Tues. Nov. 1st -

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Guided Reading Stations** | Students rotate through 2 -3 stations for 20 minutes each. Students follow the tic tac toe charts at each station.Teacher meets with guided reading groups : Arshean, Malik and Joshua, and Esther and Lesly \*See guided reading plans at back table |
| **9:20/9:30-10:05 Reader’s Workshop** | **Title:** Introduction to Poetry – Day 39**Content Objective:** 2.013 Read and understand poems**Language Objective:**  Explain features of a poem with a partner using the poem “Who has seen the Wind?” or a poem of your choice.**Materials:**“Poetry KWL” on chart paper or smart boardChart paper labeled “Poetry Terms”Markers“Who has seen the wind?” or a favorite poem on chart paper**Instructional Plan:**1. **We’ve spent a lot of time talking about fiction texts. Now we are going to talk about another kind of writing: poetry. Today we will read a poem and notice some of the features of poetry.**
2. ***Show the students the poem.* This poem is called \_\_\_\_\_\_. I will read it to you and then we will talk about some of the important elements or parts of a poem.** *Read poem aloud.*
3. **Now we are going to learn about poetry. The first element of a poem is the title.** *Point to it on the poem.* **A poem has a title like a story does.** *Record the word “title ” beside the name of the poem*. **Now let’s look at how a poem is organized on the page. It does not look like a story with sentences and paragraphs. Poems often do not use complete sentences. The words are divided into lines. This poem has \_\_\_\_ lines. Count with me while I number the lines.** *Number each line of the poem.* **Turn to your partner and read the 5th line of the poem (Who has seen the wind?”)**  **The lines of a poem are also divided into groups. Several lines of poetry that are grouped together are called a stanza. This poem has two stanzas.** *Circle each stanza.**Record “stanza” beside each circle.* **Poems also often rhyme. This poem has rhyming words. Raise your hand if you see them.** *Allow student to share rhyming words. Circle rhyming words for students who cannot identify them. Record “rhyme” on poem.* **This poem also has rhythm, which is a beat like music.** *Record “rhythm” on poem*. To help students understand the “rhythm” or beat of a poem, as a class clap the beat of the poem as all are reading it.
4. **We have labeled a poem with several terms related to poetry. Turn to a partner and take turns explaining what each term means using the poem.**
5. *Closure:* **Poetry is a type of writing with different elements than stories.**

**Some of these elements are title, lines, stanzas, rhyme, and rhythm.****READ TO SELF: Encourage students to read poetry and look for the elements!** |
| **10:05-10:45 Writer's Workshop** | 4.01 Write including some language that sounds like book language.CONNECT: Review what we learned yesterday about transition words.MINI-LESSON: Today, we will put said to bed, along with other boring words. * Have the class brainstorm a list of boring words in a bubble map (like, good, great, nice, fun, happy, sad, little, big, funny)
* Explain that there are much more exciting, sweet, and savory words to use instead of these BORING words!
* Make a lotus for other words for said: replied, exclaimed, announced, added, asked, etc.
* Show students how to use the Be More Descriptive chart or tri color paint sample word cards on a ring (see Chelsea or Elizabeth for explanation/examples). I have put words at the bottom of this document to use for tri color paint samples: Write the boring word on the lightest color, and the cooler words on the bolder colors!
* \*\*You can make sets of the tri-color paint samples for each table group as they work on their stories\*\*
* Model how to switch a boring word to a super cool word.

STUDENT ENGAGEMENT: Students will reread their stories and work on changing boring words to more exciting ones.REFLECT: How do these words make your writing better? Hopefully they’ll say it’s more interesting to read. The story sounds better! |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.****Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | **Formative Assessment for Quarter 1 (after today, you should have all problems completed except #7 and 10, we will do these next week with the Unit 3 post-test)****#6, 12, 13, 14, 15, 16, 17, 19****Homework: Practice math facts or another Homework page that you have not completed yet with your class.** |
| **1:05-1:50 Specials** | **Mrs. Liu – Chinese – Outside in trailer** |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** |

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| 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords. |
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**Hall Display with Science Vocabulary –****Students will work in teams to help create our hall display –**1. **Work on completing sound video on photostory**
2. **Work on creating and printing their own QR Code for their youtube video**
3. **Creating a flip chart of vocabulary**
4. **Creating larger version of science journals**
5. **Creating labels for realia wall**
6. **Creating videos that demonstrate the vocabulary**
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| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.****Students pack up agendas (Put names, teacher, and number in agenda).****Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses****2:55 Walkers/Vans/Taxi****3:00 YMCA****3:00-3:15 Buses** | **Bus students sit in rows first.****YMCA students sit 2nd****Walkers/Taxis sit 3rd****Carpool sits 4th**  |

Wed. Nov. 2nd -

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Guided Reading Stations** | Students rotate through 2 -3 stations for 20 minutes each. Students follow the tic tac toe charts at each station.Teacher meets with guided reading groups : Arshean, Malik and Joshua, and Esther and Lesly \*See guided reading plans at back table |
| **9:20/9:30-10:05 Reader’s Workshop** | **Title:** Poetry- Day 40**Objective:**2.013 Read and understand poems**Materials:**“Rain” handout for each student“Rain” on Smart NotebookCrayons or colored pencils for each student“Poetry Terms” chart from Day 39**Instructional Plan:**1. **Yesterday we started talking about poetry and learned about the elements of poetry. We listed the elements of poetry on a poem to help us remember. Today we will look at another poem to find these elements.**
2. *Distribute copies of “Rain” and crayons/colored pencils. Show poem “Rain” onSmartboardr.* *Read the poem aloud*. **Now let’s read the poem together.**  *Read together in unison*. **Now let’s label the poem. Use a blue crayon or colored pencil to draw a box around the title. Label the title.** *Model.* **Use a green crayon or colored pencil to underline the 3rd line of the poem. Label it “Line 3”.** *Model*. **Use a red crayon or colored pencil to circle the 2nd stanza. Label it “Stanza 2”.** *Model*. **Now let’s look for rhyming words. Read the poem to yourself. Raise your hand when you find two lines that end with rhyming words.** *Pause for students to locate rhyming words.* **Circle the rhyming words with a yellow crayon or colored pencil.** *Model circling “cool” and “pool” and “pours” and “indoors”.*
3. *Refer to the poem.* **Help me finish these sentences. The title of this poem is \_\_\_\_\_\_\_. This poem has \_\_\_\_\_\_ stanzas. This poem has \_\_\_\_\_\_\_ lines. The word from the poem that rhymes with pours is \_\_\_\_\_\_\_\_.**

**PARTNER PRACTICE:** The students will partner read the poem “I Like it when it’s Mizzly” on page 120 in HM anthology 2.1. They will each record the following language frame in their RRJ. They will work together to figure out each element of the poem.**The title of this poem is \_\_\_\_\_\_\_. This poem has \_\_\_\_\_\_ stanzas. This poem has \_\_\_\_\_\_\_ lines. The word from the poem that rhymes with mizzly is \_\_\_\_\_\_\_\_.** *Reflect: The students will share their findings with a group of 4 -5 children.*RainBy Myra Cohn LivingstonSummer rainis soft and coolso I go barefootin a pool. But winter rainis cold, and pours, so I must watch it from indoors.  |
| **10:05-10:45 Writer's Workshop** | 5.052 – Re-read your writing to make sure it makes sense..Mini Lesson* Review how you can take out parts of your story that don’t fit the main idea and plan. This is revising just like when you add information to the middle of your story.
* Introduce a revising checklist. This is to help themselves and their partners.
* Model going through the checklist with the class…use your story and they are your partners. You may want to make a big checklist for them to see.
* Model for students what to do after a conference---they need to go back and make the changes. You aren’t making all the changes DURING the conference.

Independent Practice* Have students meet with a partner and go through the checklist for both stories.
* Once finished, students can go back and REVISE with a colored pen.
* Teacher conferences

ClosureShare some good things that your partner helped you with during your conference. |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.****Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | **Sound Workshop with Mr. and Mrs. Covington (Malik’s Parents)** |
| **1:05-1:50 Specials** | **Guidance – Mrs. Trueman** |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | **\*\*\*\*Student Teacher is planning to teach a social studies vocabulary introduction game**

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| 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords. |
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**Hall Display with Science Vocabulary –****Students will work in teams to help create our hall display –**1. **Work on completing sound video on photostory**
2. **Work on creating and printing their own QR Code for their youtube video**
3. **Creating a flip chart of vocabulary**
4. **Creating larger version of science journals**
5. **Creating labels for realia wall**
6. **Creating videos that demonstrate the vocabulary**
 |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.****Students pack up agendas (Put names, teacher, and number in agenda).****Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses****2:55 Walkers/Vans/Taxi****3:00 YMCA****3:00-3:15 Buses** | **Bus students sit in rows first.****YMCA students sit 2nd****Walkers/Taxis sit 3rd****Carpool sits 4th**  |

Thurs. Nov. 3rd -

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Guided Reading Stations** | Students rotate through 2 -3 stations for 20 minutes each. Students follow the tic tac toe charts at each station.Teacher meets with guided reading groups : Arshean, Malik and Joshua, and Esther and Lesly \*See guided reading plans at back table |
| **9:20/9:30-10:05 Reader’s Workshop** | 1. **We’ve talked the last two days about the elements that make poetry different from fiction texts. In addition to different features, poems also have a different style of language than stories. Today we are going to talk about how to understand the language of a poem.**

1. **Poets use fewer words than authors of stories. Often they choose their words carefully to create a picture. We can** *see or visualize* **the picture that the poet creates with words. Let’s look at “Rain”, the poem we read yesterday. This poem has two stanzas that describe two different pictures. Your job today is to illustrate each stanza.**  *Allow 2-3 minutes to illustrate the first stanza only in their RRJ.*

1. **Everyone hold up your drawings. Look around the room. What do you notice about the drawings?** *Allow students to share observations*. **The first stanza describes a person outside, splashing in puddles. The second stanza describes a person watching the rain through a window. Good readers imagine a picture like this in their minds while reading a poem. We call this visualizing.**

**Independent Practice:**  **Have students illustrate the second stanza in their RRJ and write a sentence or two about why they drew what they did.**1. ***Closure:* Today we learned that poems use fewer words to create a picture and describe emotions. Good readers visualize to better understand a poem. Students can share their drawing with a partner.**
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| **10:05-10:45 Writer's Workshop** | 4.01 Write including some language that sounds like book language.MINI-LESSON: * Review writing about everyday events and adding great details.
* Lesson point: Today, we will write stories that have “literary language” or “author words/ sentence starters.”
* Use the 2nd page of familiar book *A Chair for My Mother*. Point out and let children point out the many different ways Vera B. Williams starts out her sentences, and put them in a lotus: *Every day, Then, Sometimes, Some days, etc. Add others such as One day, a little later, all of a sudden!*
* Encourage them to use these words in their writing…NOT JUST THE WORD THEN!

ENGAGEMENT:* Give students time to add these words to their small moment story.
* Tell them to GO BACK to an old story to also change those transition words – this is called revising! Use your purple pen!

REFLECT:How does the writing sound better with these words? Have a few students share examples. |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.****Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | **Objectives:**

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| 1.01 | * + Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
* Connect model, number word, and number using a variety of representations
 |
| 1.03 | Create, model and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form). |
| 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. |
| 5.02 | Write addition and subtraction number sentences to represent a problem; us symbols to represent unknown quantities. |

**Lesson 3.8: Problems with Not Enough or Extra Information****Vocabulary: none****Learner Objective: We will learn to recognize when story problems have too little information or extra information.****Materials: All problems on Smartboard file for math Nov. 1-4****MINI-LESSON (TG pg. 240-244):*** Using Smartboard file, show this problem on the board: Bryce has 8 pretzels. His friend Lydia has some too. How many pretzels do they have in all?
* Can you solve the problem with the information given?
* What should we put in the story problem that is now missing?
* Choose an amount of pretzels for Lydia. Who can say they new problem?
* What if the problem were: Bryce has 8 pretzels. His friend Lydia has some too. How many does she have?
* How could we fix this problem?
* Choose an amount for how many pretzels they both have. Who can say the new problem?
* What is the answer to the new problem?
* Complete Student workbook pg. 109 as a class and discuss using math talk. (workbook page on smartboard file)
* Introduce this problem: There were 8 elephants and 7 zebras at the zoo. Then 3 more elephants were born. How many elephants are there at the zoo now?
* There may be more information than we need to solve this problem. Let’s try to figure out what information we need and what information is extra.
* Have children identify both the information that is necessary to solve the problem and the information that is extra.
* What information in the story problem was not needed?
* Why didn’t we need this information to solve the problem?
* What is the answer to the problem?
* Complete Student workbook pg. 110 as a class and discuss using math talk.

**Independent Practice:*** Students complete student workbook pg. 111 (circles with you, triangles in pairs, squares independently).
* Journal Prompts
* Activity Cards

**Homework: HW&R pg. 69-70** |
| **1:05-1:50 Specials** | **Guidance – Mrs. Trueman** |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** |

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| 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords. |
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**Hall Display with Science Vocabulary –****Students will work in teams to help create our hall display –**1. **Work on completing sound video on photostory**
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3. **Creating a flip chart of vocabulary**
4. **Creating larger version of science journals**
5. **Creating labels for realia wall**
6. **Creating videos that demonstrate the vocabulary**
 |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.****Students pack up agendas (Put names, teacher, and number in agenda).****Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses****2:55 Walkers/Vans/Taxi****3:00 YMCA****3:00-3:15 Buses** | **Bus students sit in rows first.****YMCA students sit 2nd****Walkers/Taxis sit 3rd****Carpool sits 4th**  |

Fri. Nov. 4th -

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Guided Reading Stations** | Students rotate through 2 -3 stations for 20 minutes each. Students follow the tic tac toe charts at each station.Teacher meets with guided reading groups : Arshean, Malik and Joshua, and Esther and Lesly \*See guided reading plans at back table |
| **9:20/9:30-10:05 Reader’s Workshop** | **Word Study Quiz – Switch classrooms to take quiz and receive new words****Objective:**2.013 Read and understand poems**Materials:**“Why is it?” poem on Smartboard“Almost Lunchtime” poem on chart paperWhy is It?By Shel SilversteinWhy is it some morningsYour clothes just don’t fit?Your pants are too shortTo bend over or sit,Your sleeves are too longAnd your hat is too tight-Why is it some morningsYour clothes don’t feel right?Almost LunchtimeI could eatA great big bunchOf chips and salsaFor my lunchAnd top it offWith fruity punch,And then some chips,Crunch, crunch, crunch!By Helen H. Moore**Instructional Plan:**1. **Yesterday we learned that good readers “visualize” to understand the picture a poet creates in a poem. In addition to creating a picture with words, poems can also make readers feel a certain emotion like excitement, sadness, or fear. Today we will read a poem that describes an emotion.**
2. *Place chart paper.* **This poem is called “Why is it?” (page 114 in HM 2.1. You could have kids sit in pairs on the carpet with the book in front of them). Listen carefully while I read it aloud. While I’m reading, think about the feelings the author is trying to describe.** *Read aloud*. **Raise your hand to share the feeling the author was describing. *What feelings can we infer from the poet’s words?*** *Allow students to share. Possible responses include: frustration, unhappy because nothing is going right, irritable.*
3. **Think of the way your voice would sound if you felt frustrated, irritable, or unhappy. Now let’s reread the poem together using a frustrated voice.** *Reread poem in unison*. **Reading a poem with a voice that matches the feelings of the poem is a strategy that good readers use to better understand a poem.**
4. *Display “Almost Lunchtime.”* **This poem is called “Almost Lunchtime”. Listen carefully while I read it aloud. While I’m reading, think about the feelings the author is trying to describe.** *Read aloud*. **Raise your hand to share the feeling the author was describing?** *Allow students to share. Possible responses include: happy, excited, relieved.* **Let’s read the poem together with an excited voice.** *Reread poem in unison.*
5. *Closure:* **Poems can express feelings. Good readers read a poem with a tone of voice that matches the feeling of the poem to understand the poem. When you read a poem, use a voice that matches the feelings of the poem.**

**Independent Practice: Students will choose one of the poems we read as a class. Have students write about a connection they had/have to one of the poems. Make sure they write about a time when they felt frustrated, hungry, etc. They can use T-chart to record their feelings.**

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| **The text says… (picture of book)** | **Self☺ (picture of self)** |
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| **10:05-10:45 Writer's Workshop** | Mini-Lesson:* Remind students about the writing process they have gone through so far: pre-writing, drafting, revising, and editing. Now it is time for Publishing.
* Today the students will choose one piece to publish. Model or discuss how to rewrite your story with all the revisions and edits.
* We’re going to focus on rewriting the words first and we’ll make beautiful illustrations to match our words on another day.
* Model rewriting your story and **including** your changes.

Student Engagement:Students choose one story to rewrite on “publishing paper”. This can be copied line paper, border paper, or even just newsprint. You can try typing if you’re brave!Mini-lesson:* Talk to students about illustrations. Show some pages of previous read alouds. Discuss how much or little white there is on each page.
* Today, if students are done rewriting, they can start on their illustrations.

Student Engagement:* Students continue publishing.
* Students add illustrations
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| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.****Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | **Objectives:**

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| 1.01 | * Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.

 Connect model, number word, and number using a variety of representations  |
| 1.03 |  Create, model and solve problems that involved addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fractions form).  |
| 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. |
| 5.02 | Write addition and subtraction number sentences to represent a problem; us symbols to represent unknown quantities. |

**Lesson 3.9: Problems with Hidden Information and Mixed Practice****Vocabulary:**

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| hidden information | an implied number or implied information in a story problem: pair, dozen or double the amount |

**Learner Objective: We will solve story problems with hidden information.****Materials: All problems on Smartboard file for math Nov. 1-4****MINI-LESSON (TG pg. 248-250):*** Present this problem: I have a pair of beautiful lamps. I bought another pair at a flea market. How many lamps do I have now?
* Explain that some problems have hidden numbers that need to be figured out before the problem can be solved.
* Notice that you don’t see any numbers in this problem. But there is a number that is “hidden.” What is that number? How is it hidden?
* How did you solve the problem and label the answer?
* Present this problem: Holly bought a dozen eggs. She used 5 of them to make breakfast. How many eggs does she have left?
* Discuss the hidden number and solve.
* Present this problem: Sarah had $4 to spend at the school fair. Lita had double that amount to spend. How much money did Lita have to spend?
* Discuss the hidden number and solve.
* Present this problem: Rob’s yard is shaped like a rectangle. He planted a tree in each corner. Theresa’s yard is shaped like a triangle. She planted a tree in each corner. How many trees did Rob and Theresa plant in all?
* Discuss the hidden number and solve.

**Independent Practice:*** Student workbook pg. 113 (circles with you, triangles in pairs, squares independently).
* Journal Prompts
* Activity Cards

**Homework: HW&R pg. 71-72** |
| **1:05-1:50 Specials** | **Guidance – Mrs. Trueman** |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | **\*\*\*\*Student Teacher is planning to teach a social studies vocabulary introduction game**

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| 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords. |
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**Hall Display with Science Vocabulary –****Students will work in teams to help create our hall display –**1. **Work on completing sound video on photostory**
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4. **Creating larger version of science journals**
5. **Creating labels for realia wall**
6. **Creating videos that demonstrate the vocabulary**
 |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.****Students pack up agendas (Put names, teacher, and number in agenda).****Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses****2:55 Walkers/Vans/Taxi****3:00 YMCA****3:00-3:15 Buses** | **Bus students sit in rows first.****YMCA students sit 2nd****Walkers/Taxis sit 3rd****Carpool sits 4th**  |