Tues. Sept. 6th

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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** | **Title:** Selecting Texts for Reading - Day 1  **Content Objective:**1.05 Choose your own text for a purpose  **Language Objective:**  Respond to a question “I would read a \_\_\_\_\_\_\_ because it \_\_\_\_\_\_”.  **Materials:**  Lunch menu  Newspaper  Example of a non-fiction text (ex. Parachutes, Wright Group)  Example of a fiction text (ex. Poppleton, Cynthia Rylant)  What Would I Read If…Transparency  **Instructional Plan:**   1. **This year you will have lots of chances to read books that you choose. Today we are going to talk about one way that good readers choose a book. Think to yourself on how you choose a book to read. 1 to 2 minutes. Pair up with someone and Share your idea with them.** *Then discuss as a class student’s choices.* **One way that good readers choose books is by thinking about their purpose for reading.** 2. **What would I read** **if I was trying to find out what the cafeteria serves for lunch this week?** *Students respond “ I would read a \_\_\_\_\_\_ because it \_\_\_\_”. (Write the response on the board for students to refer to when responding. Teacher responds***-- I would read the lunch menu.** *Hold up the lunch menu.* What Would I Read Transparency is attached. Cover all of the pictures except for the top left one. After students have responded uncover the top right one. 3. **What would I read if I wanted to know about important events that happened yesterday?** *Students respond Students respond “ I would read a \_\_\_\_\_\_ because it \_\_\_\_”. (Write the response on the board for students to refer to when responding. Teacher responds***-- I would read the newspaper.** *Hold up the newspaper.* What Would I Read Transparency is attached. Uncover the 2nd left picture. After students have responded uncover the 2nd right picture. 4. **If I was interested in learning facts about \_\_\_\_\_\_\_** (i.e., parachutes)**, this book would be a good choice.** *Hold up the non-fiction text.* What Would I Read Transparency is attached. Uncover 3rd left picture. After students have responded uncover the 3rd right one. *Students respond “ I would read a \_\_\_\_\_\_ because it \_\_\_\_”. (Write the response on the board for students to refer to when responding.* 5. *Hold up the fiction text.* **If I was looking for a book that would entertain me with a fun story, this would be a good choice.** What Would I Read Transparency is attached. Uncover 4th picture. After students have responded uncover the 4th right one. *Students respond “ I would read a \_\_\_\_\_\_ because it \_\_\_\_”. (Write the response on the board for students to refer to when responding.* 6. *Closure:* **Good readers think about their purpose for reading when they choose a book. Be thinking about your purpose when you choose what you read today.**   ***Continue to build stamina with the Daily Five and read to self.*** |
| **9:20/9:30-10:05 WOW (Starts later on)** | **Go over Achievement lotus** |
| **10:05-10:45 Writer's Workshop** | Minilesson:   * Discuss students’ schema with letter writing. * You can read, The Long, Long Letter by Elizabeth Spur (Cathy has a copy) * What kind of letters have they received? What letters have they written? Thank you notes? Letters from camp? Pen pal letters? To whom do they send letters? Who sends letters to the students? How many of the students keep the letters they receive, and if they do, why? * Where are the different places you can find letters? Ex. Newspapers (editorial), magazines, in envelopes :o), on paper, in emails (“electronic mail”) etc… * Show your class the attached images of different types of letters. * Give the students time to observe and have each table synergize to complete a lotus about what features they notice. They need not read them (some are handwritten), although they can if they desire. * \*You may do a whole class lotus instead of small groups\* * Share results as a class   Independent work:   * Have students create a three column chart on a piece of paper, a journal, or a seed notebook to make a Letter Idea Bank. They will label the columns: Who, Topics, Types * They can make lists that include who they would want to write a letter to, a list of topics they would want to write about in a letter, and the types of letters they would like to write.   Conference:   * Make sure students are using capital letters for names   Closure:  Have students share their lists EEKK (Eye to eye and knee to knee) with a carpet buddy. |
| **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 1.4: Relationships in Number to 10**  **Objectives:**   |  |  | | --- | --- | | 1.01 | Develop number sense for whole numbers through 999.  a) Connect model, number word, and number using a variety of representations.  f) Use a variety of models to build understanding of place value (ones, tens, hundreds). | | 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles and making tens and hundreds. |   **Vocabulary:**   |  |  | | --- | --- | | Nickel | a coin with a value of 5 cents or $0.05. | | Nickel | a coin with a value of 5 cents or $0.05. | | Number flash | a way for children to display the value of a number by holding up the appropriate number of fingers and/or hands. | | Pennies | a coin with a value of 1 cent or $0.01. |   **MATERIALS:** Jellybeans for Sale (if available), mathbags  **MINI-LESSON:**   * Introduce the lesson by reading the book Jellybeans for Sale and use coins if you would like. * Using the money coins from the Math bags, have students show 8 cents using groups of 5 pennies and loose pennies; and then show 6 cents, 7 cents, 9 cents, and 10 cents. * Show the same amounts (6 cents, 7 cents, 9 cents, and 10 cents) using nickels and loose pennies. * Show same amounts counting by ones with fingers. * Show same amounts with circle drawings of nickels and pennies. Students may use Mathboards.   **Independent Practice:**   * Journal Prompts (See attachment on Blackboard for journal prompt cut-outs for students to glue into journals). * Activity Cards   HW&R pg. 7-8 |
| **1:05-1:50 Specials** | **Art – Mrs. Ferrel** |
| **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** | **Read story by Todd Parr “Grandma!” “Grandpa!”**  **Grandparent’s Day Invitation – Color and cut.** |
| **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. 7th

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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 Think about what you already know about the topic of the text. (schema)  Books to use: The Stray Dog, or **Our Granny** (lesson specific for this book below) Ira Sleeps Over, or The Relatives Came , Fireflies by Julie Brinkloe   * We can use our schema to help us understand a story better.   Mini-lesson:   * Ask students what their schema is about grandmothers. Fill out a lotus as a class. Then read Our Granny by Margaret Wild. Discuss why their schema helped the students understand the story.   Independent Practice:   * In their reading response journal, have students write about 1 time with their grandmother that helped them understand the book.   **Language frame:**  My grandmother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ just like the granny in the story.  Closure: Share your experience with a partner. |
| **9:20/9:30-10:05 WOW (Starts later on)** | **Discipline Lotus :o)** |
| **10:05-10:45 Writer's Workshop** | Minilesson:   * Review types of letters and the different features they noticed yesterday. * Explain to students that there are specific things that every letter has to have. * Discuss the common elements that all the letters have using a fishbone diagram. Help students add as many examples as they can   Heading: date on the right, greetings on the left (Ex. Dear, Hello, Hi, To whom it may concern), comma after greeting, address at the top right  Body: paragraphs  Closing: sincerely, love, etc., You can introduce them to “P.S”. Use this if you forgot something and want to add it!   * Here is a cute website to visit that has Arthur highlighting the different parts of a letter: <http://pbskids.org/arthur/games/letterwriter/letter.html> * Here is a good sample from SuperTeachers: <http://www.superteacherworksheets.com/writing/thank-you-notes.pdf> * A fun song to sing with body movements!: <http://www.teachingbug.com/edu/friendly-letter> * Tell students that they are going to plan for their first letter. They will be able to make a list or a quick sketch * Model how to fill in the following three boxes with words or sketches for your own letter  |  |  |  | | --- | --- | --- | | Heading  (write or sketch who is going to receive your letter) | Body  (list details or sketch what your letter is about) | Closure  (pick a closure word from the fishbone and write their name) |   Independent Work:   * Students can finish their Letter Idea Bank from the day before * Students will plan a letter using the three box planning sheet * If students finish early they can plan for another letter   Conference:   * Check students’ use of conventions and handwriting   Closure:  Have two or three students share their plan for their letter |
| **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 1.5: Teens, Tens, and Dimes**  **Objectives:**   |  |  | | --- | --- | | 1.01 | Develop number sense for whole numbers through 999.  a) Connect model, number word, and number using a variety of representations.  b) Read and write numbers.  d) Rename.  f) Use a variety of models to build understanding of place value (ones, tens, hundreds). |   **Vocabulary:**   |  |  | | --- | --- | | Dime | a coin with a value of 10 cents or $0.10. | | Pattern | a way in which numbers or drawings are related to one another that allows predictions about the next number or drawing. | | penny | a coin with a value of 1 cent or $0.01. | | Secret Code Cards | cards printed with the digits 0 through 9, multiples of 10 from 10 through 90 and multiples of 100 from 100 through 1,000. | | Teen Number | numbers made up of one ten and some ones. |   **MATERIALS:** mathbags  **MINI-LESSON:**   * Students will show 14 pennies using the coins from their Mathbags. Next they will put 10 pennies in one group and the remaining pennies in another group. Teacher will guide students to notice the different number of pennies in each group. Guide Math Talk using “tens and ones” language. Repeat with 17 pennies or any other amount you wish. * Give students a few minutes to look over Student Workbook p. 15. Guide student thinking by asking questions about the page (TG p. 33). Using Math Talk, have students compare the numbers in the right and left columns (talk about how the vertical lines of dots relate to 10-sticks and the leftover dots represent circle ones). Ask students to describe any patterns. Have students focus on the word names for the numbers and encourage them to discuss any patterns they see.   **Independent Practice:**   * Students should complete Student Workbook p. 16. * Journal Prompts (attached on Blackboard) * Activity Cards   If extra time: HW&R pg.9 |
| **1:05-1:50 Specials** | **Art – Mrs. Ferrel** |
| **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** | **Grandparents’ Day Poem!** |
| **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. 8th

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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** | 2.11 Think about what you already know about the topic of the text. (schema)  GOAL: We can use our schema to help us understand a story better.   * We can think about what we already know about the topic or story before we read. * We can use pictures to help us think about our own life. * We can notice some events are similar to what has happened to us.   Mini-Lesson: Why do we need schema?  Choose another book from the list from day 1  Books to use: The Stray Dog, or Our Granny (lesson specific for this book below) Ira Sleeps Over, or The Relatives Came , Fireflies by Julie Brinkloe   * Why do we need schema? Discuss with students that we need schema to help us understand a story and that it makes us smarter. Explain to students that sometimes we know things that don’t exactly help us understand the story better. * Stop periodically throughout the story and discuss what we are thinking. Talk about any schema that we use to understand the story while we’re reading. How does it help us as readers?   INDEPENDENT PRACTICE: TSW record schema that they have for the topic of their just right book.  **Language frames**   1. Before I started reading \_\_\_\_\_\_\_\_\_(title), I already knew\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2. When I looked at the picture of \_\_\_\_\_\_\_\_\_\_\_, I thought\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 3. While I was reading\_\_\_\_\_\_\_\_, I thought about when I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   Look @ attachment schema language frames.  Closure:   * Have students star the schema that REALLY HELPED them with that book. |
| **9:20/9:30-10:05 WOW (Starts later on)** | **Read Aloud: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **10:05-10:45 Writer's Workshop** | Minilesson:   * Review the parts of a letter fishbone * Today we are going to discuss what should be included in the body of a letter. Show the lotus to the class and go over each part. * Complete sentences, capital letters, punctuation, 3-5 sentences (or more), questions, details, introduce yourself, and words spelled the way they sound. * Show your model letter and tell the kids to be “Letter Detectives”. They will read through your letter and tell a partner how many features they found from the lotus in your letter.   \*\*You can use the letter examples from previous lessons or make your own  \*\*You can use Read,Write,Think to generate a letter with each different parts. <http://www.readwritethink.org/files/resources/interactives/letter_generator/>   * After the discussion, model your think aloud as you write another letter. Include going back to check the lotus to make sure you have everything in your letter.   Independent:   * Students can get started choosing a plan from yesterday and drafting their letter. * If students want to write more than one letter they need to make sure they have a three box plan. * Students continue planning and drafting.   Conference:   * Check if students have included everything in the lotus * Address conventions with those who need it   Closure:  Students pair up and be “Letter Detectives” for their partner’s letter. It’s ok if they are not finished yet. They can point to where their going to add any missing parts. |
| **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 1.6: Break-Aparts of 10**  **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. | | 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. |   **MATERIALS:** Whiteboards, two-color counters  **MINI-LESSON:**   * **Use “Garden Scenario” (TG, p. 38) to represent ways to break apart 10.  Demonstrate how to draw the garden on math boards.  Invite students to set up their math boards where they will draw a garden, carrots on one side and lettuce on the other side.  Explain to students the two-color counters are 10 rabbits in the garden.  Tell students the rabbits like to play in the carrot patch and the lettuce patch.  Show the rabbits in the carrot patch.  The teacher will put 10 counters on the carrot side of the board.  Invite students to do the same with their math boards.** * Continuing to use the mathboards and two-color counters, follow TG pg. 39-42 for questions and activities. There is a section on Switching the Partners and Introducing Math Mountains that is important.   **Independent Practice:**   * Journal Prompts (attached on Blackboard) * Activity Cards   If extra time: HW&R pg. 11-12 |
| **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** | **????** |
| **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. 9th

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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** | **Title:** Making Predictions  **Objective:**  2.0192 Preview the book and predict what you think will happen or what you will learn  **Materials:**  The Relatives Came by Cynthia Rylant \*\*I know we have used this book often, so please put in another title if you wish.  **Instructional Plan:**   1. Today we will learn another strategy that good readers use. Good readers make predictions about a book before they start to read. They use information they already know about a topic, the title of the book, and details they see from the cover of a book to think about what might happen. 2. *Hold up The Relatives Came*. I am going to make predictions about this book. Pay careful attention so you can make predictions later when you read. 3. The title of this book is The Relatives Came. I can use the title to make predictions. I know that relatives are people in your family. I predict that grandmas, grandpas, aunts, uncles, and cousins will be the characters in this story. 4. Now I am going to focus on the cover. There are a lot of suitcases on the top of that car. I predict the relatives are planning to stay for a while so they had to bring a lot of clothes. I also see a man waving through the car window. He looks really excited. I predict that he is visiting people he has not seen in a while. 5. Next, I am going to think about my own experiences with relatives coming. When my relatives visit, we all start out with lots of hugging and saying hello. I predict that the characters in this story will do a lot of hugging and saying hello. I always eat lots of yummy food when my relatives visit. I predict that these characters will eat lots of yummy food. Model how to write a prediction on a sticky note. 6. *Closure:* Without opening the book, I was able to make many predictions using the title, cover, and personal experiences. Making predictions prepared my brain for reading. When you read you should prepare your brain for reading by making predictions.   *Independent Practice:* Give students a few minutes to return to their seats and practice the mini-lesson from the day. Also make sure they are following the expectations for Reader’s Workshop. TSW write their prediction based on the cover on a sticky note and put it in their reader’s response journal.  Conference with a couple of students if you are ready to do so.  **Language Frame:**  When I look at the cover of the book, I predict \_\_\_\_\_\_\_\_\_\_ might happen because\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Closure: Call students back to the carpet. Have them to bring the book they used from their book bins and turn and talk and share with a partner. Then EVALUATE how Reader’s Workshop went today. |
| **9:20/9:30-10:05 WOW (Starts later on)** | **Read Aloud????** |
| **10:05-10:45 Writer's Workshop** | Minilesson:   * Review your letter fishbone and body lotus. * Refer back to the fishbone as you discuss the heading and closure today. Use your model letter from the previous lesson to show the students where the heading and closure are placed. * Tell students that today they will be able to choose greetings and closings from the fishbone to add to their letter. * They need to keep the purpose in the mind while they’re choosing. For example if you’re writing a letter to your grandpa you’ll say Love, at the end of your letter. If you’re writing to Ms. Summers you’d say Sincerely,   Revising   * Describe what revising is: going back to make sure your letter makes sense. * When you revise you first need to reread. Make sure you reread out loud because you’ll be able to hear more mistakes that you can fix. * Model this with your own letter. (You can the purple revising pen if you want or wait until future lessons)   Independent work:   * Students will add their heading and closing from the fishbone. * They will reread out loud and revise their letters. * If students finish early, they can plan another letter and draft it.   Conference:   * Help students with basic conventions in their letter   Closure:  Have students share some of their revisions. They should read what they originally wrote and then read their revision. |
| **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** | **????** |
| **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** |