Mon. Sept. 19th

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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** | AMAZING GRACE – United Streaming!  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 Friday. Remind children that we are using our schema to make connections so that we can be wonderful readers!  Mini-lesson: Continue with Text-to-Self 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. **You can find Amazing Grace on United Streaming. Search Amazing Grace, and choose the 6:06 video that says, “Feature Book: Amazing Grace.”** * 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.   **I remember a time when I felt discouraged like Grace. I felt discouraged because\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  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** | 4.101 Write a variety of different types of text including personal response.  4.072  Reread your first draft to see if it makes sense.  CATCH UP DAY!!!!!!  Optional activity. If you didn’t get to the lesson on Friday use this to ketchup :o)  Mini-Lesson   * Review how to write a letter.   Refer to your lotus and fishbone.  Student Engagement   * The students will write a letter to their parent to leave on their desk for Open House. * Encourage students to do their best work!   Closure  Read your letter to a friend. See if that friend has any suggestions. |
| **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 1.13: Practice Adding with Teen Totals**  **Objectives:**   |  |  | | --- | --- | | 1.01 | * Develop number sense for whole numbers through 999 | | 1.04 | Develop fluency with multi-digit addition and subtraction through 999 uisng multiple strategies. | | 1.04a | 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. | | 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities |   **Vocabulary:**   |  |  | | --- | --- | | make a ten | an addition strategy that breaks apart one addend to make the other addend a ten for easier computation | | teen total | a teen number that represents the combined amounts of all items added. |   **Materials: math bags**  **MINI-LESSON:**   * Make a Ten with an Imaginary Friend on TG pg. 90—model many different examples \*\*You can skip this if it is confusing. * Have a discussion with the entire class about the different methods of making 10. Make a chart and talk about the advantages/disadvantages of each strategy (TG pg. 91). * Use the green make-a-ten cards (in the math bags, TG pg. 92) for practice of making tens when adding numbers.   **Independent Practice:**   * Journal Prompts * Activity Cards   If time, HW&R pg. 25-26 |
| **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** | **Unit 1 Lesson 3**  **1.04-Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior**   * Read aloud, Strega Nona, to introduce Cause & Effect. Other book choices: Sylvester and the Magic Pebble, Jimmy’s Boa. * Create a T-Chart to discuss the causes and the effects in the story. * Relate the cause & effect discuss to what we will be learning in social studies this week. * Discuss what consequences are, and what happens when we do not make good choices. * We will begin to look at how the actions of citizens (cause) will effect the community. * Introduce the terms Citizen and Community using the smart notebook file, or using a 4-square.   Tell students we will be learning to make good choices this week, so we can be better citizens and learn to help our communities. |
| **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. 20th

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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  Mini Lesson: Does my connection help me understand the story better?   * Explain to students that just like schema is only helpful if it makes you a better reader, connections work the same way. * Good connections help us understand the story better. * During the read aloud, make sure each child has a sticky to record a connection as we read the 2nd half of the book on united streaming. * Finish reading Amazing Grace. Invite a few students to post their sticky notes on chart paper. EVALUATE the sticky notes as a class. If the connection help the reader understand the story better place a star next to it. If it does not, leave it blank. (Reading With Meaning pg 60) Sort them on a t-chart labeled helpful/ meaningful connections and unhelpful connections.   Independent Practice:   * Encourage students to make connections using their JR Books. They can record 1 or more connections in their RRJ. It MUST be a meaningful connection!   Closure:  Ask students to share their connections with a partner and then synergize to determine if the connection would be helpful or unhelpful. |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | Objective:  5.013 Spell showing all of the sounds that you hear in a word.  MINI-LESSON   * Connect to yesterday’s lesson. We learned how to stretch out words, even the big ones! * Lesson point: Today, we will learn how to use the word wall and the personal word wall (if you use them in your class) to help you with your spelling. * If there is a word that you are not sure about, check the word wall FIRST, then sound it out if you don’t know. * Model this skill with your own story. You may begin a new class story or write a personal one to share with the kids.   STUDENT ENGAGMENT:   * Have them re-read their entire story to check for word wall words and let them keep writing! * If they finish writing their story today, they may go back and highlight or underline the word wall words they find in their work. * Conference * Strategy Groups   REFLECT:   * Have a few students discuss the process and how it helped them with their writing.   Why is it important for writers to spell high frequency words (words that are popular/common) correctly? *b/c when readers read the writing, if spelling isn’t correct, they will get confused, etc.* |
| **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 1.14 Practice Addition and Subtraction**  **Objectives:**   |  |  | | --- | --- | | 1.03 | Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, fourths (record in fraction form). | | 1.04 | Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. | | 1.04a | Strategies for adding and subtracting numbers. | | 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities |   **Vocabulary:**   |  |  | | --- | --- | | 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. The total (sum) appears at the top and the two partners (addends) that are added to produce the larger number are below to the left and right | | partners | a pair of numbers in a break-apart | | total | a number that represents the combined amount of all items added |   **Materials: Lesson 1.14 Powerpoint (on blackboard)**  **MINI-LESSON:**   * Following TG pg. 96: The students will participate in class discussion to find missing totals or partners of Math Mountains and write equations to represent those Math Mountains. The students will generate story problems to accompany Math Mountains with missing totals or partners. * Discuss and show students Powerpoint “Lesson 1.14.” Talk about key vocabulary “partner” and “totals.” The last slide of the powerpoint follows TG pg. 96-97. * Complete workbook pg. 44 as a class.   **Independent Practice:**   * Workbook pg. 43 (turn in), circles work with you, triangles as partners, squares are independent (or however you would like) * Journal Prompts * Activity Cards   **Homework: HW&R pg. 27-28** |
| **1:05-1:50 Specials** | **Library – Mrs. Robbins** |
| **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** | **Unit 1 Lesson 1**  **1.01-Indentify and describe attributes of responsible citizenship**  Good Citizens   * Review the term citizen * Today we will be looking at what makes a person a good citizen. * You may choose to do this as a discussion, or you may do a shared reading in the SS text on pgs. 5-7 * Students will work in pairs to create a bubble map of Qualities of a Good Citizen. They will brainstorm with their partners words to describe a good citizen (kind, nice, helpful, etc.) * Partner groups will do a pair-share with another group to share their bubble maps.   Share some ideas that each partner came up with for a class bubble map of qualities of good citizens. |
| **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. 21st

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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.  3.023 Make connections and comparisons within and across stories.  Mini-lesson: Making text-to-text connections   * Review the book *Chrysanthemum.* What do we remember about Chrysanthemum? If there anything about her that reminds us of Amazing Grace? Let students turn and talk about these questions. Guide them in their thinking if necessary. * Discuss with students that when you relate one text to another it is called a text-to-text connection. * (You may want to re-read Chrysanthemum quickly or even a portion of it to jog the students’ memory.) * Do a Venn Diagram as a class about how *Chrysanthemum* and *Amazing Grace* are alike and different. * Are there any other texts that remind you of *Amazing Grace* or *Chrysanthemum?*   READ TO SELF:   * Let students read to self today. Encourage them to think about text-to-text connections as they read. They can record in their RRJ if they have a text-to-text connection.   Closure:  Have students share. |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | 4.101 Write a variety of different types of text including personal response.  5.052  Reread your own writing and check to be sure the order of words makes sense.  4.072  Reread your first draft to see if it makes sense.  MINI-LESSON:   * Remind them that good writers use the word wall! * Lesson point: Good authors write stories that make sense. * Discuss that we are still drafting. Drafting is when an author is writing his or her story down on paper. * Ask yourself as you read your story: Is my whole story about the same topic? If it is not, you might need to take parts away. When writers take parts away they *draw one line* to cross them out. Erasing takes too much time! This is a sloppy copy and it will look better when its publishing time. * Model this with your story. (Secretly add extra details that you can model taking away)   STUDENT ENGAGEMENT:   * Students will read their own story, and see if it makes sense. They will take parts away if necessary by crossing them out with ONE line. * Conference- meet with students that are having trouble focusing their story. Remember we haven’t truly begun small moments so they can still do imaginative writing.   REFLECT:  Did anyone find a part of their story that didn’t make sense? How did you fix it? Have all the students hold up their stories to show the parts they added and took away. |
| **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 1.15 Unknown Partners and Teen Totals**  **Objectives:**   |  |  | | --- | --- | | 1.04 | * Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. | | 1.04a | Strategies for adding and subtracting numbers. | | 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities |   **Vocabulary:**   |  |  | | --- | --- | | 1.04 | * Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. | | 1.04a | Strategies for adding and subtracting numbers. | | 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities |   **Vocabulary:**   |  |  | | --- | --- | | count on | an addition strategy in which children begin with one partner and count on to the total. | | teen total | a teen number that represents the combined amounts of all items added. |   **Materials: mathboards**  **MINI-LESSON:**   * **Follow TG pg. 106: The students will write story problems for Math Mountains and equations with unknown partners on their mathboards. The students will discuss similarities and differences in solution strategies.**   **Independent Practice:**   * In partners, **Follow TG pg. 107-108: The students will practice the Make a Ten with a Friend strategy. Suggested problems on TG pg. 108.** * Journal Prompts * Activity Cards   **Homework: HW&R pg. 29-30** |
| **1:05-1:50 Specials** | **Library – Mrs. Robbins** |
| **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** | **Unit 1 Lesson 2**  **1.02-Demonstrate responsible citizenship in the school, community, and social environment**  **1.03-Analyze and evaluate the effects of responsible citizens in the school, community, and social environment**  Caring for the Community   * Start by asking the question, “What do you think it means to be responsible?” Allow a few students to share their ideas * Fill out a class lotus about acting responsibly, or ways to be responsible. Have children think about responsibilities at home, school, church, etc. * Use the following video clip to introduce the term volunteer: * <http://player.discoveryeducation.com/index.cfm?guidAssetId=18FB42C0-D902-4EAA-9492-5CA6D9A6D73B&blnFromSearch=1&productcode=US>   Have a discussion or use a circle map about ways we can volunteer, or ways that the students have volunteered. |
| **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. 22nd

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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.  3.023 Make connections and comparisons within and across stories.  Mini Lesson: Text-to-Text Connections   * Read Aloud *Wemberley Worried*. (If you only want to read a portion of the text to save time you can.) * Once again, review meaningful connections and how they need to be similar emotions, or character traits. These connections need to help us become better readers. * Review the book *First Day Jitters* and discuss how the main characters were both nervous and worried. * Model how to use the language frame below.   **When we read Wemberly Worried, we noticed that Wemberly felt \_\_\_\_\_\_\_\_\_\_\_\_ just like Sarah in First Day Jitters.** The kids can write more about their thinking. This is just to get them started.  Independent Practice  Have students write about their text-to-text connections using the language frame for *Wemberly Worried* and *First Day Jitters* . |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | 4.101 Write a variety of different types of text including personal response.  5.052  Reread your own writing and check to be sure the order of words makes sense.  4.072  Reread your first draft to see if it makes sense.  MINI-LESSON:   * Review how we take parts away in our draft. We use one line to cross out the part we want taken away. We do not scribble it out, or erase. * We’ve learned how writers take away parts. Today, we’re going to learn how writers can add parts. * Lesson point: Show students how to add parts by using a caret ^. ***There’s no need to erase in your draft!*** Adding and taking out parts is called revising! * Introduce the purple revising pen. Go over your own “purple pen procedures”: no coloring or scribbling, put the caps back on, etc.   STUDENT ENGAGEMENT:   * Give students time to work and add parts. * Brag on them as you see them using carats.   REFLECT:  How does using carats help you as you revise your draft? It saves time from erasing.  Let students hold up their papers if they have lots of purple pen writing. |
| **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 1.16 Relate Addition and Subtraction**  **Objectives:**   |  |  | | --- | --- | | 1.04 | Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies | | 1.04a | 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. | | 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities |   **Vocabulary:**   |  |  | | --- | --- | | equation | a mathematical sentence that uses and equals sign to show that two expressions are equal | | math mountain | A visual representation of the partners and totals of a number. The total (sum) appears at the top and the two partners (addends) that are added to produce the larger number are below to the left and right. | | math mountain cards | Triangular-shaped cards used to practice addition and subtraction. Each card shows a total at the top and a pair of partners at the bottom. | | partners | a pair of numbers in a break-apart |   **Materials: mathbags, mathboards**  **MINI-LESSON:**   * Introduce math mountain cards from the mathbags. As a whole class, follow TG pg. 112 and 113. Model for students how they should respond using " I think...." found in the middle of page 113. Then let students discuss with a partner and then in a class discussion. * Play Unknown Partner Game as a whole class but the class is split into small groups (look at TG pg. 114). Students will need mathboards at their desks. * Discuss Solution processes on TG pg. 114.   **Independent Practice:**   * Journal Prompts * Activity Cards   If time: HW&R pg. 31-32 or morning work next week. |
| **1:05-1:50 Specials** | **Library – Mrs. Robbins** |
| **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** | Volunteer Poster  Materials: poster board or construction paper, markers, crayons, pens, glue sticks, scissors,etc.   * Introduce the hands-on activity on page 22. Explain people usually volunteer as a part of a larger group. Volunteer groups sometimes make posters to encourage people to work with them. * Ask students to think about different areas of the community in which volunteering might be helpful * Students will be creating a volunteer poster to recruit volunteers to help their community. * Students may complete this individually or in pairs   Examples of ways to help the community: Cleaning up school grounds, volunteering at an animal shelter, organizing a food drive, etc. |
| **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. 23rd

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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** | CATCH UP DAY!!! …since we had an early release and lots of fun things going on! Do what your class needs. |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | Word Work (study :o)   * + 9:30-10:00ish   + Make sure your word sorts are copied on colored paper   + Send students to their word work teachers with their word work journals, agendas, and a pencil.   + Getting to know you activity   + Hand out words   + Discuss feature they’re learning   + Record word **sorts** in agendas and in word work journal   + Discuss how to do different types of sorts in their classrooms   Regular Sort: lay out headings and sort words by feature  Speed Sort: lay out headings and sort as quickly as you can  Blind Sort: turn headings upside down and sort words into as many groups as needed by feature  Partner Sort: have a partner call out a word then you tell them which sort it should go into, your partner shows the word to check if you’re right  Memory Sort: turn all your cards upside down, choose two words and if they belong in the same feature sort you have a match! |
| **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 1.17: Use a Number Line to Add or Subtract**  **Objectives:**   |  |  | | --- | --- | | 1.03 | Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form). | | 1.04 | Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. | | 1.04a | Strategies for adding and subtracting numbers. |   **Vocabulary:**   |  |  | | --- | --- | | number line | A diagram that represents numbers as lengths on a line. | | number path | A display of numbers 1 through 100 in groups of ten, found on the outside of the MathBoard. |   **Materials: Mathboards**  **MINI-LESSON:**   * Introduce Number Paths: Draw a number path by outlining ten squares, and writing the numbers 1-10 below each square. Follow TG pg. 118. Tell students they can use a number path to count on to solve the problem. Follow questioning on TG pg. 118. * Explain to students that they can also use a number path to subtract. Follow questioning on TG pg. 118. * Introduce Number Lines: Draw an example of a number line on the front board such as on TG pg. 119. Follow questioning on TG pg. 119 for counting on and subtracting on the number line. * Continue practicing using the number path and number line with the following equations on the top of TG pg. 120.   **Independent Practice:**   * Workbook pg. 57 * Journal Prompts * Activity Cards   **Homework: HW&R pg.33-34** |
| **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** | Continue working on the volunteer posters.  Share the posters if you have time |
| **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** |