Green footprints, food coloring, Glitter, Tape, Shamrock puzzles

paper, change date on board, green ipad, book groups for Tuesday,

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| **Monday, March 17th, 2014****Theme: Desert/Arctic****Math Monday!** **\*\*\*Please have students who make good smart choices move their clips up. (on storage cabinet by clock)****If a table is doing well, you can move their table stick. (white shelf near reading table)****You can also give the class deposits for good behavior as a class/in hall/etc. (chart on board with tally marks)** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Morning News 8:15-8:30 Channel 7** |
| As students come in, encourage them to get any work from their cubby and work on that first. If they do not have any work (please check their cubby if they say this) they can complete their desert diagram (in green folder on their table) or at the back of the desert packet “I would pack…” draw a picture of what they would pack and write a complete sentence “I would pack \_\_\_\_\_ because…..”Before starting math, please tell students their new jobs (located above the sink by the microwave). |
| **Daily 5 Math 8:40-9:30 –** **No math stations, just lesson and independent work. Ms. Smith should work with lower students and help monitor the class.**Common Core State Standard(s)**1.OA.6-** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship betweenaddition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| **Split the class into 2 groups (2 tables play fish and 2 tables subtract with number line) Then switch half way through so both groups get to play fish and do subtracting.****Fish For Ten (3 players in a game!)**Use Cardstock, *“Fish Number Cards”*. Deal five cards to each player. Place remaining cards in a stack. (Use at each table1. Players make pairs of cards adding up to ten.
2. Players take turns asking players for a certain card.
3. If the player being asked for the card does not have it, he or she says “Fish!”
4. The player asking for the card takes the top card from the stack.
5. Play continues until all cards are used or no more 10’s are possible.
6. Players compare combinations. The one with the most combinations wins.

**2nd group: subtracting with a numberline (see copies) Start at big number and count backwards the number you are taking away.** |
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| **Specials 9:35-10:20 – Music** |
| **Snack 10:20-11:00 Read Aloud – St. Patrick’s day book** |
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|  Spelling Test Unit 19RaiRai, Sama, Chris, Haamid go with Ms. Smith and will need an office, a book to write on, and a pencil/eraser.The rest of the class will need an office, a piece of writing paper, pencil/eraser. They will need to write their name and the short date.The spelling test is in this order:6 sounds (number 1-6)14 spelling words (number 1-14)4 diagnostic words (number 1-4)And 2 spelling sentences (have students put pencils down for this part, they should listen to you say the sentence out loud 2 times, then they should write it, repeat for the 2nd sentence)At the end, encourage students to check their letters, make sure they are lowercase and not backwards.Have 1 student from each table collect the offices, have 1 student from each table collect the quizzes.(If Ms. Smith is not back yet, please have students read a book quietly with a buddy until she returns with the other students). |
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| **Reader’s Workshop/S.S.** |
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| RL1.9 | **Compare and contrast the adventures and experiences of characters in stories.** |

Read aloud the story Josephina Javelina – As you are reading, have a discussion about the characters in the story and what evidence (either the words you read from the text or the images/pictures you see) you found that helps us infer how the character is feeling/acting.Example: You see a sad frown in the picture, I can infer that the character is feeling sad because I see them with a sad frown.I can infer that the character is feeling excited and happy because I read the words where it said “She jumped up and down like a kangaroo!”If time, have students get their reading journal from their book bin, and make a t-chart (2 columns) and write “feeling” on one side and “evidence” on the other. Have them record the feelings Josephina had and what evidence they saw from the pictures or read/heard from the text. |
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| **Lunch 12:35-1:05 – Call 1 table at a time to line up for lunch having them push in their chairs. Please move the table stick of the table that is ready and quiet first. (green, blue, yellow, pink).** |
| **Recess 1:10-1:40 Indoor recess today because it is too cold to go outside. Please hand out white paper and drawing books. Students can choose which table to go to to draw/color.****(Ms. Smith, while students are on scavenger hunt, please “mess” up the room and make it look like a leprechaun came – put up green footprints around the room and walls with tape, put chairs up/down, sprinkle glitter on tables, put food coloring in sink and toilet.) –**  |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Using the green ipad, select the app i-nig-ma (red and orange and white box)Use it to scan the QR codes you find on your St. Patty’s day scavenger hunt (They will be on big green clovers). If for some reason the app doesn’t scan right, you can read the clue from the printout page attached.Tell students that they are going to go on a scavenger hunt to find the leprechaun’s treasure! They will be reading clues and each clue will give a hint of where the next clue is. **(At the end, you will end up in the dining room/lunch room. Ms. Smith will have put the container of candy on the table for them to all have a piece!).** |
| When you come back from the scavenger hunt, please have students work together on the puzzles the leprechaun left for them (each clover has a word-form of a number, a picture of tens/ones, and the number) |
| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Tuesday, March 18th, 2014****Theme: Desert/Arctic****Thinking Tuesday!****\*\*\*Please have students who make good smart choices move their clips up. (on storage cabinet by clock)****If a table is doing well, you can move their table stick. (white shelf near reading table)****You can also give the class deposits for good behavior as a class/in hall/etc. (chart on board with tally marks)****I will be returning at 12:00** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Morning News 8:15-8:30 Channel 7** |
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| **Math Stations 8:40-9:30 – No math stations, just lesson and independent work.**Common Core State Standard(s)**1.OA.6**Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship betweenaddition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| Alignment Lesson ***Subtraction Strategies & Practice*****Teacher Background:****Learning subtraction facts is often more difficult than addition. As with addition, children need to learn strategies for subtraction versus only counting backwards. We must encourage children to use what they know about addition to solve subtraction facts/problems.** **When a child sees 8-5, you want them to think, “what plus 5 will give me 8?” Word problems with a missing addend will help with this strategy.** ***Example:*** Kelly has 5 guppies in her fishbowl. Crystal gave her more guppies. Now Kelly has 11 guppies. How many guppies did Crystal give Kelly? **Most children will think 5 and how many more makes 11. The teachers’ job is to connect this thought process with the subtraction fact, 11-5.** **If children can become comfortable making this connection, then learning subtraction facts will be a lot easier!**Days 115 & 116 are designed to help children with subtraction fluency. Please make sure children have been exposed to several types of subtraction word problems.**Activity 1- Cover Up:**1. To help children connect subtraction with addition, introduce the game “Cover Up”. Show 13 counters on the document camera or overhead. Cover all 13. Count and remove 7 *(leave where students can see the 7 flip the counter to the other color).* Ask students to think: 7 and what makes 13? Uncover. 7 and 6 make 13. Repeat several times.

Students should respond and explain how they got the answer, *“I know the answer is \_\_\_ because I \_\_\_\_\_\_\_\_\_\_\_.”* 1. Allow students to take the role of the teacher and lead the process.

**Activity 2- Working With 10:** As with addition, working with 10 is another strategy. This is particularly helpful when the number subtracted is 8 or 9. 1. Draw a ten frame on the board and color in 9 dots. Ask the students, *“How many more to get to ten”* (stress this idea – one more to get to ten). Next ask *“How many to get to 15?”*

 **Example:**  “How many to get from 9 to 10 (pointing to the ten frame)? *Response is 1*. And how many more to get to 15? *Response is 5*. So 15-9=6.” 1. Draw another ten frame on the board and color in 8 dots. Write the subtraction fact on the board: 19-8. Ask students, *“How many to get to ten?”* (2) And *“How many more to get to 19?”* (9). 2 and 9 make 11 so 19-8=11.
2. Repeat several more times with either 8 or 9 dots in the ten
3. Distribute Blackline master “*Using a Ten Frame to Subtract”* for homework.

**Quick Check:** Distribute Blackline Master, *“Subtraction with a Ten Frame.”*Have students complete individually and then share responses on document camera.**Extra Practice** – For students not using effectively using ten, they may need to revisit building numbers on a double ten frame using Blackline Master “*Double Ten Frame Mat”*1. Teacher asks students to build the number 18.
2. Students place 10 counters in the first ten frame and 8 additional in the second.
3. Teacher asks students how many counters they have.
4. Teacher references 18 as 10 and 8 more.
5. Students repeat teacher saying I have 10 and 8 more and that makes 18.
6. Repeat steps 1-5 for other teen numbers.
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| **Ms. Smith works with lower students.**  |
| **Specials– 9:35-10:20 Music** |
| **Snack 10:20-10:40 – Read aloud – Desert Book – The three Little Dassies** |
| **Literacy Stations 10:40-11:40** |
| Every 15 minutes have them “clean up and switch” to another station while you are meeting with groupsBecause there is not a laptop for the smartboard today, students may choose a reading station: They will need to use whisper voicesRead to self “Treasure Read”Read to buddy “Enchanting Reading”Listening to Reading – on computer, tv, or cd playerWand Word Work – working on unit 20 words only!Magic Math – writing word problems on whiteboardWizard Writing – writing a story/letter/poem/song etc.Sub pulls 3-4 groups ---please see plans on reading tableMrs. Smith pulls 3 groups |
| **Social Studies/Reader’s Workshop 11:40-12:15 \*\*\*I will return at 12:00** |
| Do a quick picture walk of The 3 javelinas (we read on Friday and they may need a quick refresher)Have students get their reading journals from their book bins (call 1 table at a time) Have them open to the next new page and write their date. Have them make a 3 column chart – They will compare a story we read on Friday (The 3 little Javelinas) to the book you read for snack The 3 Little Dassies)

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| **The 3 Javelinas** | **BOTH** | **The 3 little Dassies** |
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| **12:15-12:30 Letterland Day 1 Unit 20** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Desert Animal Adaptations smart fileThen read aloud Cactus Hotel: Write ALL ABOUT the Cactus – topic sentence, 3-4 key details, and a closing sentence. (See desert smartfile). |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Wednesday, March 19th, 2014****Theme: Arctic** **Word Study Wednesday!** **Team Meeting!!!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Morning News 8:15-8:30 Channel 7** |
| Students will work on the work in their cubby (yellow folder) OR if they have no work, they should choose a choice off the yellow poster on the board. Please check their cubby first if they have no work. |
| **8:30-9:30 Math Stations**Common Core State Standard(s)**1.OA.6-** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship betweenaddition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| Alignment Lesson ***More Subtraction Strategies*****Activity 1: Another Subtraction Strategy** – 1. Explain to students that for facts that involve numbers other than 8 or 9 being subtracted, you can use the ten frame and count backwards – still with the emphasis of getting to a ten.
2. Display Blackline Master, *“Double Ten Frame”.*  Write the subtraction fact 17-8 on the board. Fill the top ten frame with ten counters and the bottom ten frame with 7 counters.
3. Say, *“We need to take away 8. First we can take away the bottom 7 and then take 1 more from the top ten frame and that leaves me with 9. So, 17-8=9.”* Repeat. Each time making the connection to ten. Allow student to take the role of the teacher and model – talking through each step.
4. Distribute Blackline Master, *“Subtraction with a Ten Frame”* Have students complete individually and then share responses on document camera. (As students are responding circulate and pre-select several students you would like to share).

***Extra Practice*** – For students not using effectively using ten, they may need to revisit building numbers on a double ten frame, with the teacher referencing “ten and some more” each time. Example: Build 18. You have ten and 8 more.**Activity 2: Number Line Strategy *–***1. Either refer to a number line posted in the classroom or drawn on the board. Ask students to share how to use a number line (discussed at beginning of year).
2. State that a number line can also be used for subtraction. Present the problem 8 – 3. Model by placing a marker or pointer on 8 and then counting or “hopping” back 3. **Be aware that some students will include the 8 and say the answer is 6.** Present a few more problems and ask volunteers to model for the class. (Ex. 10-4=6; 9-7=2; 3-3=0; 5-1=4; 7-2=5; 1-0=1; 6-2=4; 4-2=2)
3. Give each student a copy of the Blackline Master *“Subtraction Using a Number Line”*. Do number 1 together. Then students can complete independently or with a partner.
4. Have students complete Blackline Master, *“More Subtraction Strategies Homework”* for homework.

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| Mrs. C pulls 3 groups, Ms. S pulls 2-3 groups |
| **Specials: Music** |
| **10:20-10:40 Snack: Read aloud –**  |
| **10:40-11:40 Literacy Stations**  |
| **Mrs. C pulls 3-4 groups****Ms. S pulls 2-3 groups** |
| **11:40-12:15 Readers WS/SS/Writer’s WS** |
| . Cactus Hotel – Read aloud the story, brainstorm as a class some facts about the cactus and put on the bubble map. Model how to write a topic and closing sentence. Students will write an all about paragraph on the cactus! |
| 12:15-12:30 Letterland Word Practice Unit 18 day 2 |
| Lunch 12:35-1:05Recess 1:10-1:40 |
| **Science/Writing/STEAM** |
|  Arctic Research:Pass out individual animal research:Students get with partner, complete KWL – K and W on their animal. If time, students can complete their animal diagram, Then, if time, they will get their arctic habitat packet, read arctic text, and compare/contrast the Arctic with another habitat (Rainforest or desert). |
| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |

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| **Thursday, March 20th, 2014****Theme: Arctic****Tweet Thursday!**  |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Morning News 8:15-8:30 Channel 7** |
| – take pics with cat in the hat app – seuss cam |
| **8:40-9:30 Math Stations**Common Core State Standard(s)**1.OA.6**Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship betweenaddition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| Alignment Lesson ***Subtraction Quick Check******As mentioned at the beginning of AL Day 115, children learn very few subtraction facts without first mastering the corresponding addition facts. The mastery of 4+6 can be thought of as prerequisite knowledge for learning facts 10-4 and 10-6.*** ***Fact Family Sorting Activity***1. Explain to students that they will be using their number sentence/equation to find their other

family members. Relate this to an actual family. Families have something in common, in this case it is the same numbers that are used to make the equations. 1. Their fact family is other equations using the same two or three numbers*. (A “Doubles Fact Family” will only have 2 numbers. Ex. 3+3=6; The Family will be 3 and 6)*
2. Distribute one Cardstock, *“Fact Family Sorting Card”* to each student.
3. Students will then find their other “family members” by using the card that they have and finding other students who have equations on their card using the same numbers.
4. Once all students have found their “families” have them decide on a “family name” (Example: We are the 3, 6 family) Using the two or three numbers in their equation as the “family name.”
5. Then have the students the students read their facts to the group. Questions to enhance Math Talk are:
* *Do you agree/disagree?*
* *Can you repeat what \_\_\_ said?*
* *Why does the 3,6 family only have 2 members?*
* *Are there any other possibilities that are not in your family?*
* *Can you explain why you are a family?*
1. Close this activity by having a student reiterate why the groups belong together.

***Quick Check***1. Check to see if children have mastered their addition facts and are making connections between addition and subtraction. Use Blackline Master, *“Facts Assessment”* (Assessment of 20 facts) (10 pairs, a subtraction fact and corresponding addition fact). Have students number a piece of paper 1-20. Using the document camera, show one fact at a time and after a few seconds show the next fact. Students write the answer as you go. Keep a quick pace so they will not have time to use their fingers.
2. Go over the answers together. Ask students to identify one addition and subtraction fact that corresponds (fact family) For example: 5 + 4 = 9 and 9 – 4 = 5.
3. Pair students and ask them to write the corresponding addition/subtraction facts on a white board or in their math journal.
4. Meet as a group and list the fact families from the assessment on the board. Take one fact pair at a time and have students explain why the facts go together. This is a great opportunity for math talk!

 *If students know the addition facts, but not the subtraction facts, more emphasis should be on helping the students make the connection between addition and subtraction.* |
| Mrs. C pulls 3 groupsMs. S pulls 3 groups |
| Specials: Chinese |
| **Snack 10:20-10:40 Read aloud**  |
| **Literacy stations 10:40-11:40** |
| **Mrs. C pulls 3-4 groups****Ms. S pulls 2-3 groups, monitors during last rotation** |
| **11:40-12:15 Reader’s Workshop/SS** |
| Arctic Research:Model How to collect facts and what the words mean: habitat, diet, life span, etc.Students will begin collecting their information on their animal.If not finished:Students get with partner, complete KWL – K and W on their animal. If time, students can complete their animal diagram, Then, if time, they will get their arctic habitat packet, read arctic text, and compare/contrast the Arctic with another habitat (Rainforest or desert). |
| **12:15-12:30 Word Sorting: letterland unit 20 Day 3 see smartfile** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Arctic Research:Model how to write an ALL ABOUT paragraph.Students finish researching. Start to write an all about paragraph about their animal.Students get with partner, complete KWL – K and W on their animal. If time, students can complete their animal diagram, Then, if time, they will get their arctic habitat packet, read arctic text, and compare/contrast the Arctic with another habitat (Rainforest or desert). |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Friday, March 21st, 2014****Theme: Arctic****Royal Sentences Friday!****\*\*\*Esme getting Jack** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Morning News 8:15-8:30 Channel 7** |
| Assembly 8:45-9:45 |
| Common Core State Standard(s)**1.OA.6 -** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship betweenaddition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| Alignment Lesson ***Subtraction Strategies & Games*****Another Subtraction Strategy:** For facts that involve numbers other than 8 or 9 being subtracted, you can use the ten frame and count backwards – still with the emphasis of getting to a ten. 1. Place Transparency/Blackline Master, *“Double Ten Frame Mat”* from Day 115 on the document camera or overhead. Write the subtraction fact 17-8 on the board. Fill the top ten frame with ten counters and the bottom ten frame with 7 counters.

**Say,** *“We need to take away 8. First we can take away the bottom 7 and then take 1 more from the top ten frame and that leaves me with 9. So, 17-8=9.”* 1. Repeat with additional problems, each time making the connection to ten. Allow students to take the role of the teacher and model – talking through each step for the class.

**Quick Check:**Distribute Blackline Master, “*Subtraction with a Ten Frame”****.*** Students complete individually and then share responses on document camera.**Extra Practice:** Students who are not effectively using ten may need to revisit building numbers on a double ten frame. Work with these students referencing *“ten and some more”* each time. **Example: Build 18. You have ten and 8 more.****Games:** Refer to the Cardstock *“Game Cards”* for several games that will help children develop fluency with subtraction facts. Please model these games with the children. You may choose to use them during math stations, as morning work, or when children finish work early. These are also great to send home for extra practice. |
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| **Specials - Chinese** |
| **Snack 10:20-10:40 Read Aloud –**  |
| **Literacy Stations 10:40-11:40** |
| **Mrs. C pulls groups****Ms. Smith pulls groups** |
| **11:40-12:30** Arctic Research:Model how to write an ALL ABOUT paragraph.Students finish researching. Start to write an all about paragraph about their animal.Students get with partner, complete KWL – K and W on their animal. If time, students can complete their animal diagram, Then, if time, they will get their arctic habitat packet, read arctic text, and compare/contrast the Arctic with another habitat (Rainforest or desert). |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing 1:40-2:40** |
| Arctic Research:Model how to write an ALL ABOUT paragraph.Students finish researching. Start to write an all about paragraph about their animal.Students get with partner, complete KWL – K and W on their animal. If time, students can complete their animal diagram, Then, if time, they will get their arctic habitat packet, read arctic text, and compare/contrast the Arctic with another habitat (Rainforest or desert). |
| **Plus/Delta & Pack-Up 12:20** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |