Tuesday, January 18, 2010

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| **Arrival 8:00-8:30** |
| Greet students at the door.  Turn on Morning News (channel 07). All students put work away when Morning News comes on.  When morning news goes off, call tables to line up at the door for SPECIALS. |
| **Specials 8:35-9:20** |
| Walk students to selected special for the day. Pick students up at 9:20. Allow students to get water/bathroom on your way back to the room. 4 boys and 4 girls go in at a time. (Only if we are in ART, will the students need to get water/bathroom in the classroom, the rest of the specials you may stop at one of the restrooms in the hallway.) |
| **Calendar/Morning Meeting 9:25-9:45** |
| *NCSCOS Objectives:* |
| You may choose a few of the following to do with students: Calendar: Month, date, yesterday, today, tomorrow, months of the year, days of the week. Days in school: straws, tally marks, money. Weather and patterns. Math Challenge – Make up a challenge of your own. Poem/Song for the week (hanging on hanger on board). |
| **Centers/Stations 9:45-10:30** |
| *NCSCOS Objectives:* |
| Students come to the carpet if they have less than 3 items in their Work-in-Progress folders. Mrs. Clark rotates centers (2 rotations – 20-25 minutes each.). Students then disperse to their center and complete the chosen task(s). Students use “whisper voices” in their center, stay focused on their center, and work together with THEIR partner. If students have 3 or MORE pieces of work in their work-in-progress folder (purple folder in table baskets), they must stay at their seat to complete it until they have 0, 1, or 2 items. When it is time to clean up, Mrs. Clark will announce it, students clean their areas and put their supplies/work away, and come to the carpet quietly for their next center.  **GUIDED READING:**  \_\_yellow\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_green\_\_\_\_\_\_\_\_\_Knights will be called to the round table in the back at the start of each center. They should go to their backpack and take out their “Take-Home” book to bring to the table for reading group. |
| **Reader’s Workshop 10:30-11:15** |
| *NCSCOS Objectives:* **3.01** Elaborate on how information and events connect to life experiences. **3.02** Recognize and relate similar vocabulary use and concepts across experiences with texts. |
| We will read “Elmer in the Snow”. We will continue to discuss activities we can do in the snow and make text-to-text connections with the book “Snowmen at Night”. We will use our ideas of activities to do in the snow to prepare for our video conference on Friday with the 3rd graders in Nebraska. We will complete our drawing of a snowman doing an activity and write at least 3 sentences describing the activity.  Students who are finished may complete their Tour Guides. If students finish all work, they may partner read somewhere in the room with someone who is also finished. |
| **Lunch/Recess 11:25-11:55, 12:00-12:30** |
| Please have students clean up at 11:15 and show you which table is ready. Please move the table stick of which table is the quickest and quietest. Call tables by their color (mat under table basket: red, orange, purple, green, yellow) to line up at the door with their lunch/lunch money. Please walk them down to the bathrooms across from the dining room. Allow 4 girls and 4 boys l and to enter at one time by tapping them on the shoulder. You may pick a “statue picker” to pick the student who is standing tall and quiet like a statue – while you wait. After students are finished, guide them around the corner to the dining room. Allow lunchboxes to go in first, then students who are buying. You must help the students go through the lunch line until they have punched in their lunch number (Mrs. Clark will help). Pick up the students at the doors across from the restroom at 11:55. Walk them back to our room. Allow students to put lunches away and use bathroom if they need to. Students who do not need to will line up outside in the hallway facing the back doors. When all students are in line, lead them out the back doors and to the playground. Please follow the sidewalk AROUND the side of the building (parkinglot) to the double doors and enter through there with key). Students may get water and their math book from their cubby and be at their seat by the time you count down to 0. |
| **Math Workshop/WOW 12:35-1:50** |
| *NCSCOS Objectives:* **1.01**     Develop number sense for whole numbers through 99.  Build understanding of place value (ones, tens). |
| **4-12**  Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  **One more tiger.**  **On the board write 2-digit numbers ending in 9. Then for each number, start the dialogue: 39 tigers at the door. Here’s one more. That’s 40. Play again using One Less Tiger: 80 tigers in a line, with one less there’s 79.**  **Partner houses**  **Money routine.**  **Ones and decade numbers**  **Write 2 equations on board: 5 + 4 = \_\_\_ and 50 + 40 = \_\_\_\_. Have students share their solutions to solving. Model how to show sticks and circles.**  **Mix tens and ones:**  **Ask students to solve the addition equation: 50 + 4 =\_\_\_. Emphasize that this has tens and ones so sticks and circles are both needed. Model other equations for students and discuss how they are alike and different.**  **6 + 2 = 60 + 20 = 60 + 2 =**  **Write other equations on board. Ask the class if you are going to need tens, ones, or both? Encourage students to use the words tens and ones NOT sticks and circles.** |
| **Snack 1:55-2:10** |
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| **Writer’s Workshop/Science 2:10-2:45** |
| *NCSCOS Objectives:* **5.04** Use complete sentences to write simple texts. |
| Mini Lesson: Writing our sentences on the same TOPIC! Write a story about going to the science museum and include at least 2 sentences that do not belong. Allow students to highlight which sentences do not match.  Have students return to their seats to quietly write their story for January. This is an assessment and no help should be given. Students will use the writing rubric to check their stories before turning them in. |
| **Pack-Up/Dismissal 2:45-3:00** |
| Carpool , Walkers, and Van Riders are dismissed at 2:55, YMCA is dismissed at 3:00, Buses are dismissed at 3:00 until the last bus is called. Please see DISMISSAL chart clipped on board next to the calendar.  Students must remain in their seats and can choose 1 of 3 activities: read a book at their seat, write in their journal (in table basket), or finish their work-in-progress (purple folder in their table baskets). |

Wednesday, January 19, 2010

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| **Arrival 8:00-8:30** |
| Greet students at the door.  Turn on Morning News (channel 07). All students put work away when Morning News comes on.  When morning news goes off, call tables to line up at the door for SPECIALS. |
| **Specials 8:35-9:20** |
| Walk students to selected special for the day. Pick students up at 9:20. Allow students to get water/bathroom on your way back to the room. 4 boys and 4 girls go in at a time. (Only if we are in ART, will the students need to get water/bathroom in the classroom, the rest of the specials you may stop at one of the restrooms in the hallway.) |
| **Calendar/Morning Meeting 9:25-9:45** |
| *NCSCOS Objectives:* |
| You may choose a few of the following to do with students: Calendar: Month, date, yesterday, today, tomorrow, months of the year, days of the week. Days in school: straws, tally marks, money. Weather and patterns. Math Challenge – Make up a challenge of your own. Poem/Song for the week (hanging on hanger on board). |
| **Centers/Stations 9:45-10:30** |
| *NCSCOS Objectives:* |
| Students come to the carpet if they have less than 3 items in their Work-in-Progress folders. Mrs. Clark rotates centers (2 rotations – 20-25 minutes each.). Students then disperse to their center and complete the chosen task(s). Students use “whisper voices” in their center, stay focused on their center, and work together with THEIR partner. If students have 3 or MORE pieces of work in their work-in-progress folder (purple folder in table baskets), they must stay at their seat to complete it until they have 0, 1, or 2 items. When it is time to clean up, Mrs. Clark will announce it, students clean their areas and put their supplies/work away, and come to the carpet quietly for their next center.  **GUIDED READING:**  \_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_Knights will be called to the round table in the back at the start of each center. They should go to their backpack and take out their “Take-Home” book to bring to the table for reading group. |
| **Word Study 10:30-11:15** |
| *NCSCOS Objectives:* **1.02** Demonstrate decoding and word recognition strategies and skills: |
| Read the word family book “-INE”. Have a student leader record any INE words heard. Have students come up with other INE words that are not in the book by using it in a complete sentence that does not start with “I…”.  Practice word wall cheers with this week’s words (located on board).  Introduce “Word Wheels”. Have students cut out two large circles (the same size). Have them draw a small window on one circle and then cut it out. Have students turn the wheel and write their INE words inside the window as it rotates. Students may decorate the outside of their wheel by drawing pictures of INE words. |
| **Lunch/Recess 11:25-11:55, 12:00-12:30** |
| Please have students clean up at 11:15 and show you which table is ready. Please move the table stick of which table is the quickest and quietest. Call tables by their color (mat under table basket: red, orange, purple, green, yellow) to line up at the door with their lunch/lunch money. Please walk them down to the bathrooms across from the dining room. Allow 4 girls and 4 boys l and to enter at one time by tapping them on the shoulder. You may pick a “statue picker” to pick the student who is standing tall and quiet like a statue – while you wait. After students are finished, guide them around the corner to the dining room. Allow lunchboxes to go in first, then students who are buying. You must help the students go through the lunch line until they have punched in their lunch number (Mrs. Clark will help). Pick up the students at the doors across from the restroom at 11:55. Walk them back to our room. Allow students to put lunches away and use bathroom if they need to. Students who do not need to will line up outside in the hallway facing the back doors. When all students are in line, lead them out the back doors and to the playground. Please follow the sidewalk AROUND the side of the building (parkinglot) to the double doors and enter through there with key). Students may get water and their math book from their cubby and be at their seat by the time you count down to 0. |
| **Math Workshop/WOW 12:35-1:50** |
| *NCSCOS Objectives:* **1.01**     Develop number sense for whole numbers through 99.  Build understanding of place value (ones, tens). |
| **Using ten-sticks (rods) and ones (bits), model for students how to create various numbers to 100. Explain to them that they will be playing “Guess My Mystery Number”. One partner constructs a number using the rods and bits and the other partner guesses the number. If they disagree, they then count the rods and bits together. If they still disagree, the students raise their hand to ask a teacher to count with them. Students take turns making and guessing numbers.**  **WOW time 1:00-1:45**  **Wow students play the same game as above.** |
| **Snack 1:55-2:10** |
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| **Writer’s Workshop/Science 2:10-2:45** |
| *NCSCOS Objectives:* 3.01 Describe the differences in the properties of solids and liquids  3.04 Determine the properties of liquids (color, ability to float or sink in water, tendency to flow) |
| *Science: Comparing the Water and the Glue.*  *Talk to students about what the water and glue look like (what do they observe?). Possible responses may be “clear, white, not clear”. Introduce the vocabulary words “Transparent, Opaque, Fluid, Dense”. Demonstrate that the water moves faster than the glue, making it fluid and the glue opaque.*  *Students write down their observations using at least two of the new vocabulary words.* |
| **Pack-Up/Dismissal 2:45-3:00** |
| Carpool , Walkers, and Van Riders are dismissed at 2:55, YMCA is dismissed at 3:00, Buses are dismissed at 3:00 until the last bus is called. Please see DISMISSAL chart clipped on board next to the calendar.  Students must remain in their seats and can choose 1 of 3 activities: read a book at their seat, write in their journal (in table basket), or finish their work-in-progress (purple folder in their table baskets). |

Thursday, January 20, 2010

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| **Arrival 8:00-8:30** |
| Greet students at the door.  Turn on Morning News (channel 07). All students put work away when Morning News comes on.  When morning news goes off, call tables to line up at the door for SPECIALS. |
| **Specials 8:35-9:20** |
| Walk students to selected special for the day. Pick students up at 9:20. Allow students to get water/bathroom on your way back to the room. 4 boys and 4 girls go in at a time. (Only if we are in ART, will the students need to get water/bathroom in the classroom, the rest of the specials you may stop at one of the restrooms in the hallway.) |
| **Calendar/Morning Meeting 9:25-9:45** |
| *NCSCOS Objectives:* |
| You may choose a few of the following to do with students: Calendar: Month, date, yesterday, today, tomorrow, months of the year, days of the week. Days in school: straws, tally marks, money. Weather and patterns. Math Challenge – Make up a challenge of your own. Poem/Song for the week (hanging on hanger on board). |
| **Centers/Stations 9:45-10:30** |
| *NCSCOS Objectives:* |
| Students come to the carpet if they have less than 3 items in their Work-in-Progress folders. Mrs. Clark rotates centers (2 rotations – 20-25 minutes each.). Students then disperse to their center and complete the chosen task(s). Students use “whisper voices” in their center, stay focused on their center, and work together with THEIR partner. If students have 3 or MORE pieces of work in their work-in-progress folder (purple folder in table baskets), they must stay at their seat to complete it until they have 0, 1, or 2 items. When it is time to clean up, Mrs. Clark will announce it, students clean their areas and put their supplies/work away, and come to the carpet quietly for their next center.  **GUIDED READING:**  \_\_\_\_\_\_red\_\_\_\_\_\_\_ & \_\_\_\_\_yellow\_\_\_\_\_\_\_\_Knights will be called to the round table in the back at the start of each center. They should go to their backpack and take out their “Take-Home” book to bring to the table for reading group. |
| **Reader’s Workshop 10:30-11:15** |
| *NCSCOS Objectives:* **2.01** Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers. |
| While students finish working on their Tour Guides, other students may partner read with a buddy or record themselves reading to check their fluency (flip videos, Audacity on the computer). |
| **Lunch/Recess 11:25-11:55, 12:00-12:30** |
| Please have students clean up at 11:15 and show you which table is ready. Please move the table stick of which table is the quickest and quietest. Call tables by their color (mat under table basket: red, orange, purple, green, yellow) to line up at the door with their lunch/lunch money. Please walk them down to the bathrooms across from the dining room. Allow 4 girls and 4 boys l and to enter at one time by tapping them on the shoulder. You may pick a “statue picker” to pick the student who is standing tall and quiet like a statue – while you wait. After students are finished, guide them around the corner to the dining room. Allow lunchboxes to go in first, then students who are buying. You must help the students go through the lunch line until they have punched in their lunch number (Mrs. Clark will help). Pick up the students at the doors across from the restroom at 11:55. Walk them back to our room. Allow students to put lunches away and use bathroom if they need to. Students who do not need to will line up outside in the hallway facing the back doors. When all students are in line, lead them out the back doors and to the playground. Please follow the sidewalk AROUND the side of the building (parkinglot) to the double doors and enter through there with key). Students may get water and their math book from their cubby and be at their seat by the time you count down to 0. |
| **Math Workshop/WOW 12:35-1:50** |
| *NCSCOS Objectives:* **1.01**     Develop number sense for whole numbers through 99.  Build understanding of place value (ones, tens). |
| **Give students a set of cards with numbers to 100 on them. Students pick 2 numbers from the set. Students must draw each number, then put them together in an addition equation to find the sum.**  **WOW –**  **Give students a set of numbers and have them practice drawing tens and ones on a whiteboard.** |
| **Snack 1:55-2:10** |
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| **Writer’s Workshop/Science 2:10-2:45** |
| *NCSCOS Objectives:* 3.01 Describe the differences in the properties of solids and liquids  3.04 Determine the properties of liquids (color, ability to float or sink in water, tendency to flow)  3.05 Observe mixtures including solids with solids, liquids with liquids, and solids with liquids) |
| SEE Science lesson attached – (Observation) – MIXING LIQUIDS |
| **Pack-Up/Dismissal 2:45-3:00** |
| Carpool , Walkers, and Van Riders are dismissed at 2:55, YMCA is dismissed at 3:00, Buses are dismissed at 3:00 until the last bus is called. Please see DISMISSAL chart clipped on board next to the calendar.  Students must remain in their seats and can choose 1 of 3 activities: read a book at their seat, write in their journal (in table basket), or finish their work-in-progress (purple folder in their table baskets). |

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| **Math Workshop/WOW 12:35-1:50** |
| *NCSCOS Objectives:* |
| 1-**13**  **Money Routine**  **Number Path**  **Break Aparts of Number 9**  **Use stair step 9, break apart stick, and record partners. Start at 1st line first then move one line over to the right and so on.**  **Play melon monster with 9 plates.**  **Workbook pg. 31 & 32**  **Intervention: make partners of 9 with 2 colored crayons.**  **On-Level: Use number cards, flip one over. Then use stair-step and stick to figure out what other number goes with the card to make 9 partners.**  **Challenge: Break apart the number 9 in 3 groups and record answers (3 + 3 +3 ) etc.** |
| **Snack 1:55-2:10** |
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| **Writer’s Workshop/Science 2:10-2:45** |
| *NCSCOS Objectives:* |
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| **Pack-Up/Dismissal 2:45-3:00** |
| Carpool , Walkers, and Van Riders are dismissed at 2:55, YMCA is dismissed at 3:00, Buses are dismissed at 3:00 until the last bus is called. Please see DISMISSAL chart clipped on board next to the calendar.  Students must remain in their seats and can choose 1 of 3 activities: read a book at their seat, write in their journal (in table basket), or finish their work-in-progress (purple folder in their table baskets). |