Mon. Sept. 12th

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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 Reader's Workshop** | **Objective:**  2.0192 Preview the book and predict what you think will happen or what you will learn  Language Objective: The students will use a language frame to record predictions of what will happen in a story.  Ask children what good readers do before they read a book. (they look @ the cover, make predictions, take a picture walk, and make more predictions!)  Mini-lesson:   * Choose any Henry and Mudge book to model quickly for the class how we will work with a partner to predict today. * Model how to use a lotus to record predictions. * Title and author go in the center. (look @ lotus attached on Blackboard) * Remind the students how to look at the title, cover illustration, and pictures in the book to make predictions. Look at the *details* in the pictures. * Model 3 boxes of the lotus, then instruct students how to work with a partner. * Practice getting with a partner and moving to the work area you’re instructed.   INDEPDENDENT PRACTICE: Complete lotus with a partner as they read *Henry and Mudge and the Starry Night* in Houghton Mifflin 2.1 anthology.  When I look at the cover illustration, I predict\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  When I read the title, I thought the story would be about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  When I took my picture walk I was thinking \_\_\_\_\_\_\_\_\_\_ would happen because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  CLOSURE: Come to the carpet, and share your predictions as a class. Compare and contrast different people’s thinking. |
| **9:20/9:30-10:05 WOW (Starts later on)** | **Go over Discipline lotus** |
| **10:05-10:45 Writer's Workshop** | Minilesson:   * PUBLISHING!!! * Give the students fun paper to publish their letters on. * Remind them of neat handwriting and to place their heading, body, and closure in the right places on the paper. * They can type their letter in Read, Write, Think also * You can also do a mini-lesson on how to address an envelope to get ready for Combs Mail. * Discuss the position of the return address, the sending address, and the postage stamp. * Students can address (and decorate) envelopes for their letters   Share:  Musical Share! Split the students into 5 or 6 groups. They will each share their letter in their group. When everyone is done, switch up all the groups and have students share their letters again and again and again! |
| **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** | **Lesson 1.7: Partners in Break-Aparts**  **Objectives:**   |  |  | | --- | --- | | 1.01 | Develop number sense for whole numbers through 999.  a) Connect model, number word, and number using a variety of representations. | | 1.04 | Develop fluency with multi-digit addition and subtractions using multiple strategies.  a) Strategies for adding and subtracting numbers. | | 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. |   **Vocabulary:**   |  |  | | --- | --- | | break aparts | you can break apart a larger number to get two smaller amounts called break-aparts or partners. | | equation | a mathematical sentence that uses an equals sign to show that two expressions are equal. | | math mountain | a visual representation of the partners and totals of a number. | | partner house | a pictorial representation of all the sets of partners for a total | | partners | a pair of numbers in a break-apart. | | teen numbers | numbers made up of one ten and some ones. | | total | a number that represents the combined amount of all the items added |   **MATERIALS:** Mathboards, two-color counters  **MINI-LESSON:**   * Students will use their Math Boards to create a garden as they did in lesson 6. Instead of 10 rabbits there are now only 9. Instruct students to put their rabbits (counters) on the carrot side of the patch. Work as a class to find all the break-aparts of the number 9. Record the equations students identify on the board. Write them in order, leaving space for the new ones. Invite students to identify the equations which “match,” that is have the same partners but the partners are switched. * Invite students to work in groups to find break-aparts for the numbers 2-8. Assign different groups different numbers. Encourage students to make Math Mountains and write equations for each break-apart. Circulate and ask questions to assess student understanding. When groups finish with their assigned number, encourage groups to try a different number.   **Independent Practice:**   * Have students work independently to choose a number 2-8 to make math mountains and equations for each break apart. Repeat this process as much as possible. * Journal Prompts * Activity Cards   If extra time: 13-14 |
| **1:05-1:50 Specials** | **Music Ms. Kesee** |
| **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** | **ICE CREAM PARTY!!!** |
| **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** |

Tues. Sept. 13th

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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 Reader's Workshop** | 2.12 When reading, check to see if your predictions were right, and make new predictions.  Great readers predict while they read.   * As we read we can stop and predict. * Read the book Crazy Hair Day aloud with the class. * As you are reading, stop and predict. Model how to record predictions on stickies and stick them in the book. * Stop reading on the page where the words next Friday are in bold. * Allow children to share their predictions as well. * As I read the part about \_\_\_\_\_\_\_\_\_\_\_\_, I thought\_\_\_\_\_\_\_\_\_\_\_ might happen because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   INDEPENDENT PRACTICE: Use sticky notes as they read HALF of a JR picture book. They will stop and predict on each page. They will record predictions on their stickies.  CLOSURE: Share 3 predictions with a partner. |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | \*\*We are shifting from letter writing to stories. We are going to focus on conventions for the first few lessons and then talk more in depth about small moments. So if you’d like your students to write imaginative stories, they may\*\*  Minilesson:  Based on Lucy Caulkins- Small Moments pg 28 but we are going to use a lotus for planning  MINI-LESSON:   * Model how to plan your own story using the planning lotus (quality tool) * Sketch the Beginning, Middle, and End at the top, list characters and setting, and at the bottom use words to describe the pictures. They can write their ideas in bullet form. Discuss how this is pre-writing. * Have students turn and talk about what they might write today. Have a few students share out loud so that “creative juices flow.” * As a class you create an idea bank. Ex. going to the beach, dragons, a fight with your sister etc.   STUDENT ENGAGMENT:   * Students will start a new story today by planning on a lotus. * If students finish one plan they can start another. We’ll only be planning today   Conference:   * Pull students from letter writing that you noticed needed extra help   REFLECT:   * How does it help an author to have a plan on a quality tool? * Have one or two students share their planning lotus. |
| **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** | **Lesson 1.8: Partner Houses Through 10**  **Objectives:**   |  |  | | --- | --- | | 1.03 | Create, model and solve problems that involve addition, subtraction, equal groupings, and division into halves, thirds, and fourths (record in fraction form) | | 1.04 | Develop fluency with multi-digit addition and subtractions using multiple strategies.  a) Strategies for adding and subtracting numbers. | | 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. |   **Vocabulary:**   |  |  | | --- | --- | | doubles | two of the same addend. | | fair shares | describes groups of equal shares. | | math mountain | a visual representation of the partners and totals of a number. | | partner house | a pictorial representation of all the sets of partners for a total | | partners | a pair of numbers in a break-apart. | | switch the partners | to change the order of the partners in an addition equation. | | teen numbers | numbers made up of one ten and some ones. |   **MINI-LESSON:**   * Use Student Workbook (p. 23) to help students determine why it is called a 10 house. Look on TG pg. 52 to ask questions. Talk about how each room in the house is a different equation. * As students complete the 10-house circulate and ask questions to monitor student understanding. Direct students to look at the bottom floor of the 10-house. Ask, “Why do you think the bottom floor has only 1 box instead of two?” Refer to TG (p.53) in order to encourage and introduce Math Talk of doubles or fair shares.   **Independent Practice:**   * Have students complete Student Workbook pg. 23. * Journal Prompts * Activity Cards   If extra time: HW&R pg. 15-16 |
| **1:05-1:50 Specials** | **PE – Mrs. Powell** |
| **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** | **Hall Display – Students create personal mini-me glyphs for the hall.** |
| **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. Sept. 14th

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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 Reader's Workshop** | 2.12 When reading, check to see if your predictions were right, and make new predictions.  Super readers predict while they read and check if those predictions are correct.   * First, evaluate the predictions from the previous day you made as a class for *Crazy Hair Day.* * Put a green dot in the corner of the sticky if the prediction was correct. Put a red dot if the what happened was different than the prediction. * Use this language frame when a prediction changes. * My prediction changed when I read \_\_\_\_\_\_\_\_\_\_\_\_. At 1st I thought \_\_\_\_\_\_\_\_\_\_\_ would happen, but now I’m thinking \_\_\_\_\_\_\_\_\_\_\_\_ will happen. * Finish reading the book as a class. Stop and predict while you read. Check your predictions as well.   INDEPENDENT WORK   * TSW finish reading their JR picture book from the previous day. They will predict as they read. They will evaluate their predictions using the green/red dot system and language frames.   CLOSURE: Share one prediction that changed. Emphasize that it’s not a contest to get as many predictions correct as possible. We just want to be thoughtful readers who think while we read. It’s fun for authors to surprise us! |
| **9:20/9:30-10:05 WOW (Starts later on)** | **Read Aloud: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **10:05-10:45 Writer's Workshop** | MINI-LESSON:   * Review how to use the planning lotus. Have students tell what each box is for. * Lesson point: Yesterday, I noticed some students were spending a lot of time on their sketches. Remind them what a sketch is. You do it quickly and it is not perfect! When you sketch you use a pencil only and the colors come during publishing time.   STUDENT ENGAGMENT:   * Give students time to complete their lotus from the day before. If a quick writer finishes the lotus, they can start drafting or begin planning another story.   Conference:   * Pull students as needed   REFLECT:   * Why should we sketch instead of draw perfect illustrations?   Guide them to realize that this is not the final/published copy! |
| **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** | **Lesson 1.9: Count on to Find the Total**  **Objectives:**   |  |  | | --- | --- | | 1.03 | Create, model and solve problems that involve addition, subtraction, equal groupings, and division into halves, thirds, and fourths (record in fraction form) | | 1.04 | Develop fluency with multi-digit addition and subtractions using multiple strategies.  a) Strategies for adding and subtracting numbers. |   **Vocabulary:**   |  |  | | --- | --- | | count | an addition or subtraction strategy where children count all of something to find the total. | | count on | an addition or subtraction strategy in which children begin with one partner and count on to find the total. | | equation | a mathematical sentence that uses an equals sign to show that two expressions are equal. | | function | a relationship between two sets of numbers in which each number in the first set is paired with exactly one number in the second set. | | partners | a pair of numbers in a break-apart. | | rule | in a pattern such as a function table or number sequence, what is done to the first number to get the second number and so on. | | teen numbers | numbers made up of one ten and some ones. |   **MATERIALS:** mathbags  **MINI-LESSON:**   * Introduce the story problem on TG pg. 60 and explain to students that we will use 2 new strategies: counting all and counting on. * Guide students through the counting all and counting on methods by modeling with various numbers/equations. * Model how to count on with fingers. * Introduce the word problem on TG pg. 62 and guide children to count on from the greater number even though the lowest number comes first. Continue to practice. * Introduce the red count-on cards in their mathbags and show students how to use them. \*\*\*You may use the cards in the math bags and send the paper ones home for them to cut out and use!!!   **Independent Practice:**   * Student Workbook pg. 25. * Have students practice with their red count-on cards. * Journal Prompts   If extra time: HW&R pg. 17-18 |
| **1:05-1:50 Specials** | **Imagineering – Ms. Taylor** |
| **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** |  |
| **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. Sept. 15th

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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 Reader's Workshop** | Objective 2.11 I can use my schema to make connections.  2.0192 Preview the book and predict what you think will happen or what you will learn  3.01 Make connections between what you read and personal experiences.  Language Objective: Students will record and share text-to-self connections.  Mini-Lesson: Remind students we’ve been using our schema, and making predictions to help us understand our reading.  Introducing Connections   * Ask students “What is your schema about connections?” * Mention the three types of connections: Text-to-Self, Text-to-Text, Text-to-World * Predict what the poem will be about since it is entitled Storm. What is your schema about storms? Make sure they can’t see the poem yet. * Then read the poem “Storm” as a class a few times. You might want to do call and response, add sound effects, etc. * Have students brainstorm a text-to-self connection of a time when they were afraid. It doesn’t have to be a time when it was raining. Next, have students turn and talk about their connection. * Then, have some students share their connection to the poem and discuss how it is text-to-self and how it is helpful.   Independent Practice:   * Have students divide a page in their RRJ in half (T-CHART). On the left side, write text (they can draw a book!). On the right, write self (they can draw a head!). On the left side they should draw a picture of what they think is happening in the poem and write a few sentences describing it. On the right side they should draw a connection of their own and write about it.   LANGUAGE FRAMES:   * In the poem, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * In my life, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   Closure:   * Have students turn & talk to share the 3 connections. |
| **9:20/9:30-10:05 WOW (Starts later on)** | **Read Aloud????** |
| **10:05-10:45 Writer's Workshop** | Mini-Lesson   * Model for the students how to use their planning lotus to write a story. Do a class story on an event the students know about ex. Train car reward, assembly, funny happening in the classroom * We don’t just copy the words or pictures from our lotus! * We stretch out each part…we add details to the B, M, and E. We look at the plan to jog our memory then we turn away to our story and write more details. * Model in the story you planned on your lotus how to add details when you write. Let the students give you input. * Use your plan as a guide☺.   STUDENT ENGAGEMENT:   * The Students will work on writing their story from their plans. * Conference with students * Pull students in strategy groups based on their needs.   Closure  How did your plan help you as a writer? |
| **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** | **Lesson 1.10: Count on to Find the Partner**  **Objectives:**   |  |  | | --- | --- | | 1.03 | Create, model and solve problems that involve addition, subtraction, equal groupings, and division into halves, thirds, and fourths (record in fraction form) | | 1.04 | Develop fluency with multi-digit addition and subtractions using multiple strategies.  a) Strategies for adding and subtracting numbers.  b) Relationships between operations. | | 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities. |   **Vocabulary:**   |  |  | | --- | --- | | count on | an addition or subtraction strategy in which children begin with one partner and count on to find the total. | | equation | a mathematical sentence that uses an equals sign to show that two expressions are equal. | | partner | a pair of numbers in a break-apart. | | proof drawing | a math drawing children create to show how to solve a problem, including the solution. | | teen numbers | numbers made up of one ten and some ones. | | total | a number that represents the combined amount of all the items added. |   **MINI-LESSON:**   * Write the story problem from TG pg. 68 on the board and explain that this is mystery addition. Have students tell how they would solve the problem. * Use the Teacher’s Secret Code cards to demonstrate how to solve the problem by showing the number 5 and 3 dots. Explain that this is counting on. * Then, count on to solve a subtraction problem using the word problem on TG pg. 69. * Also, count on using fingers. Continue with other examples. Look on TG pg. 69 to talk about the partners and totals of equations based on the location of the equal sign. * As a whole class, complete Student workbook pg. 32.   **Independent Practice:**   * Student Workbook pg. 31 * Journal Prompts * Activity Cards   If extra time: HW&R pg. 19-20 |
| **1:05-1:50 Specials** | **Imagineering – Ms. Taylor** |
| **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** | **Science Lesson 1 – Sound - Make a KWL chart with your class about what they know about sound.**  **Watch the sound video (made by 2nd grade in previous years). Students will guess what makes the sound.** |
| **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. Sept. 16th – Early Release

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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 Reader's Workshop** | Objective 2.11 I can use my schema to make connections.  3.01 Make connections between what you read and personal experiences.  Language Objective: Students will record and share text-to-self connections.  Applaud students for their excellent work with the poem storm yesterday. Remind children that we are using our schema to make connections so that we can be wonderful readers!  Mini-lesson: Continue with Self-to-Text Connections   * Explain to students that we will continue working on making connections. * Before we read, let’s predict what we think will happen in this story based on the title and cover illustration. * Take a picture walk as a class to continue those great before reading habits. * Read *Amazing Grace* up until the point where she comes home and tells her mom that the children at school tell her she can’t be Peter Pan because she is a girl. * Discuss Grace’s feelings as you read. Talk about the meaning of the word “discouraged.” * Allow a few students to make connections about a time when they felt discouraged like Grace and they couldn’t do something they wanted to do.   Guided Practice:   * Give each student two large sticky notes. On one sticky note they should write about a part of the story when Grace felt discouraged. On the second sticky note they should write about a time when they felt discouraged like Grace. They can stick these in their RRJ. They can illustrate below each connection in their journals.   CLOSURE: Students can share their connections with a friend or with the class, it’s your choice. |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | MINI-LESSON:   * Lesson point: Don’t worry about spelling tricky words exactly right. Stretch the word out, and record the sounds you hear. * Have the students practice stretching out words with you. They may know how to spell some 1st grade sight words but what about cafeteria, fantastic, or Mississippi? * Choose a large word and ask the students to stretch it out with you (like a rubber band or a slinky) and say it s-l-o-w-l-y. * Model the process of saying the word and writing the next letter, saying the word and writing the next letter, and so on. They should always repeat the word every time they are listening for a new sound so they don’t forget the sounds in the middle! * Students can turn EEKK and stretch out a long word they might use in their story today. Have a few pairs share.   STUDENT ENGAGMENT:   * They will continue adding details to previous piece. They will stretch out words without asking an adult or a neighbor. * Conference * Strategy Groups   REFLECT:  Have students raise hands and share tricky words they sounded out today. Applaud every child for being an excellent author. |
| **10:35 Lunch** |  |
| **Science:** | **Science Lesson 2 – Sound –**  **Do a sound walk with your class by starting in your classroom. Students explore different sounds by banging materials against desk, etc. You can also walk them around to different places in the school to sit and listen to what types of sounds they hear.**  **Gather students back and make a chart as a class. Similar to the one they did in their science journal.**  **Have students make a 3-column chart in their science notebook:**  **Object/How the Sound is Made/Description of the Sound** |
| **Free Choice:** | **Free -Choice Stations if time – Students finish work in progress if more than 2 items.** |
| **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** |