

Week of: April 2- 5

Tuesday, Apr. 2

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. him pick one of the 3 passages to 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: "You the Builder" 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: "You the Builder" writing prompt card, lined paper, 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: phonemic awareness, cvc words, phoneme isolation: Initial & Final</p> <p>Activities/Strategies: Do CVC word card activity in reading box on top of cubbies for 5 minutes, then, do Lesson in red Phonemic Awareness binder: Phoneme Isolation: Initial, and Phoneme Isolation: Final If there is extra time, play cvc word card game with cards in white drawers on top of blue drawers.</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: DIBELS progress monitoring</p> <p>Activities/Strategies: Pull students one at a time for DIBELS progress monitoring assessment 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): K.SL.1</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: DIBELS progress monitoring materials</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: daily oral reading fluency, nonsense word fluency, retell</p> <p>Activities/Strategies: DIBELS Progress Monitoring- Pull students one at a 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): 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: DIBELS Progress Monitoring materials, pencil, timer</p>

Week of: April 2- 5

Wednesday, Apr. 3

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 kids 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): <u>Standard(s):</u> 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 kids 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: 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 9 and 10 in Binder, Play sight words board game in left cabinet if there is extra time</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>Fluency: high frequency words, short vowel rules, mixed beginning consonant blends</p> <p>Materials Needed: Fluency practice masters "Reading Words, Word Game" Lessons 9 and 10 in Binder, colored cubes from middle cabinet</p>
<p>10:00-10:15</p> <p>Writing Grade 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: top-line, mid-line, bottom-line formation of numerals 0-30</p> <p>Activities/Strategies: Using lined paper with numerals 0-30 in cubby, have G.D. write two of each numeral and place a sticker next to your "favorite" (the numeral he writes with best top-line, mid-line, bottom-line formation.</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.L.1.a</p>	<p>Specially Designed Instruction:</p> <p>top-line, mid-line, bottom-line formation of numerals 0-30</p> <p>Materials Needed: lined paper with numerals 0-30 in cubby, pencil, stickers in purple binder in right cabinet</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: 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 9 and 10 in Binder, Play sight words board game in left cabinet if there is extra time</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>Fluency: high frequency words, short vowel rules, mixed beginning consonant blends</p> <p>Materials Needed: Fluency practice masters "Reading Words, Word Game" Lessons 9 and 10 in Binder, colored cubes from middle cabinet</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: “You the Builder” 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: “You the Builder” writing prompt card activity, lined paper, 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: teen numbers, tens and ones</p> <p>Activities/Strategies: “Number Train” activity in folder. Start with 11 and go to 20.</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>tens and ones</p> <p>Materials Needed: “Number Train” activity in folder, markers</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</p> <p>Activities/Strategies: Do “Capitals and Periods” 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: “Capitals and Periods” 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: Finish any weekly 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"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Partners</i> <input type="checkbox"/> <i>Other</i>	Skills: Daily Oral Reading Fluency and Nonsense Word Fluency for DIBELS weekly progress monitoring	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.	Activities/Strategies: Finish any weekly 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 _____ Standard(s): 2.RF.2, 2.RF.3, 2.RF.4	

Week of: April 2- 5

Thursday, Apr. 4

Teacher: Mrs. Thomas

9:00-9:15 Writing Grade 1	Daily Activities: <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Other</i>	Skills: sentence writing using week's spelling list, beginning capitalization, ending punctuation, spelling words correctly	Specially Designed Instruction: Materials Needed: classroom spelling list, pencil, lined paper
	Students initials: M.L.	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 _____ 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"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Other</i>	Skills: Reading Comprehension: Main Idea and 2 supporting details	Specially Designed Instruction: Materials Needed: "Best Friends" and "Main Idea" sheets in binder, pencil
	Students initials: D.G.	Activities/Strategies: Have D.G. read "Best Friends" sheet aloud in binder. Before reading, explain that he will be reading to find out the "Main Idea" about the story- what it is about and then 2 supporting details (2 things that tell us about the main idea). After he reads the story aloud, have him complete the corresponding sheet. * 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 _____ Standard(s): 1.RF.2.b	
10:30-11:00 Reading Grade 2	Daily Activities: <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Other</i>	Skills: spelling practice, Reading Comprehension: Main Idea and 2 supporting details	Specially Designed Instruction: Materials Needed: Spelling list for week, lined paper, "Best Friends" and "Main Idea" sheets in binder, pencil
	Students initials: D.T.	Activities/Strategies: Practice spelling words for the week, then D.T. read "Best Friends" sheet aloud in binder. Before reading, explain that he will be reading to find out the "Main Idea" about the story- what it is about and then 2 supporting details (2 things that tell us about the main idea). After he reads the story aloud, have him complete the corresponding sheet. * 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 _____ Standard(s): 2.RF.2	

11:00-11:15 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"/> Partners <input type="checkbox"/> Other	Skills: writing complete sentences with correct phonetic spelling of unfamiliar words, correct spelling of sight words, beginning capitalization and ending punctuation Activities/Strategies: Students will use week's spelling words to write sentences. Remind students to use adjectives or "describing words" in sentences. 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: Parts of speech sort sheet in folders, pencils
	Student initials A.B., D.T.	Standard(s): 2.L.2.a, 2.L.2.b	

12:30-1:00 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	Skills: teens numbers, ones and tens Activities/Strategies: "Number Train" 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 _____	Specially Designed Instruction: Materials Needed: "Number Train" activity in folder, pencil
	Student initials J.L.	Standard(s): K.CC.1, K.CC.4	

1:00-1:30 Reading /Writing 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	Skills: sight words practice- Kindergarten level 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 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: 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
	Student initials J.B.	Standard(s): K.SL.1, K.SL.6	

1:30-2:00 Math 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: classroom mathematics activity or Days, Weeks, Months, Years and Dates on a Calendar Activities/Strategies: Do classroom mathematics activity with D.T. or Days, Weeks, Months, Years and Dates on a Calendar sheets 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: Problem solving Materials Needed: classroom mathematics activity with D.T. or Days, Weeks, Months, Years and Dates on a Calendar sheets in cubby, pencil, calendar
	Student initials D.T.	Standard(s): 2.OA.2, 2.OA.5	

<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:</p> <p>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>
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Week of: April 2- 5

Friday, Apr. 5

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:</p> <p>"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:</p> <p>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 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:</p> <p>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 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: “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>
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<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/ subtraction, evens/odds</p> <p>Activities/Strategies: Play “Sum Swamp” game in middle 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): K.CC.1, K.CC.4</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: “Sum Swamp” game in middle cabinet</p>
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<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: writing sentences with a beginning and ending</p> <p>Activities/Strategies: “Every Sentence has a Beginning and an End” sheet in folder * 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: “Every Sentence has a Beginning and an End” sheet in folder, pencil</p>
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<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 * 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>
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<p>2:30-3:00</p> <p>Reading Grade 2</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Work Station</i> <input type="checkbox"/> <i>Individual</i> <input type="checkbox"/> <i>with Teacher</i> <input type="checkbox"/> <i>Small Group</i> <input type="checkbox"/> <i>Large Group</i> <input type="checkbox"/> <i>Partners</i> <input type="checkbox"/> <i>Other</i> <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 * 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:</p> <p>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 2- 5

Tuesday, Apr. 2

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.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.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, 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> <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, red Phonemic Awareness binder in middle cubbies</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: direct instruction reading</p> <p>Activities/Strategies: Journeys Level 1 Lesson</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: Journeys Level 1 Teacher's Presentation Manual in right cabinet, student workbooks/textbooks, pencils</p>

Week of: April 2- 5

Wednesday, Apr. 3

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: sight word lists practice for week</p> <p>Activities/Strategies: Set up stations in resource room and test students on sight words lists for the week. If they pass a word list, give them prize and “Outstanding Reader” certificate for the bulletin board. Take down any older certificates when you put up a new one for the board. Send home word cards for them to practice list at home.</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: Dolch sight word cards in white drawers on top of blue drawers or lists in top right file 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: Have students read, “Training a Guide Dog” in bag on top of cubbies, keep a running records sheet on missed words as they read aloud. They may take turns reading a page at a time. Make sure D.U. is using a green overlay, a large binder for slant or his magnifier. When they have finished reading, have them tell you 2 things each person does: puppy raiser, guide dog trainer and guide dog handler. Then, have them write on lined paper to answer the following questions: “Would you like to train a guide dog? Which job would you like best? Why?” Then, review missed words on running records sheet. Have them reread words and then write the word 3 times.</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: “Training a Guide Dog” in bag on top of cubbies, keep a running records sheet on top of cubbies, 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: 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: "Reading Words" and "Word Game" Lessons 9 and 10 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):</p>	<p>Specially Designed Instruction:</p> <p>Fluency</p> <p>Materials Needed: "Reading Words" and "Word Game" Lessons 9 and 10 in binder, 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>

Week of: April 2- 5

Thursday, Apr. 4

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: 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: Have students read, "Training a Guide Dog" in bag on top of cubbies, keep a running records sheet on missed words as they read aloud. They may take turns reading a page at a time. Make sure D.U. is using a green overlay, a large binder for slant or his magnifier. When they have finished reading, have them tell you 2 things each person does: puppy raiser, guide dog trainer and guide dog handler. Then, have them write on lined paper to answer the following questions: "Would you like to train a guide dog? Which job would you like best? Why?" Then, review missed words on running records sheet. Have them reread words and then write the word 3 times.</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: "Training a Guide Dog" in bag on top of cubbies, keep a running records sheet on top of cubbies, 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: miscellaneous social skills</p> <p>Activities/Strategies: Do video social stories 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): 2.SL.1, 2.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: iPad</p>

11:30-11:45 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"/> Partners <input type="checkbox"/> Other	Skills: sight words Activities/Strategies: sight words board game in left 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: Materials Needed: sight words board game, pieces, dice in left cabinet, sight word cards in white drawers on top of blue drawers
	Student initials J.L.	Standard(s): K.RF.1	

1:00-1:30 Math 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: classroom mathematics skills 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 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 mathematics assignment
	Student initials C.F.	Standard(s): 2.OA.1	

2:15-2:30 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: alphabetizing, sight word recognition 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 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: 2nd grade sight word cards in white drawers
	Student initials S.M., T.P.	Standard(s):	

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 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. 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: "Jack and the Beanstalk" reader's theater scripts/ note cards
	Student initials S.M., N.W., C.F.	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 2- 5

Friday, Apr. 5

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>

<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: Play social skills board game in right 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): 1.SL.1, 1.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Social Skills</p> <p>Materials Needed: Social skills board game in right cabinet</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 9 & 10 “Word Lessons” and “Word 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.RF.3</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Lessons 9 & 10 “Word Lessons” and “Word Game” in binder, 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: addition sums up to 20, color words</p> <p>Activities/Strategies: Parrot addition 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: Parrot addition sheet 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</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: oral reading, comprehension</p> <p>Activities/Strategies: Have students read, “The Singing Giant” aloud, choosing parts to read aloud. Keep running records sheet for missed words. When finished reading aloud, have one student draw a picture of something that happened in the beginning of the story, one draw a picture of something that happened in the middle and one draw a picture of something that happened at the end. Then, tape their pictures to the white board in correct order. Discuss other things that happened at each point that the students did not draw.</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>Materials Needed: “The Singing Giant” book in bag, running records sheet on top of cubbies, pencils, crayons</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 2- 5

Wednesday, Apr. 3

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: emotions	Specially Designed Instruction: Social Skills Materials Needed: "Worry Cards" game in binder
	Students initials: M.L., C.M.	Activities/Strategies: play "Worry Cards" game in binder 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.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: read, trace and paste Kindergarten level sight words practice	Specially Designed Instruction: Materials Needed: read, trace and paste Kindergarten level sight words, pencils, scissors, glue
	Students initials: J.L., G. S.	Activities/Strategies: Read, trace and paste Kindergarten level sight words sheets in folders 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			
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: sentence writing, writing complete sentences with noun, verb, adjectives, spacing between words, spelling phonetically and correct sight words, beginning capitalization, ending punctuation	Specially Designed Instruction: Materials Needed: "You the Builder" writing prompt card activity, lined paper, pencils
	Students initials: D.U., S.M., P.L.	Activities/Strategies: "You the Builder" 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			
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	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.	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 _____	
Standard(s): 1.NBT.1			

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	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 _____	Specially Designed Instruction: Materials Needed: Number sentence sheet in folder, pencil, base 10 blocks and scale in middle cabinet
	Student initials A.E.	Standard(s): 1.NBT.1	

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	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: "You the Builder" 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: "You the Builder" writing prompt card activity, lined paper, pencils
	Student initials C.F., S.M., D.U.	Standard(s): 2.L.1.a, 2.L.1.d, 2.L.1.e, 2.L.2.a, 2.L.2.d	

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	Skills: reading fluency timed readings Activities/Strategies: Have students read passage, "Early one morning..." 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 _____	Specially Designed Instruction: Materials Needed: "Early one morning..." passage in binder, graphs in binder, pencil, timer, markers
	Student initials P.L., J.W.	Standard(s): 2.RF.3	

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	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 _____	Specially Designed Instruction: Materials Needed: <i>Connecting Math Concepts</i> Teacher's Presentation book in right cabinet, student workbook in cubby, pencil
	Student initials J.L.	Standard(s): K.CC.2	

1:30-2:00 Math Grade 2 *AB until 1:40 only!	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: classroom mathematics activity 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 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 mathematics activity, pencils
	Student initials A.B., J.H.	Standard(s):	

<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: oral reading, comprehension</p> <p>Activities/Strategies: Have students read, "The Singing Giant" aloud, choosing parts to read aloud. Keep running records sheet for missed words. When finished reading aloud, have one student draw a picture of something that happened in the beginning of the story, one draw a picture of something that happened in the middle and one draw a picture of something that happened at the end. Then, tape their pictures to the white board in correct order. Discuss other things that happened at each point that the students did not draw.</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>Materials Needed: "The Singing Giant" book in bag, running records sheet on top of cubbies, pencils, crayons</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 2- 5

Thursday, Apr. 4

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: 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>

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 Students initials: C.F., D.U., S.M., P.L.	Skills: spelling practice for week Activities/Strategies: practice spelling words for the 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	Specially Designed Instruction: Materials Needed: classroom spelling lists, paper, pencils
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: adding/ subtracting facts 11-18 Activities/Strategies: "Add or Subtract" Sheets 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.NBT.1	Specially Designed Instruction: Materials Needed: "Add or Subtract" Sheets in folder

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: spelling practice for week Activities/Strategies: practice spelling words for the week, finish "You- The Builder" writing activity if not finished 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	Specially Designed Instruction: Materials Needed: classroom spelling lists, paper, pencils, "You the Builder" writing prompt card
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.	Skills: reading comprehension, poem reading Activities/Strategies: "The Swing" reading comprehension poem and questions in folders 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: "The Swing" reading comprehension poem and questions in folders, pencils
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: addition up to 20 Activities/Strategies: Butterfly addition sheets 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): K.CC.2	Specially Designed Instruction: Materials Needed: Butterfly addition sheets in folder, pencil, crayons

<p>1:30-2:00</p> <p>Math Grade 2</p> <p>*AB until 1:40 only!</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 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> <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: classroom mathematics activity, pencils</p>
<p>2:00-2:30</p> <p>Reading Grade 1</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 A.E., C.M. D.G.,</p>	<p>Skills: oral reading, comprehension, listening comprehension, social skills</p> <p>Activities/Strategies: Finish, "The Singing Giant" activity or read, "Being Rude" by Joy Berry aloud to students- they may take turns reading "talking bubbles" aloud. Then discuss with students and have them tell you 3 things that are considered rude.</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): 1.RF.2.b</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "The Singing Giant" book in bag, running records sheet on top of cubbies, pencils, crayons, "Being Rude" by Joy Berry on my desk</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 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> <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.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 2- 5

Friday, Apr. 5

Teacher: Ms. Laura

<p>8:30- 9</p> <p>Social Skills Grade 1</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"/> Other</p> <p>Students initials: M.L., C.M.</p>	<p>Skills: miscellaneous social skills</p> <p>Activities/Strategies: Play "Ice Cream Scoop" game on top of cubbies</p> <p>* Rainbow Club last 15 minutes</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.SL.1, 2.SL.6</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: "Ice Cream Scoop" game on top of cubbies</p>
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<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: G.S., J.L.</p>	<p>Skills: phonics</p> <p>Activities/Strategies: Phonics Level K 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): K.RL.10</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Phonics Level K Teacher's manual in right cabinet, student workbooks in cubbies</p>
<p>9:30-9:45</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"/> Other <p>Students initials: J.L., G.S.</p>	<p>Skills: Kindergarten level sight words</p> <p>Activities/Strategies: Kindergarten sight words game (cookie monster, pancake 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):</p>	<p>Specially Designed Instruction:</p> <p>Materials Needed: Kindergarten sight words game (cookie monster, pancake 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>	<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 (green for D.U.)</p>
<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: Connecting Math Concepts 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: Connecting Math Concepts 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> <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., 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> <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.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> <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 J.L.</p>	<p>Skills: direct instruction mathematics</p> <p>Activities/Strategies: <i>Connecting Math Concepts</i> Lesson</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): 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> <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 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> <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 activity</p>
<p>2:00-2:30</p> <p>Reading Grade 1</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 A.E., C.M.</p>	<p>Skills: phonics</p> <p>Activities/Strategies: Phonics Flip Book game in left cabinet</p> <p>* Rainbow Club last 15 minutes</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): 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> <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 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> <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.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>