**Theme: Fall**

|  |
| --- |
|  **Monday Math Monday Oct. 29** |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a**
* Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Introduce poem of the week. Read the title and predict what the poem is about- the main idea. Read sentences in the poem that support the main idea. **Rl1.2**
 |
| **8:45-10:00 Literacy Stations/Guided Reading****Pocketchart:** Sort words by their vowel sound: short or long. Select 4 words and write good first grade sentences. Use good handwriting with capital letters and punctuation. **RF1.2, L1.2e****Smartboard:** Students will complete word family practice with ick/an word sorts.**I-Touches:** explore I-touch apps to make brain smarter with words**ABC:** Complete “I spy syllables” to match description of word to how many syllables word has. Students will cut out word and glue beside description. **FS1.2a****Handwriting:** Sort cards into groups: characters/setting. Children will write a story using one of the character cards and one of the setting cards. **RL1.3, RL1.7, L1.2e****Tool Time:** Complete bubble map of adjectives to describe fall. Then have children paint a picture of a fall tree. Children will write their own poem about fall. They will use the adjectives to describe the fall noun: red apples, orange pumpkins, scurrying squirrels, etc. Children will also paint a picture of a fall tree with falling leaves, using watercolors. They then will write an original poem about fall. Children can use the fall adjectives recorded earlier. **L1.1f****Book Making:** Complete sentences in little book Fall to describe fall season **W1.2****Games:** Play memory game to match fall word and fall picture together. Children will then select 4 words to write a sentence with that uses capital letters and punctuation. Children will select 5 words and put them in ABC order. **L1.2e****Children will go to choice centers after completing their 2 “have to” centers.** |
| **10:00-10:40 Writer’s Workshop**Review the word families that we have had so far. Discuss the importance of knowing these chunks. Have the children explain how they can help us read and write. Introduce the 2 new word families: -an/-ick. Children will take the pre-test with these words. |
| **10:40-11:10 Reader’s Workshop** **Mini-lesson: Readers make text to text connections to compare and contrast 2 books. RL1.9**Remind students of what it is to make a connection. Discuss that this week we are going to be exploring text to text connections. Have students share what this means. Guide students to share what they know about the story of The Three Little Pigs. Read James Marshall’s version of this story. Make chart that shows old story and new story and how parts of the story are the same and different. Make an anchor chart to show how you make connections from one text to another (setting, characters, problem, etc)If you don’t have the book, use this link to watch an 11 minute clip of this story <http://www.youtube.com/watch?v=MPFPWFjY_kE> |
| **11:10-11:35 Social Studies/Science**Review the signs of fall. Discuss how our community changes in the fall. Reinforce not only the appearance changes, but activities and things that are sold in stores (pumpkins, Halloween decorations, costumes, candy, mums, etc). Discuss why the stores have to change to meet our needs in our community. **1.E.1, 1.G.1, 1.H.1** |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math** **Activity 1: Write the subtraction story problem on Teacher Edition pp. 248 on the board and ask students to show it with a Math Mountain. Have a volunteer draw the Math Mountain on the board and guide the students in counting on from 5 and use the guiding questions listed to complete the Math Mountain. Reread the story problem and bring the students to the conclusion that this is a minus story. Have children copy the corresponding equation on the board as you write it. Use discussion questions on Teacher Edition pp. 248 to discuss the equation. Repeat with other subtraction equations. Present the story problem on Teacher Edition pp. 249 and use the Solve and Discuss Math Talk structure to solve it by counting on. Encourage students to draw a Math Mountain or write an equation before they solve it. Use the questions listed to discuss whether or not the answer is reasonable.** **Activity 2: Read and solve the first 2 story problems on Student Book pp. 97 as a class. Use the Solve and Discuss Math Talk structure and have several students show their work at the board. Have students solve the third problem independently and then write their own subtraction story on the back.** * + Targeted Practice (Homework and Remembering Book, p. 79)- Students count on to solve subtraction problems and solve story problems.

Homework (Homework and Remembering Book, p. 80)- Students find unknowns and determine different amounts of money.  **Math Centers**Centers continued from last week.**Measurement:** Counting by ten math game: Children will record ways that they can make the tens number.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Children will count items in the classroom and count them. They will use tally marks to show how many. Differentiation: Add 2 numbers together to show how many of both. Write a math fairy story using the numbers.  |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| 2:40- 2:50 Class Meeting |

|  |
| --- |
| **Tuesday Shop for Just right books Oct. 30**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a**
* Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Read poem of the week. Look for sight words in the poem or words that have chunks in them. **RF1.3**
 |
| **8:45-10:00 Literacy Stations****Pocketchart:** Sort words by their vowel sound: short or long. Select 4 words and write good first grade sentences. Use good handwriting with capital letters and punctuation. **RF1.2, L1.2e****Smartboard:** Students will complete word family practice with ick/an word sorts.**I-Touches:** explore I-touch apps to make brain smarter with words**ABC:** Complete “I spy syllables” to match description of word to how many syllables word has. Students will cut out word and glue beside description. **FS1.2a****Handwriting:** Sort cards into groups: characters/setting. Children will write a story using one of the character cards and one of the setting cards. **RL1.3, RL1.7, L1.2e****Tool Time:** Complete bubble map of adjectives to describe fall. Then have children paint a picture of a fall tree. Children will write their own poem about fall. They will use the adjectives to describe the fall noun: red apples, orange pumpkins, scurrying squirrels, etc. Children will also paint a picture of a fall tree with falling leaves, using watercolors. They then will write an original poem about fall. Children can use the fall adjectives recorded earlier. **L1.1f****Book Making:** Complete sentences in little book Fall to describe fall season **W1.2****Games:** Play memory game to match fall word and fall picture together. Children will then select 4 words to write a sentence with that uses capital letters and punctuation. Children will select 5 words and put them in ABC order. **L1.2e****Children will go to choice centers after completing their 2 “have to” centers.** |
| **10:00-10:40 Writer’s Workshop**Children will complete an unassisted writing sample for the first quarter. Model writing a story with at least 3 thoughts using capital letters and punctuation. **L1.1a, L1.2b** |
| **10:40-11:10 Reader’s Workshop** **Mini-lesson: Readers make text to text connections. RL1.9**Introduce the lesson by telling students that good readers, not only think about how books connect to their own lives, but how books connect to each other. We call these text to text connections. (Draw a book with an arrow connecting it to another book as a graphic representation for students). Continue by telling them that over the next week you will be reading books by one author. Read one of the books aloud. Kevin Henkes books are recommended or another series of books by the same author. |
| **11:10-11:30 Social Studies**Introduce folklore. Explain that many years ago, families did not know how to explain the changes in nature, so they made up stories to explain why things happened. Read a folklore that explains why the leaves change colors of another change in the fall. After reading the book, discuss the folklore. Watch Youtube.com: How the Tiger Lost his Stripes. Discuss how the story is a folklore. Then have children work help write a folklore of how the leaves change colors in the fall, or another change that is seen in the fall. Interactive writing! **1.H.1** |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math** **Using Teacher Edition, p.: 260-262** **Activity 1: The Pancake Breakfast - Subtract Pancakes (p. 260)** Teacher uses Scenarios structure using Pancake Breakfast (see Unit 2 Lesson 8), to help children practice subtraction. Teacher places 10 paper plates (pancakes) along the ledge of the board at front of room, asking students to pretend that the plates are pancakes cooking on a griddle. Teacher selects a volunteer to take the pancakes and place them in a stack on the table. Teacher will begin a story about making 7 pancakes, while students write the number 7 on their MathBoards. Teacher invites a second volunteer to pretend to eat some of the pancakes, counting aloud as each pancake is eaten. The class writes the corresponding subtraction equation to determine how many pancakes are left. Teacher selects a volunteer to write and solve the equation on the board. Teacher will remind children how to find the unknown partner in a subtraction problem by counting on.**Activity 2: The Number Quilt Game (p. 261)**Teacher will give each student a set of Orange Count-On Cards, pointing out that one side shows a subtraction equation, and the other side shows the answer and counting-on drawing. Teacher will show students that the cut corner on the cards makes it easier to to stack to cards to ensure that they are facing the same way. Students will play the Number Quilt Game (individually or in pairs). They will use Number Quilt 2 (Unit 3, lesson 4 or TRB M28). Children should play the game as they did in previous lessons, except this time they will subtract to find the answer. (See Unit 2, Lesson 9 for a complete description of the Number Quilt Game).**Going Further: Math Connection: More or Less (p. 262)**Teacher will instruct children to go to p. 103 in Student Activity Book, explaining that this lesson is about estimating: thinking about how much an answer is instead of finding it exactly. Tell children that they can use what they know about partners of 10 to complete the exercises. Teacher will emphasize that the important numbers 5 and 10 can help them think about whether an answer makes sense. Teacher will discuss the first and second exercise with the class. Students will then complete the next exercise on their own, then discuss their reasoning before moving on to the next exercise. **Math Centers****Measurement:** Counting by ten math game: Children will record ways that they can make the tens number.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Children will count items in the classroom and count them. They will use tally marks to show how many. Differentiation: Add 2 numbers together to show how many of both. Write a math fairy story using the numbers. **Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used. Differentiation: Show another way that you can fill in the pumpkin using the shapes. **Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die. Differentiation: Use the greater than and less than symbols to compare the totals.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number. Differentiation: Use the symbols to show greater than and less than.**I-touch Station** |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

|  |
| --- |
| **Wednesday Oct. 31** |
| **8:25-8:35 Morning Meeting** Teacher Workday |
| **8:45-10:00 Literacy Stations** |
| **Writer’s Workshop**  |
| **10:00-10:30 Reader’s Workshop**  Teacher Workday |
| **10:30-11:35 Social Studies** |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math**  Teacher Workday |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

|  |
| --- |
| **Thursday Illustrate poem Nov. 1**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a**
* Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Read poem of the week**.** Review the main idea. Look for adjectives in the poem that give descriptions. **L1.1f, RL1.4**
 |
| **8:45-10:00 Litearcy Centers****Pocketchart:** Sort words by their vowel sound: short or long. Select 4 words and write good first grade sentences. Use good handwriting with capital letters and punctuation. **RF1.2, L1.2e****Smartboard:** Students will complete word family practice with ick/an word sorts.**I-Touches:** explore I-touch apps to make brain smarter with words**ABC:** Complete “I spy syllables” to match description of word to how many syllables word has. Students will cut out word and glue beside description. **FS1.2a****Handwriting:** Sort cards into groups: characters/setting. Children will write a story using one of the character cards and one of the setting cards. **RL1.3, RL1.7, L1.2e****Tool Time:** Complete bubble map of adjectives to describe fall. Then have children paint a picture of a fall tree. Children will write their own poem about fall. They will use the adjectives to describe the fall noun: red apples, orange pumpkins, scurrying squirrels, etc. Children will also paint a picture of a fall tree with falling leaves, using watercolors. They then will write an original poem about fall. Children can use the fall adjectives recorded earlier. **L1.1f****Book Making:** Complete sentences in little book Fall to describe fall season **W1.2****Games:** Play memory game to match fall word and fall picture together. Children will then select 4 words to write a sentence with that uses capital letters and punctuation. Children will select 5 words and put them in ABC order. **L1.2e****Children will go to choice centers after completing their 2 “have to” centers.**  |
| **10:00-10:30 Reader’s Workshop** **Mini-lesson: Readers make text to text connections. RL1.9**Introduce the lesson by telling students that good readers, not only think about how books connect to their own lives, but how books connect to each other. We call these text to text connections. (Draw a book with an arrow connecting it to another book as a graphic representation for students). Continue by telling them that over the next week you will be reading books by one author. Read one of the books aloud. Kevin Henkes books are recommended or another series of books by the same author. |
| **10:30-11:10 Writer’s Workshop**  **Mini-lesson:** Good writers stick to the topic when writing.* Review Friday’s **Hamburger Paragraph Writing (**found on smartexchange click on standards-correlated lessons, North Carolina SCOS, Language Arts,scroll down to LA 1.5)
* Model writing a story using the hamburger visual

Have students use hamburger model to write their own stories. **L1.1a, L1.2b, L1.2d** |
| **11:10-11:35 Science Lesson 9****Investigation 3, Part 2: Rolling Cups**Students will observe and investigate that the amount and location of mass affects how objects and systems roll.**Objectives**:4.01 Describe different ways in which objects can be moved4.02 Observe that movement of an object can be affected by pushing or pulling4.03 Investigate and observe that objects can move steadily or change direction4.04 Observe and describe balance as a function of position and weight**Focus Question**:**How do cups roll down a ramp?****Estimated Time**:One or Two Sessions (30 minutes each – Whole Group)**Activity**:* Review rolling and introduce cups.
* Have students practice rolling cups to discover whey they roll in circles.
* Tell them that you want them to use the ramp to roll the cup down the slope and end up in underneath the ramp. (Park the car problem)
* Discuss findings with group and give a new challenge (Fall on Your Face Problem) Roll the small cup so that it ends up face down on the table.
* Next suggest they try to go straight. Students will need another cup and tape to attach them.
* Add weight to the model by taping pennies inside the cup to see how it is affected.
* Discuss findings from all challenges as a large group.
* Take new questions that students might want to investigate.

**Integration Hints**:Science story**: *Rolling, Rolling, Rolling.*****Science Notebook Helper**:Write question and make predictions. List materials and record investigations. **Line of Learning**: The amount and the location of the weight can change the way a system rolls.**Assessment Opportunities**:Students successfully complete the investigation.Student entries in their science notebooks. |
| 11:30-12:00 Lunch |
| 12:05-12:35 Recess |
| **12:40-1:30 Math** Lesson 3-9**Using Teacher Edition, p.: 260-262** **Activity 1: Child-Generated Stories(p. 266)** Teacher presents a given story problem for children to solve by any method, using their MathBoard. Two or three students are invited to large board to solve the problem, and explain their solution methods. Teacher suggests that for the same problem, students use Math Mountains to represent the story, then write the matching subtraction equation. Students are then invited to create their own subtraction stories for the class to solve. Teacher will then point out that subtraction problems can be presented as broken apart (i.e. missing addends).**Activity 2: Coin Story (p. 267)**Teacher will use Solve and Discuss for story problems involving a nickel and some pennies. As teacher tells a given story, students are encouraged to repeat each problem in their own words. Some children may require Nickel Strips instead of drawing circles to show the problem. Teacher will invite students to create their own coin stories, guiding the students to write stories that do not require "breaking" apart the nickel.**Activity 3: Body-in-Space Activities (p. 267)**Teacher will repeat the Holding the Count and Facing Each Other exercises from Unit 2, Lesson 10. Teacher will introduce the positional words above and below. Next, children will play Standing in Line activity, where they review positional words before, after, up, and right.**Going Further: Problem Solving Strategy: Find a Growing Pattern (p. 268)**Teacher will instruct children to go to p. 105 in Student Activity Book. The class will discuss the number and kinds of shapes, row by row. Teacher will ask children to think about how the shapes changed in each row, explaining that this is called a growing pattern. Once page is completed, teacher and students will discuss the rule for the pattern on the page.**Measurement:** Counting by ten math game: Children will record ways that they can make the tens number.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Children will count items in the classroom and count them. They will use tally marks to show how many. Differentiation: Add 2 numbers together to show how many of both. Write a math fairy story using the numbers. **Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used. Differentiation: Show another way that you can fill in the pumpkin using the shapes. **Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die. Differentiation: Use the greater than and less than symbols to compare the totals.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number. Differentiation: Use the symbols to show greater than and less than.**I-touch Station** |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

|  |
| --- |
| **Friday Fix sentences Nov.2** |
| **Morning Work:**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a**
* Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Read poem of the week**.** Review the main idea. Model how one or two words can be changed to write a new original poem. Discuss that these words are rhyming words.  **Rl1.2**
 |
| **9:00-10:00 Literacy Centers/Guided Reading****Pocketchart:** Sort words by their vowel sound: short or long. Select 4 words and write good first grade sentences. Use good handwriting with capital letters and punctuation. **RF1.2, L1.2e****Smartboard:** Students will complete word family practice with ick/an word sorts.**I-Touches:** explore I-touch apps to make brain smarter with words**ABC:** Complete “I spy syllables” to match description of word to how many syllables word has. Students will cut out word and glue beside description. **FS1.2a****Handwriting:** Sort cards into groups: characters/setting. Children will write a story using one of the character cards and one of the setting cards. **RL1.3, RL1.7, L1.2e****Tool Time:** Complete bubble map of adjectives to describe fall. Then have children paint a picture of a fall tree. Children will write their own poem about fall. They will use the adjectives to describe the fall noun: red apples, orange pumpkins, scurrying squirrels, etc. Children will also paint a picture of a fall tree with falling leaves, using watercolors. They then will write an original poem about fall. Children can use the fall adjectives recorded earlier. **L1.1f****Book Making:** Complete sentences in little book Fall to describe fall season **W1.2****Games:** Play memory game to match fall word and fall picture together. Children will then select 4 words to write a sentence with that uses capital letters and punctuation. Children will select 5 words and put them in ABC order. **L1.2e****Children will go to choice centers after completing their 2 “have to” centers.** |
| **10:00-11:00 Writer’s Workshop/Write about Science**Children will write about the top banana. Be sure to reinforce to explain why the student is the top banana.**Science Experiment Lesson 10… Last lesson in this Science kit!!!! ☺****Investigation 3, Part 3: Rolling Spheres**Students will observe and investigate that spheres are round in all directions and roll in all directions.**Objectives**:4.01 Describe different ways in which objects can be moved4.02 Observe that movement of an object can be affected by pushing or pulling4.03 Investigate and observe that objects can move steadily or change direction4.04 Observe and describe balance as a function of position and weight**Focus Question**:**How do spheres roll?****Estimated Time**:One or Two Sessions (30 minutes each or 45 -60 minutes total – Whole Group)**Activity**:* Introduce spheres and cups.
* Students determine how marbles roll in a cup. Give them a few minutes to explore.
* Introduce the foam runways and tell students they will investigate how the sphere rolls in the runway. Remind them to keep track of their marble and that they will not get a new one if they lose it.
* Students investigate how the spheres roll in the runways by bending, twisting and curving the foam.
* During the second session students use foam runways that are taped together to explore how the sphere rolls. Students work in larger groups and they make the runway as long or advanced as they like.
* Discuss findings and review vocabulary.

**Science Notebook Helper**:Students record question and predictions in their notebooks. They record investigations.**Assessment Opportunities**:Students successfully create ramps to roll spheres,Science notebook entries. |
| **11:00-11:30 Reader’s Workshop****Mini-lesson: Readers make text to text connections. RL1.9**Introduce the lesson by telling students that good readers, not only think about how books connect to their own lives, but how books connect to each other. We call these text to text connections. (Draw a book with an arrow connecting it to another book as a graphic representation for students). Continue by telling them that over the next week you will be reading books by one author. Read one of the books aloud. Kevin Henkes books are recommended or another series of books by the same author |
| 11:35-12:05 Lunch |
| **12:10-12:45 Outside** |
| 12:45-1:00 Read form our chapter book |
| 1:00-1:50 Math Lesson 3-10**Using Teacher Edition, p.: 271-273** **Activity 1: Addition Stories(p. 272)** Teacher uses the Solve and Discuss structure for the given story problem, inviting several students to solve the problem at the board, and explain their solution methods. Teacher invites several children to the board to draw the Math Mountain that corresponds with the story. Ask the children to write the equation that represents the story, then discuss the partners and total. Finally, allow children to create their own addition stories with unknown totals, inviting children to come to the board to show their story with a Math Mountain and an equation. Suggest that the students write their equations in vertical form.**Activity 2: Coin Stories (p. 272)**Teacher will present a few stories about a nickel and some pennies. Have children solve them and explain their solution methods at the board. Teacher will invite students to create their own coin stories, guiding the students to write stories that do not require "breaking" apart the nickel.**Measurement:** Counting by ten math game: Children will record ways that they can make the tens number.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Children will count items in the classroom and count them. They will use tally marks to show how many. Differentiation: Add 2 numbers together to show how many of both. Write a math fairy story using the numbers. **Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used. Differentiation: Show another way that you can fill in the pumpkin using the shapes. **Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die. Differentiation: Use the greater than and less than symbols to compare the totals.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number. Differentiation: Use the symbols to show greater than and less than.**I-touch Station** |
| **1:55-2:40 Specials** |
| **2:40-2:50 Snack/Pack/Class Meeting** |