.F., J.W., P.L.</p>	<p>Skills: sight words game</p> <p>Activities/Strategies: sight words board game in left cabinet, 2nd grade sight word cards in small white drawers on top of blue drawer cart, game pieces and dice in middle cabinet</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RF.1.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: sight words board game in left cabinet, 2nd grade sight word cards in small white drawers on top of blue drawer cart, game pieces and dice in middle cabinet</p>
<p>1:00-1:30</p> <p>Math Grade K</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials J.L.</p>	<p>Skills: direct instruction mathematics</p> <p>Activities/Strategies: <i>Connecting Math Concepts</i> Lesson</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): K.CC.1, K.CC.2, K.CC.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbook in cubby, pencil</p>
<p>1:30-2:00</p> <p>Math Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.B., J.H.</p>	<p>Skills: classroom mathematics activity</p> <p>Activities/Strategies: classroom mathematics activity</p> <p>* Rainbow Club last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.OA.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: classroom mathematics activity</p>

<p>2:00-2:30</p> <p>Reading Grade 1</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials A.E., C.M.</p>	<p>Skills: phonics</p> <p>Activities/Strategies: Phonics Flip Book game in left cabinet * Rainbow Club last 15 minutes</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 1.RF.2</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Phonics Flip Book game in left cabinet</p>
<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work Station <input type="checkbox"/> Individual with Teacher <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/> Partners <input type="checkbox"/> Other <p>Student initials D.U., J.W.</p>	<p>Skills: Reading Fluency: Reader's Theater</p> <p>Activities/Strategies: Join with LeAnn's group and have students use notecards/scripts to practice their parts for "Jack and the Beanstalk". Practice for intonation and for memorization of story.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation _____ <input type="checkbox"/> Formative _____ <input type="checkbox"/> Summative _____ <input type="checkbox"/> Writing Task _____ <input type="checkbox"/> Other _____ <p>Standard(s): 2.RL.6, 2.RL.7, 2.RF.3.f, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c</p>	<p>Specially Designed Instruction:</p> <p>oral reading fluency, reading comprehension, tone, sight words</p> <p>Materials Needed: "Jack and the Beanstalk" reader's theater scripts/ note cards</p>