

**Lesson Plans for the Week of 01/09/2017
Allison Schott**

	01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday
Large Group	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
	Tech Integration	Tech Integration	Tech Integration	Tech Integration	Tech Integration
	Promethean Board	Promethean Board	Promethean Board	Promethean Board	Promethean Board
	Objectives	Objectives	Objectives	Objectives	Objectives
	1a- Students will manage feelings during large group time.	1a- Students will manage feelings during large group time.	1a- Students will manage feelings during large group time.	1a- Students will manage feelings during large group time.	1a- Students will manage feelings during large group time.
	3a- Students will balance needs and rights of self and others during large group time.	3a- Students will balance needs and rights of self and others during large group time.	3a- Students will balance needs and rights of self and others during large group time.	3a- Students will balance needs and rights of self and others during large group time.	3a- Students will balance needs and rights of self and others during large group time.
	11a- Students will engage in conversations with peers and teachers.	11a- Students will engage in conversations with peers and teachers.	11a- Students will engage in conversations with peers and teachers.	11a- Students will engage in conversations with peers and teachers.	11a- Students will engage in conversations with peers and teachers.
	17b- Students will use print concepts during large group time.	17b- Students will use print concepts during large group time.	17b- Students will use print concepts during large group time.	17b- Students will use print concepts during large group time.	17b- Students will use print concepts during large group time.
	18b- Students will use emergent reading skills during large group time.	18b- Students will use emergent reading skills during large group time.	18b- Students will use emergent reading skills during large group time.	18b- Students will use emergent reading skills during large group time.	18b- Students will use emergent reading skills during large group time.
	20a- Students will count during large group time.	20a- Students will count during large group time.	20a- Students will count during large group time.	20a- Students will count during large group time.	20a- Students will count during large group time.
21b- Students will use shape knowledge during large group time.	21b- Students will use shape knowledge during large group time.	21b- Students will use shape knowledge during large group time.	21b- Students will use shape knowledge during large group time.	21b- Students will use shape knowledge during large group time.	
Activities	Activities	Activities	Activities	Activities	
Study Focus: Clothes	Study Focus: Clothes	Study Focus: Clothes	Study Focus: Clothes	Study Focus: Clothes	
Greeting/Community Building: Good morning greeting	Greeting/Community Building: Good morning greeting	Greeting/Community Building: Good morning greeting	Greeting/Community Building: Good morning greeting	Greeting/Community Building: Good morning greeting	
Songs/Fingerplays: 2 children selected songs from chart	Songs/Fingerplays: 2 children selected songs from chart	Songs/Fingerplays: 2 children selected songs from chart	Songs/Fingerplays: 2 children selected songs from chart	Songs/Fingerplays: 2 children selected songs from chart	
Morning Message: How do we dress for the summer?	Morning Message: How do we dress for the winter?	Morning Message: Why do we have buttons on shirts?	Morning Message: People wear different kinds of shoes.	Morning Message: What kind of shoes are you wearing?	
Description: Students will use figures and clothes on the board to dress up dolls for the season. We will discuss the reasoning behind why the dolls are dressed	Description: Students will use figures and clothes on the board to dress up dolls for the season. We will discuss the reasoning behind why the dolls are dressed	Description: Students will look at different buttons that are on different items of clothing. We will discuss the use of buttons. If students are engaged, we will	Description: Students will look at different types of footwear. We will discuss the use of the different footwear. If students are	Description: Students will look at different types of footwear. Students will create piles of their shoes in hoola-hoops. Then the students will decide which	

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<p>why the dolls are dressed certain ways.</p> <p>Differentiation</p> <p>I.E.P. Modification:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, use gestures to accompany directions</p> <p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 10 3.3A Grade P CPI 03 4.1A Grade P CPI 01 4.2A Grade P CPI 02</p> <p>Vocabulary</p> <p>Objectives</p> <p>Language Objectives: 8-10</p> <p>Activities</p> <p>Vocabulary:</p> <p>Winter</p>	<p>why the dolls are dressed certain ways.</p> <p>Differentiation</p> <p>I.E.P. Modification:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, use gestures to accompany directions</p> <p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 10 3.3A Grade P CPI 03 4.1A Grade P CPI 01 4.2A Grade P CPI 02</p>	<p>students are engaged, we will talk about how zippers are also used for closures.</p> <p>Differentiation</p> <p>I.E.P. Modification:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, use gestures to accompany directions</p> <p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 10 3.3A Grade P CPI 03 4.1A Grade P CPI 01 4.2A Grade P CPI 02</p>	<p>footwear. If students are engaged, students will compare their own shoes to each other.</p> <p>Differentiation</p> <p>I.E.P. Modification:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, use gestures to accompany directions</p> <p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 10 3.3A Grade P CPI 03 4.1A Grade P CPI 01 4.2A Grade P CPI 02</p>	<p>students will decide which shoe is worn most and least by people in the classroom.</p> <p>Differentiation</p> <p>I.E.P. Modification:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, use gestures to accompany directions</p> <p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 10 3.3A Grade P CPI 03 4.1A Grade P CPI 01 4.2A Grade P CPI 02</p>

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	<p>Winter</p> <p>Clothes</p> <p>Jacket</p> <p>Scarf</p> <p>Mittens</p> <p>Gloves</p> <p>Pants</p> <p>thermometer</p> <p>Differentiation</p> <p>I.E.P modifications:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, use gestures to accompany directions</p> <p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>3.2A Grade P CPI 09</p>				

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	01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday
Small Group	Small Group	Small Group	Small Group	Small Group	Small Group
	Objectives	Objectives	Objectives	Objectives	Objectives
	Objectives: 16a- Students will identify letters in their name. 19a- Students will use fine motor skills to write their name. 20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.	Objectives: 16a- Students will identify letters in their name. 19a- Students will use fine motor skills to write their name. 20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.	Objectives: 16a- Students will identify letters in their name. 19a- Students will use fine motor skills to write their name. 20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.	Objectives: 16a- Students will identify letters in their name. 19a- Students will use fine motor skills to write their name. 20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.	Objectives: 16a- Students will identify letters in their name. 19a- Students will use fine motor skills to write their name. 20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.
	Activities	Activities	Activities	Activities	Activities
	Grouping: 2-4 students per group Instruction: Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.	Grouping: 2-4 students per group Instruction: Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.	Grouping: 2-4 students per group Instruction: Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.	Grouping: 2-4 students per group Instruction: Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.	Grouping: 2-4 students per group Instruction: Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.
	Differentiation	Differentiation	Differentiation	Differentiation	Differentiation
	I.E.P. Modifications: -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed	I.E.P. Modifications: -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed	I.E.P. Modifications: -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed	I.E.P. Modifications: -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed	I.E.P. Modifications: -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed
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	Assessments	Assessments	Assessments	Assessments	Assessments
	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records

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	and teacher observations.	and teacher observations.	and teacher observations.	and teacher observations.	and teacher observations.
	Standards	Standards	Standards	Standards	Standards
	2.4A Grade P CPI 02 3.3A Grade P CPI 03 4.1A Grade P CPI 01	2.4A Grade P CPI 02 3.3A Grade P CPI 03 4.1A Grade P CPI 01	2.4A Grade P CPI 02 3.3A Grade P CPI 03 4.1A Grade P CPI 01	2.4A Grade P CPI 02 3.3A Grade P CPI 03 4.1A Grade P CPI 01	2.4A Grade P CPI 02 3.3A Grade P CPI 03 4.1A Grade P CPI 01

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Interest Areas	Weekly Interest Areas				
	<p>Objectives</p> <p>SWBAT participate in self directed play, interact with peers, and solve social problems.</p> <p>Activities</p> <p>Interest Areas Study Related Objectives:</p> <p>Blocks: Add snowballs</p> <p>Dramatic Play/ Music and Movement: No changes</p> <p>Toys and Games: No changes</p> <p>Art: Add winter colors to easel</p> <p>Literacy/Technology: Study related books Informal read alouds (If not in library then in another interest area.)</p> <p>Discovery: No changes, students can use their own items to measure</p> <p>Sand and Water: No changes</p> <p>Cooking: N/A</p> <p>Outdoors: Introduction to equipment and safe usage of it Portable toys to meet ECERS (balls, jump ropes, etc)</p> <p>Family and Community Involvement: Figurine Project</p> <p>Differentiation</p> <p>I.E.P modifications:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities 				

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	<p>-prompts, illustrations, or dramatizations when needed</p> <p>DLL:</p> <p>Use picture cards, use gestures to accompany directions</p> <p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p>				

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Read Aloud	Fundations	Fundations	Fundations	Fundations	Fundations
	Objectives	Objectives	Objectives	Objectives	Objectives
	16 a and b Students will demonstrate knowledge of the alphabet.	16 a and b Students will demonstrate knowledge of the alphabet.	16 a and b Students will demonstrate knowledge of the alphabet.	16 a and b Students will demonstrate knowledge of the alphabet.	16 a and b Students will demonstrate knowledge of the alphabet.
	Activities	Activities	Activities	Activities	Activities
	*Letter Introduced: W *Read letters of the alphabet *Identify the letter in the ABCs with Basic Keywords Poster *Teach the letter-keyword-sound all with the Large Sound Card or Promethean board activity *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword-sound with written representation *Review other taught sound	*Reviewed Letters: A-W *Read letters of the alphabet *Review newly introduced letter with Basic Keywords Poster *Teach the letter-keyword-sound allwith the Large Sound Card or Promethean board activity *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword-sound with written representation *If time allows, students complete keyword puzzle with the class	*Letter Introduced: X *Read letters of the alphabet *Identify the letter in the ABCs with Basic Keywords Poster *Teach the letter-keyword-sound all with the Large Sound Card or Promethean board activity *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword-sound with written representation *Review other taught sound	*Reviewed Letters: A-X *Read letters of the alphabet *Review newly introduced letter with Basic Keywords Poster *Teach the letter-keyword-sound allwith the Large Sound Card or Promethean board activity *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword-sound with written representation *If time allows, students complete keyword puzzle with the class	*Reviewed Letters: A-X *Read letters of the alphabet *Review newly introduced letter with Basic Keywords Poster *Teach the letter-keyword-sound allwith the Large Sound Card or Promethean board activity *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword-sound with written representation *If time allows, students complete keyword puzzle with the class
	Differentiation	Differentiation	Differentiation	Differentiation	Differentiation
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Standards	Standards	Standards	Standards	Standards	
3.3A Grade P CPI 03		3.3A Grade P CPI 03			

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<p>3.3A Grade P CPI 03</p> <p align="center">Read Aloud</p> <p>Objectives</p> <p>18a- Students will interact during read-alouds and book conversations.</p> <p>18b- Students will use emergent reading skills when looking at the book.</p> <p>18c- Students will retell stories using question prompts.</p> <p>Activities</p> <p>Literature: Froggy Gets Dressed</p> <p>Description:</p> <p>Children will sit on carpet and will listen to and/or participate in an interactive read aloud of a story.</p> <p>Students will be introduced to the word "setting" this month. Throughout the month we will discuss the settings in our books.</p> <p>Differentiation</p> <p>I.E.P modifications:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, usegestures to accompanydirections</p>	<p>Standards</p> <p>3.3A Grade P CPI 03</p> <p align="center">Read Aloud</p> <p>Objectives</p> <p>18a- Students will interact during read-alouds and book conversations.</p> <p>18b- Students will use emergent reading skills when looking at the book.</p> <p>18c- Students will retell stories using question prompts.</p> <p>Activities</p> <p>Literature: The Mitten</p> <p>Description:</p> <p>Children will sit on carpet and will listen to and/or participate in an interactive read aloud of a story.</p> <p>Students will be introduced to the word "setting" this month. Throughout the month we will discuss the settings in our books.</p> <p>Differentiation</p> <p>I.E.P modifications:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, usegestures to accompanydirections</p>	<p>3.3A Grade P CPI 03</p> <p align="center">Read Aloud</p> <p>Objectives</p> <p>18a- Students will interact during read-alouds and book conversations.</p> <p>18b- Students will use emergent reading skills when looking at the book.</p> <p>18c- Students will retell stories using question prompts.</p> <p>Activities</p> <p>Literature: Froggy Gets Dressed</p> <p>Description:</p> <p>Children will sit on carpet and will listen to and/or participate in an interactive read aloud of a story.</p> <p>Students will be introduced to the word "setting" this month. Throughout the month we will discuss the settings in our books.</p> <p>Differentiation</p> <p>I.E.P modifications:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, usegestures to accompanydirections</p>	<p>Standards</p> <p>3.3A Grade P CPI 03</p> <p align="center">Read Aloud</p> <p>Objectives</p> <p>18a- Students will interact during read-alouds and book conversations.</p> <p>18b- Students will use emergent reading skills when looking at the book.</p> <p>18c- Students will retell stories using question prompts.</p> <p>Activities</p> <p>Literature: The Mitten</p> <p>Description:</p> <p>Children will sit on carpet and will listen to and/or participate in an interactive read aloud of a story.</p> <p>Students will be introduced to the word "setting" this month. Throughout the month we will discuss the settings in our books.</p> <p>Differentiation</p> <p>I.E.P modifications:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, usegestures to accompanydirections</p>	<p>Standards</p> <p>3.3A Grade P CPI 03</p> <p align="center">Read Aloud</p> <p>Objectives</p> <p>18a- Students will interact during read-alouds and book conversations.</p> <p>18b- Students will use emergent reading skills when looking at the book.</p> <p>18c- Students will retell stories using question prompts.</p> <p>Activities</p> <p>Literature: Froggy Gets Dressed</p> <p>Description:</p> <p>Children will sit on carpet and will listen to and/or participate in an interactive read aloud of a story.</p> <p>Students will be introduced to the word "setting" this month. Throughout the month we will discuss the settings in our books.</p> <p>Differentiation</p> <p>I.E.P modifications:</p> <ul style="list-style-type: none"> -Clear, direct language -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed <p>DLL:</p> <p>Use picture cards, usegestures to accompanydirections</p>

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	<p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>3.2A Grade P CPI 08 3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07</p>	<p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>3.2A Grade P CPI 08 3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07</p>	<p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>3.2A Grade P CPI 08 3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07</p>	<p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>3.2A Grade P CPI 08 3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07</p>	<p>to accompany directions</p> <p>Assessments</p> <p>Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.</p> <p>Standards</p> <p>3.2A Grade P CPI 08 3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07</p>