

First Grade - First week of School

Great Resource for Morning Meeting Structure:

https://www.responsiveclassroom.org/sites/default/files/pdf_files/SMMbooklet.pdf

Interactive Modeling

1. Briefly state what you will model, and why.
2. Model the behavior exactly as you expect students to do it (the right way, not the wrong way, and without describing what you're doing unless you need to "show" a thinking process).
3. Ask students what they noticed. (You may need to do some prompting, but children soon notice every little detail, especially as they gain expertise with this practice.)
4. Invite one or more students to model the same way you did.
5. Again, ask students what they noticed the modelers doing.
6. Have all students model while you observe and coach them.
7. Provide feedback, naming specific, positive actions you notice and redirecting respectfully but clearly when students go off track.

Key Procedural Routines: All of these are demoed; these are in addition

- ❖ Quiet Signal - visual "When you hear the chime, it's quiet time"
- ❖ Procedure / Morning Routine - visual
- ❖ Lunch Bins/Unpacking/ Do now
- ❖ Procedure / End of Day Routine
- ❖ Use of Chromebooks / iPads - visual of tech put away neatly
- ❖ Bathroom / Drink Procedure - anchor chart next to sign out and for proper use
- ❖ Lining Up
- ❖ Classroom jobs
- ❖ Use of Supplies
- ❖ Copying Homework
- ❖ Quiet time after recess - t-chart with must dos/may dos
- ❖ Walking in the hallway - slogan "Right and tight"
- ❖ Lunchroom behavior - visual or video of what appropriate behavior looks like
- ❖ Playground equipment
- ❖ Sharpening Pencils
- ❖ Transition to rug/ small group/ switch class - slogan "Rewind, take two"
- ❖ Attendance - Smart notebook visual
- ❖ Take a Break - anchor chart/visual
- ❖ Fidgets
- ❖ Voice level - visual
- ❖ Greeting at the door -
- ❖ Entrance routine (special areas teachers)

Lesson Plans - First Grade

First Day of School: Thursday, 9/5

Arrival: Greet students outside,

- Have pencils on the desks

Teach Chime (or other quiet) Signal: play Freeze Game - **Interactive Modeling** “When you hear the chime, it’s quiet time.” “Why is it important to quiet down?”

- Introduce Voice limits
- Attendance and lunch count-Smart Notebook or anchor chart “How do others benefit when you do it well?”
- Leave backpacks on chairs

Morning Meeting: teach expectations

- Discuss 1st grade expectations for Morning Meeting.
- Greeting: Teacher will lead the greeting of each student on the first day (hello “name”) **Interactive Modeling**
- Message: Teacher will read message and students will echo read it.
- Other elements of Morning Meeting will be introduced gradually

Decorate name tags **Interactive Modeling**

- Blank pre-made name tags - print out in bubble letters?
- (favorite food, picture of their family, place they visit, place in their house)
- 1 for each corner of the name tag
- Closing Marker caps

Interactive modeling of procedure: (pick 2 you feel most important) “Why is it important to...?”

- Bathroom procedures-anchor chart next to sign out and for proper use
- Drink-demo/visual
- Pencils-demo
- Pushing your chair in-demo/visual
- Raising a hand to ask a question-visual

SNACK

Have students take out all their supplies on their desks before special. So then you can organize their supplies while they are at special.

Special

Line up for special

- Interactive Model of how to line up
 - slogan “Right and tight” when walking in the hall
 - “Rewind, take two” if needed to repeat

School Tour & Outdoor Boundaries Interactive Modeling

- Teach students classroom number, practice lining up in number order to go on a tour of the school
- Pete the Cat notes around the school
- bathroom procedure How do others benefit when you do it well?
- playground boundaries T Chart to compare
- Lunchroom behavior T Chart to compare
- Special entrances T Chart to compare

For at least the first 6 days (the Thursday/Friday and the next full week) I assign students a lunch buddy to sit with. I also give them a simple conversation starter such as "Today at lunch, find out if your buddy has any pets. If they do, find out what they are. If they don't, find out what they'd like to have. Be ready to share what you learned about your buddy after lunch". You can do that with lots of things: favorite color/food/tv show/game, somewhere they went this summer, how many brothers/sisters, how long they've been in PV etc.

Lunch (*Assignment - “Find someone who...”)

Recess

Quiet Time: A quick 10 minute break to regroup

- T Chart-must dos/may dos
- Lights off, no talking Interactive Modeling

Read-Aloud: The Kissing Hand Interactive Modeling

- Place in seats on carpet
- Criss cross applesauce legs, hands in lap

Writing: Have an activity tie in to your read-aloud.

- Brainstorm feelings
- I felt _____ on the first day of school
- final copy on color paper

Brain Break - Toilet Flush

Closing Circle Interactive Modeling

- Share one thing I liked about school today

- Teach dismissal routine

Dismissal Routines explained and **interactive model** “Why is it in your own interest to do it well?”

- Pass out notes/homework- demo
- Packing backpacks-demo
- brief clean up- demo

Homework: SEND HOME “ABOUT ME” BAGS

DAY 2: Friday, 9/6

Arrival: explain morning routine and interactive model routine **“When you hear the chime, it’s quiet time.”** “Why is it important to quiet down?”

- Practice quiet signal-demo
- Make an anchor chart together with pictures
- Model how to follow the chart

Morning Meeting: **Interactive Modeling** “How do others benefit when you do it well?”

- Greeting: Around the circle “Good Morning, _____.” Teach how to ask someone their name. Interactive model beforehand. Eye contact, how to ask name politely.
- Morning message - point to the words as you read them
- Activity and share will be added into Morning Meeting as the weeks progress

All About Me Bags: **Interactive Modeling**

- Have everyone share their “About Me” bags
(This will need to be broken up with another activity, brain break, or do the classroom tour halfway through)

SNACK **Interactive Modeling**

Classroom Tour: demo **“When we get really good at _____ what are the payoffs going to be?”**

- Lunch count/lunch bin
- Notes for the office
- Class library
- Practice lining up

Interactive modeling of procedure: (pick 2 you didn’t do yesterday) **“Why is it in your own interest to do it well?”**

- Bathroom procedures-anchor chart next to sign out and for proper use
- Pencils-demo

- Pushing your chair in-demo/visual
- Raising a hand to ask a question-visual

Special

- Interactive Model of how to line up
 - slogan “Right and tight” when walking in the hall
 - “Rewind, take two” if needed to repeat

Reading:

- Create 3 ways to read a book anchor chart with students
- Book bins on each table, or book bag premade for students
- Build stamina for 2 minutes
- Fill in class stamina chart

Lunch (*Assignment - “Find someone who...”)

Recess

Quiet Time: A quick 10 minute break to regroup

- Make backpack name tags to do quietly at their desk (must be white paper using die cuts so no cutting involved)
- Lights off, no talking

Establishing Rules:

- *The First 6 Weeks of School*, pg 45 and 60/ 61
- Why do we come to school?
- Read Why Do Dinosaurs Go to School

Brain Break - Stuck in the Mud

Closing Circle

- Share something fun from today
- Review dismissal routine

Dismissal Routines explained and **interactive model** “How do others benefit when you do it well?”

- Pass out notes/homework- demo
- Packing backpacks-demo
- brief clean up- demo

DAY 3, Monday 9/9

(Running Records begin on Day 3 when you can pull 1-1, and should be finished by Day 12)

Arrival: review and practice **“When you hear the chime, it’s quiet time.” “Why is it important to quiet down?”**

- Practice quiet signal **Interactive Modeling**
- Review anchor chart and routines
- Teacher model and student model step by step using chart

Morning Meeting:

- Greeting: Around the circle “Good Morning, _____.” Teach how to ask someone their name.
- Morning message - point to the words as you read
- Other elements of Morning Meeting will be introduced gradually

Brain Break

Reading: introduce classroom library, as well as how and when to get books this week (from bin on desks) **Interactive Modeling**

- Practice read to self
- Interactive model how to pick up a book
- Build stamina 1 min more than yesterday
- Circle share after read to self - “One thing I liked about my book...”

Special

- Interactive Model of how to line up
 - slogan “Right and tight” when walking in the hall
 - “Rewind, take two” if needed to repeat

Writing: model hopes and dreams

- Matthew Dreams - read aloud
- Teacher goal
- Student example
- Brainstorm student goals for school (learning goals)
- <https://www.responsiveclassroom.org/books-for-hopes-and-dreams-2012/>
- Hopes and Dreams - *The First 6 Weeks of School*, pg 19

Brain Break - Rainforest

Lunch (*Assignment - “Find someone who...”)

Recess

Quiet Time: A quick 10 minute break to regroup

- **Interactive Model** Silent Cheers
- Lights off, no talking

Teach Fire Drill and Lock Down

Review Hopes and Dreams

- Banners or picture to illustrate “My dream/goal for first grade...”
- Create banners or picture to illustrate “My dream/goal for first grade...”
- What symbols could represent your dream?
- Mini Lesson on symbols to change picture to symbols

(Your choice if you would like symbols or picture on their quilt piece)

Brain break - Just Like Me **Interactive Modeling**

Clock Partners **Interactive Modeling--maybe find your animal sound partner****

- Print a clock with 12, 3, 6 and 9.
- Clock Partners- We will use clock partners throughout the year. Start with your 12 o'clock buddy. Find someone who has the same favorite color as you. Write down this person in your 12 o'clock slot. Then find someone who has the same birthday month or season as you will be your 3 o'clock slot. Write down this buddy's name. For your 6:00 buddy, find someone who has the same number of siblings as you. Write that person's name in the 6:00 slot. For your 9:00 partner, find someone who has the same number/type of pets as you. Record this person's buddy in your 9:00 slot.

Closing Circle

- Partner share: something fun from today
- Review dismissal/stack and pack routine
- Sing a song

Dismissal Routines explained and **interactive model**

- Pass out notes/homework- demo
- Packing backpacks-demo
- brief clean up- demo

NO HW this week

DAY 4: Tuesday 9/10

Arrival: review and practice - **“Why is it in your own interest to do it well?”**

Morning Meeting: **“When you hear the chime, it's quiet time.” “Why is it important to stop what you're doing, cross your arms and put your eyes on me?”**

- Practice quiet signal
- Review anchor chart and routines
- Greeting: Around the circle “Good Morning, _____.”
- Morning message - point to the words

- Other elements of Morning Meeting will be introduced gradually
- Introduce Calming Corner and fidgets

Hopes and Dreams Part 2 demo

- How will _____ achieve those dreams?
- Talk about the importance of rules to achieve those
- Hopes and Dreams - *The First 6 Weeks of School*, pg 19

Special

- Interactive Model of how to line up
 - slogan “Right and tight” when walking in the hall
 - What are some of the details of lining up, what are the payoffs going to be?

Brain Break - As Still as a Rock (pg 6- Energizers)

Reading: introduce classroom library, as well as how and when to get books this week (from bin on desks) **Interactive Modeling**

- Practice read to self
- Interactive model how to pick up a book
- Build stamina 1 min more than yesterday
- Circle share after read to self - “One thing I liked about my book...”

Lunch (*Assignment - “Find someone who...”)

Recess

Quiet Time: A quick 10 minute break to regroup

- Have an activity for them to do quietly at their desk
- Lights off, no talking

Math: Exploration **Interactive Modeling** “Why is it important to handle manipulatives in this way?”

- Review one Math game - “I have who has”
- Explore manipulatives tied to the first topics (dominoes, ten frames, counters, connecting cubes, part part whole maps, dice, decks of cards)
- Work with Clock Partners (If your birthday is in January, February, or March... If your favorite color is... If you have a brother, sister, multiple siblings, or no siblings... If you have no pets, one pet, two pets, or more)

Brain Break - Five Plump Peas (pg 24)

Read-Aloud

- Practice listening bodies -demo
- Make an anchor chart “How to be a good listener”

- Whole Body Listening label worksheet **Interactive Modeling** “Why is it in your own interest to do it well?” Glue sticks, scissors

Closing Circle

- Circle share: something I’m looking forward to tomorrow
- Sing a song

DAY 5: Wednesday 9/11

Arrival: review and practice- “When it comes to Morning Routine, are we all set?”

Morning Meeting:

- Greeting: Around the circle “Good Morning, _____.”
- Morning message - point to the words as they follow along
- Other elements of Morning Meeting will be introduced gradually

Classroom Rules:

- Reread people’s hopes and dreams. Then say to the class “It is important that we all get to do the things we really want to do this year. If we want to get to all our schoolwork and to our own hopes and dreams, what rules do you think we will need? What will make our classroom a safe and friendly place to learn?”
- Record everyone’s ideas on the SmartBoard (or anchor chart) Record ALL student ideas. When students have exhausted ideas, tell them that the list is a rough draft and that we will look at it again to make sure we have everything

Special

- Interactive Model of how to line up
 - slogan “Right and tight” when walking in the hall
 - “If we were to get into bad habits when we do this, what effect will it have?”

Reading: introduce classroom library, as well as how and when to get books this week (from bin on desks) **Interactive Modeling**

- Practice read to self
- Interactive model how to pick up a book
- Build stamina 1 min more than yesterday
- Circle share after read to self - “One thing I liked about my book...”

Lunch (*Assignment - “Find someone who...”)

Recess

Quiet Time: A quick 10 minute break to regroup

- Have an activity for them to do quietly at their desk

- Lights off, no talking

Math: Exploration **Interactive Modeling** “How do others benefit when you do it well?”

- Review a different Math game “Top It”
- Explore manipulatives tied to the first topics (dominoes, ten frames, counters, connecting cubes, part-part-whole maps, dice, decks of cards, pattern blocks)
- Work with Clock Partners

Brain Break - Imagine This (Pg 36)

Read-Aloud

- Practice Turn and Talk
- Make an anchor chart “How to Turn and Talk” **Interactive Modeling** “ What does it look like, sound like, feel like?”

Closing Circle

- Circle share: something I’m looking forward to tomorrow
- Sing a song

DAY 6: Thursday 9/12

Arrival: review and practice-

Morning Meeting:

- Greeting: Around the circle “Good Morning, _____.”
- Morning message - choral reading
- Other elements of Morning Meeting will be introduced gradually

Rules Continued

- Read No David
- Look over rules and rephrase rules in a positive manner (don’t run= walk)
- Tell the class that you notice that all rules they came up fit into three different and important categories. (how to treat self, others, environment)
- Sort the rules by category
- You should end up with 3-5 rules total

Brain Break - Alphabet Aerobics **Interactive Modeling**

Reading: Practice Read to Self Stamina built up to 10-12 minutes

- Model transition and finding a perfect spot **Interactive Modeling**
- Use Read to Self guidelines from Daily 5 Tips

Special

- Interactive Model of how to line up
 - slogan “Right and tight” when walking in the hall

Writing: Launching lesson: Rules and Guidelines -Managing Materials - how to use crayons and scissors

Snapshot about me:

- Camera about me - Draw your favorite color, food, etc. craft.
- Needs to be done to hang in the hallway by BTSN
- Play game where you find someone who has the same as you

Lunch (*Assignment - “Find someone who...”)

Recess

Quiet Time: A quick 10 minute break to regroup

- Have an activity for them to do quietly at their desk
- Lights off, no talking

Math: Exploration **Interactive Modeling**

- Review a different Math game (Matching Puzzle - Ten frame, word and number)
- Explore more manipulatives (dominoes, ten frames, counters, connecting cubes, part-part-whole maps, dice, decks of cards, pattern blocks)
- Work with Clock Partners
- Math about me - for BTSN?

Closing Circle

- Circle share: something I liked this week

DAY 7: Friday 9/13

Arrival: review and practice **“Who can model this for us?”**

Morning Meeting:

- Greeting: Introduce your neighbor - (Good Morning _____)
- Morning message - choral reading

Rules Continued

- Everyone signs the poster
- Graphic Organizer
- Unity activity (put together class quilt/cloud/square)

Our class promise

“We promise to work together to do the right thing so we can all learn and have a great day.”

Special

- Interactive Model of how to line up
 - slogan “Right and tight” when walking in the hall

Equal vs Fair Lesson:

- Read aloud, video or poster

Read Aloud- *It's Not Fair!* by Amy Krouse Rosenthal

- Read the story and explore the differences between “fair” and “equal”
- Do the band-aid activity (ask students where they got hurt, put a bandaid on where the first child said and replicate on the same spot for the others. Fair does not mean getting the same thing but getting what you need to be successful.

Brain Break - Shake it (pg 67)

Reading: Practice Read to Self Stamina built up to 10-12 minutes

- Model transition and finding a perfect spot **Interactive Modeling** “How do others benefit when **you do it well?**”
- Use Read to Self guidelines from Daily 5 Tips

Lunch (*Assignment - “Find someone who...”)

Recess

Quiet Time: A quick 10 minute break to regroup

- Have an activity for them to do quietly at their desk
- Lights off, no talking

Math: Exploration **Interactive Modeling** “Why is it in your own interest to do it well?”

- Review a different Math game
- Explore manipulatives (dry erase boards, protector sheets, tens and ones mat, part- part-whole mat)
- Work with Clock Partners
- Math about me -- Hallway idea for BTSN?

Closing Circle

- Circle share: what I liked about school this week

Day 8: Monday, 9/16

Arrival: Have unpacking poster available for all students to use as they unpack with support.

Morning Meeting: Greeting - “Good Morning _____” with elbow bump

Sharing: “This weekend I...”

Group Activity: Coseeki (Interactive Modeling)

Morning Message: Model as teacher is star student - explain jobs.

Start unit on CARES

- Read Aloud: Today I will Fly, Mo Williams
- C stands for Cooperation
- Read Aloud
- Anchor Chart

Writing Launching lesson: Voice level and touch and tell your writing

- Activity - Draw/ write you a time you took turns, or worked together
- Share work after the independent writing time
- Turn and talk

Brain Break - Toilet flush

Daily 5:

Mini-lesson focus: **Interactive Modeling** “What did you notice about the way I lined up?”

- How to come to the carpet
- How to sit and behave on the carpet
- Carpet spots determined
- RF.1.4

Interactive Modeling “What are some of the details of work on writing quickly and effectively? What does it look like, sound like, and feel like?” Reading: Practice Read to Self together for 12 minute stamina and introduce Work on Writing practice 3 minute stamina

- Transition chime or signal
- Today introduce Work on Writing with anchor chart and build stamina all week (up to the 12 minutes like Read to Self)
- Introduce Work in Daily 3 Journal or however you are managing their writing
- Pick their own topic to write about and share with a partner at the end of the 3 minute stamina. This may only be sharing a drawing for many students.
- Pull students to test letter identification or Running Records.

BTSN Note

- During Mini-lesson teach how to turn and talk to assigned writing partner to share what they are planning to write
- Students will make a note for their parents for BTSN

SPECIAL -

Brain Break – Alphabet Aerobics

Logical Consequences: What happens if I don't follow the rules?

Mini- lesson using activities on google drive

“ Why is it important to follow the rules?”

Lunch (*Assignment - “Find someone who...”)

Recess

Quiet Time: **(Interactive Modeling)**

Read a book

Bathroom breaks

Math:

Begin center exploration: Practice moving from 1-2-3 centers, or whatever your center rotation looks like in your classroom **Interactive Modeling** “ How do others benefit when you do it well?”

- Review a different Math game
- Explore manipulatives (dry erase boards, protector sheets, tens and ones mat, part- part-whole mat)
- Math about me -- Hallway idea for BTSN

Brain Break - Stuck in the Mud

Closing Circle

- Read Aloud
- Review C of CARES
- Sharing - “Something I learned today...”

HW: Read for 10 minutes from Just Right Book Baggie

* Full HW Packet should start next week, introduce HW slowly with just reading log.

Day 9: Tuesday, 9/17

** [Constitution day worksheet \(from SS Plans\)](#)

Arrival: Have unpacking poster available for all students to use as they unpack with support or independently.

Morning Meeting:

- Greeting: “Good Morning _____” with elbow bump
- Sharing: What did you like about math?
- Group Activity: Coseeki
- Morning Message: model morning meeting jobs. (Interactive Modeling)

Conflict Resolution Lesson #1 - What do you see

Read Aloud: Continue unit on CARES

- A stands for Assertion
- Read Aloud
- Activity
- Anchor Chart
- Reinforce assertion
- How can I be assertive? Draw a picture of things you are proud of.

Brain Break - Jumping Jacks

Daily 5:

Mini-lesson focus:

- Structure of a mini-lesson
- RF.1.4

Reading: Practice Read to Self and Work on Writing stamina **Interactive Modeling** “Why is it in your own interest to do this well?”

- Practice the 12 minute Read to Self stamina again, and increase the Work on Writing stamina - suggested 5 minute stamina
- Pull students to test letter identification
- Use chime for transition signal (Interactive Modeling)

Writing - LAUNCHING LESSONS

- How to prepare for a conference and what to do while you are waiting for a conference
- Introduce folder - still working, all done sides **Interactive Modeling**
- Finish the note to your parents for BTSN

SPECIAL -

Lunch (*Assignment - “Find someone who...”)

Last day of Math center exploration:

Continue to practice Math groups - moving from centers. Interactive modeling of how to move between center activities. (Interactive Modeling)

- Review a different Math game
- Explore manipulatives - I suggest having students only use the manipulatives that you will be using for adding to 5 today - part- part-whole mat , sides of dominoes (that add to 5) or ten frame like 2 yellow and 3 red)

(Interactive Modeling)- “If we were to get into bad habits when we do this, what effect will they have?”

Closing Circle

- Read Aloud
- Sing a Song
- Sharing - “I cooperated with someone today when...”

HW: Read for 10 minutes from Just Right Book Baggie

Day 10, Wednesday, 9/18

Arrival: Have unpacking poster available for all students to use as they unpack with support or independently.

“Ok, I officially declare this expectation has been set. From this moment on, I expect each of you to unpack this way every time.”

Morning Meeting:

- Greeting: “Good Morning _____” with elbow bump
- Sharing: If you could have any superpower, what would you want to do?
- Group Activity: Coseeki
- Morning Message: model morning meeting jobs.

Conflict Resolution Lesson #2 - Rubber Band

Read Aloud: Continue unit on CARES

- R stands for Responsibility
- Read Aloud
- Anchor Chart
- Activity

Brain Break - Seat Swap

Reinforce responsibility

- How can I be responsible?
- Difference between tattling and telling responsibility
- Add to the writing topic anchor chart - “I was responsible when...”

Daily 5:

Mini-lesson focus:

- Turn and talk
- RF.1.4

Reading: Practice Read to Self and Work on Writing

- If you feel your students are ready you can run Read to Self and Work on Writing at the same time. Assign students into 2 groups, have some students work on Work on Writing first, and others start with Read to Self. Then switch half way through. Suggested 7 minute stamina for each.
- Pull students to test letter identification
- Use chime signal for transition (Interactive Modeling)

Writing - LAUNCHING LESSONS

- Review folder sides and where to get paper **Interactive Modeling**
- How to respond to someone during a share
- Draw a picture of their favorite part of the classroom or of them in class for back to school night.

SPECIAL

Logical Consequences lesson continued

- Review poster made yesterday
- Introduce the calming corner **Interactive Modeling** “If we get into bad habits when we do this, what effect will it have?”

How to Line up - Interactive Modeling

Lunch (*Assignment - “Find someone who...”)

Math

- BEGIN NEW MATH CURRICULUM
- Teacher group: ITL Adding to 5
- Math Manipulatives: adding to 5 with ten frames (Interactive Modeling)
- Interactive Notebook or worksheet adding to 5 (Interactive Modeling)

Closing Circle

- Read Aloud
- Sing a Song
- Sharing - “I was assertive today when...”

HW: Read for 10 minutes from Just Right Book Baggie

Day 11, Thursday 9/19

Morning Meeting:

- Greeting: “Good Morning _____” with elbow bump
- Sharing: What did you like about math?
- Group Activity: Coseeki
- Morning Message: model morning meeting jobs.

Conflict Resolution Lesson #3 - Listening to hear

Read Aloud: Continue unit on CARES

- E stands for Empathy
- Read Aloud
- Activity
- Anchor Chart

Reinforce empathy

- How can you have the same feelings as other people? When was there a time I put myself in someone else's shoes?"

Brain Break - Macarena

Reading:

Daily 5:

Mini-lesson focus:

- Become familiar with layout and setup of classroom library **Interactive Modeling**
- RF.1.4

Practice Read to Self and Work on Writing

- Split students into 2 groups, have some students work on Work on Writing first, and others start with Read to Self. Then switch half way through. Suggested 9 minute stamina for both.
- Pull students to test letter identification
- Use chime signal for transition **(Interactive Modeling)**

SPECIAL

Logical Consequences

- Add to poster or anchor chart you are creating
- Teachers Pay teachers packet shared

Writing: LAUNCHING LESSONS

- Wendy the Writer - Writers can write about anything
- How to use personal word wall for tricky words
- Word Wall uses

Lunch (*Assignment - "Find someone who...")

Word Knowledge Inventory Assessment Whole Class

Math

- NEW MATH CURRICULUM
- Teacher group: Adding to 5 practice (day 1)
- Math Manipulatives: adding to 5 with ten frames (Interactive Modeling)
- Interactive Notebook or worksheet adding to 5 (Interactive Modeling)

Closing Circle

- Read Aloud
- Sing a Song
- Sharing - "I was responsible today when..."

HW: Read for 10 minutes from Just Right Book Baggie

Day 12: Friday, 9/20

Morning Meeting:

- Greeting: “Good Morning _____” with elbow bump
- Sharing: What is your favorite book
- Group Activity: Rainstorm (Interactive Modeling)
- Morning Message: model morning meeting jobs.

Conflict Resolution Lesson #4 - Mindfulness

CARES

- Read Aloud
- S stands for Self Control
- Read Aloud
- Activity - Draw/ write you a time you had Self Control
- Anchor Chart

Brain Break - Rock, Paper, Scissors

Daily 5-

Mini-lesson focus:

- Book handling (Interactive Modeling)
- RF.1.4

Practice Read to Self and Work on Writing

- This week the goal is for students to understand that there is choice in Daily 5. Students will get to choose if they would like to do Read to Self or Work on Writing first, still practicing the stamina. Goal for each this week is 10-15 minute stamina, increasing 1 minute each day.
- Refer to Daily 5 takeaway notes for way to keep track of who is going to what center, or use your own plan
- Pull students to test letter identification
- Use chime signal for transition (Interactive Modeling)

Brain Break - Seat Swap

Writing:

- LAUNCHING Mini Lesson: choose a topic, sketch it and write about it
- Decide on a topic, picture it in their mind, and put the details they picture on their page in their drawings
- L.1.2.E, SL.1.1A

Lunch (*Assignment - “Find someone who...”)

SPECIAL -

Math

- BEGIN NEW MATH CURRICULUM
- Teacher group: Adding to 5 practice (day 2)
- Math Manipulatives: adding to 5 with dominoes (Interactive Modeling)
- Interactive Notebook or worksheet adding to 5 (Interactive Modeling)

Closing Circle

- Read Aloud
- Sing a Song
- Sharing - "I was responsible today when..."

Day 13: Monday, 9/23

Morning Meeting:

- Greeting: "Good Morning _____" with elbow bump
- Sharing: What is your favorite book
- Group Activity: Rainstorm (Interactive Modeling)
- Morning Message: model morning meeting jobs.

Conflict Resolution Lesson #5 - Defining Conflict

Review all of words for CARES Unit

- C stands for Cooperation
- A stands for Assertion
- R stands for Responsibility
- E stands for Empathy
- S stands for Self Control

Brain Break - Frog Jumps

Journeys- What is a Pal Day 1

- Introduce structure of Journeys with a non-tested unit.
- Words to Know activity with words: and, you, be, play, help, with
- Introduce Journeys book, picture walks through the whole book or exploration of stories - Guided Discovery of Journeys book

Brain Break - Stuck in the Mud

Daily 5:

Mini-lesson focus:

- Just Right I PICK book (Interactive Modeling) "Why is it in your own interest to do it well?"

- Create poster together
- RF.1.4

Practice Read to Self and Work on Writing

- This week the goal is for students to understand that there is choice in Daily 5. Students will get to choose if they would like to do Read to Self or Work on Writing first, still practicing the stamina. Goal for each this week is 10-15 minute stamina, increasing 1 minute each day.
- Refer to Daily 5 takeaway notes for way to keep track of who is going to what center, or use your own plan
- Pull students to finish testing letter identification
- Use chime signal for transition **(Interactive Modeling)**

Brain Break - Alphabet Aerobics

Writing:

- LAUNCHING LESSONS: What to do when you think you are done
- Mini Lesson: When you've done, you've just begun anchor chart , reread, add detail, start new piece
- Share and review how to turn and talk

Lunch (*Assignment - "Find someone who...")

SPECIAL -

Math

- BEGIN NEW MATH CURRICULUM
- Teacher group: Adding to 5 practice (day3)
- Math Manipulatives: adding to 5 with dominoes (Interactive Modeling)
- Interactive Notebook or worksheet adding to 5 (Interactive Modeling)

Closing Circle

- Read Aloud
- Sing a Song
- Sharing - "I had self control today when..."

HW packet begins (number identification, K sight words/ letter identification, reading log)

Day 14: Tuesday 9/24

Morning Meeting:

- Greeting: "Good Morning _____" with elbow bump
- Sharing: What is your favorite book
- Group Activity: Rainstorm **(Interactive Modeling)**

- Morning Message: model morning meeting jobs.

Conflict Resolution Lesson #6 - Questions about conflict

Journeys- What is a Pal Day 2

- Introduce structure of Journeys with a non-tested unit.
- Phonics pattern activity: consonants n and d

Brain Break - Jumping Jacks

Daily 5:

Mini-lesson focus:

- How to shop for I PICK books **Interactive Modeling**
- RF.1.4

Practice Read to Self and Work on Writing

- This week the goal is for students to understand that there is choice in Daily 5. Students will get to choose if they would like to do Read to Self or Work on Writing first, still practicing the stamina. Goal for each this week is 10-15 minute stamina, increasing 1 minute each day. **“Why is it in your own interest to do this well?”**
- Refer to Daily 5 take away notes for way to keep track of who is going to what center, or use your own plan
- Pull students to finish testing letter identification
- Use chime signal for transition **Interactive Modeling**

Writing:

- LAUNCHING LESSONS
- Mini Lesson: Browsing Box: box of books you used as mentor texts, how to look through them and edit your writing to include those things
- Review the anchor chart from yesterday and add this to it
- Continue to write sketched story
- SL.1.5

Lunch (*Assignment - “Find someone who...”)

SPECIAL -

Math

- NEW MATH CURRICULUM
- Teacher group: ITL picture graphs
- Math Manipulatives: Counting bears/shapes sort by color and graph (Interactive Modeling)
- Interactive Notebook or worksheet on picture graph (Interactive Modeling)

Closing Circle

- Read Aloud
- Sing a Song
- Sharing - “I showed cooperation today when...”

HW- Packet

Day 15, Wednesday, 9/25

Morning Meeting:

- Greeting: “Good Morning _____” with elbow bump
- Sharing: What is your favorite book
- Group Activity: Rainstorm **Interactive Modeling**
- Morning Message: model morning meeting jobs.

Conflict Resolution Lesson #7 - What’s your style about conflict

Journeys- What is a Pal Day 3

- Introduce structure of Journeys with a non-tested unit.
- Phonics pattern activity: short a

Brain Break - Macarena

Daily 5:

Mini-lesson focus:

- Understand conference behavior **Interactive Modeling** “When we get really good at conferencing, what are the payoffs?”
- RF.1.4

Practice Read to Self and Work on Writing

- This week the goal is for students to understand that there is choice in Daily 5. Students will get to choose if they would like to do Read to Self or Work on Writing first, still practicing the stamina. (Should have reached goal of 15 minutes each today)
- Refer to Daily 5 take away notes for way to keep track of who is going to what center, or use your own plan
- Pull students to finish testing letter identification
- Use chime signal for transition **Interactive Modeling**

Writing:

- LAUNCHING LESSONS
- Mini Lesson: I’ll move on by following the idea, “I’ll do the best I can and keep going.”
- Strategy for unknown words like circling the word you don’t know
- Model how to say the word slowly to hear beginning middle and ending sound
- SL.1.5

Lunch (*Assignment - “Find someone who...”)

SPECIAL -

Math

- NEW MATH CURRICULUM
- Teacher group: Lessons 6-2 thru 6-5 pg 360-381
- Math Manipulatives: Counting bears/shapes sort by color and graph (Interactive Modeling)
- Interactive Notebook or worksheet on picture graph (Interactive Modeling)

HW- Read 10 minutes each night and Math worksheet

DAY 16, Thursday 9/26

Morning Meeting:

- Greeting: Say Your Name **Interactive Modeling**
- The whole class begins chanting the refrain: Say your name and when you do, we will say it back to you! The first child says his or her name aloud, Melanie! In unison, the whole class repeats the name: Melanie! The whole class chants the refrain again as the greeting goes around the circle.
- Group Activity: Body Drumming **Interactive Modeling**
- Morning Message: Interactive modeling of star student jobs

Conflict Resolution Lesson #8 - Perspectives

Journeys- What is a Pal Day 4

- Introduce structure of Journeys with a non-tested unit.
- Guided Discovery of Journeys textbook
- Skill in context: Make connections with reading of the text **Interactive Modeling**

Daily 5-

Mini-lesson focus:

- Rereading to increase comprehension **Interactive Modeling**
- RF.1.4

Practice Read to Self, Work on Writing and Word Work

- This week the goal is for students to introduce the Word Work station. Students will get to choose if they would like to do Read to Self, Work on Writing or Word Work, still practicing the stamina. Goal for each this week is 10-15 minute stamina. (Students must choose 1 reading center a day, so if you are doing 2 rotations this week students will pick between Word Work or Work on Writing. They must do the Read to Self center at one time during the rotation.)
- Refer to Daily 5 take away notes for way to keep track of who is going to what center, or use your own plan
- Begin reading conferences, strategy groups and phonemic skill groups

- Use chime signal for transition **Interactive Modeling**

Brain Break - As Still as a Rock (pg 6- Energizers)

Writing:

- Mini Lesson: Capitals, punctuation
- Continue to model how to write pictures and words.
- Model how to stretch out words to help spell them correctly **Interactive Modeling** Separate out the sounds they hear in words and write down the letters that correspond to those sounds
- L.1.2.D, L.1.2.E

Lunch (*Assignment - “Find someone who...”)

SPECIAL -

Math

- NEW MATH CURRICULUM
- Teacher group: Review Lessons 6-2 thru 6-5
- Math Manipulatives: Counting bears/shapes sort by color and graph (Interactive Modeling)
- Interactive Notebook or worksheet on picture graph (Interactive Modeling)

Closing Circle

- Read Aloud
- Sing a Song
- Sharing - “I was responsible today when...”

HW- Packet

DAY 17, Friday 9/27

Teach how to hand in homework packet routine

Morning Meeting:

- Greeting: Say your name and when you do we will say it back to you... **Interactive Modeling**
- Group Activity: Body Drumming **Interactive Modeling**
- Sharing: My favorite _____ at school
- Morning Message: 1st star student interactive modeling

Conflict Resolution Lesson #9 - Feelings

Journeys- What is a Pal Day 5

- Mentor Texts for Making connections (refer to mentor text sheet)
- Post its and practice with own books

- Skill in context: Make connections

Brain Break -Five Plump Peas (pg 24)

Daily 5:

Mini-lesson focus:

- Reading tools
- RF.1.2 and RF.1.4

Practice Read to Self, Work on Writing and Word Work

- This week the goal is for students to introduce the Word Work station. Students will get to choose if they would like to do Read to Self, Work on Writing or Word Work, still practicing the stamina. Goal for each this week is 10-15 minute stamina.
- Refer to Daily 5 takeaway notes for way to keep track of who is going to what center, or use your own plan
- Begin reading conferences, strategy groups and phonemic skill groups
- Use chime signal for transition

Brain Break - Imagine This (Pg 36)

Writing:

- Mini Lesson: How to use a checklist
- Finger spaces, capitals at the start of sentences, and punctuation at the end.
- Use an alphabet chart with pictures to help **Interactive Modeling**
- L.1.1A, L.1.2B

Lunch (*Assignment - "Find someone who...")

SPECIAL -

Math

- NEW MATH CURRICULUM
- Test Part 1

Closing Circle

- Read Aloud
- Sing a Song
- Sharing - "I showed responsibility today when..."

DAY 18. Tuesday, 10/1

Morning Meeting:

- Greeting: Say your name and when you do we will say it back to you... **Interactive Modeling**
- Group Activity: Body Drumming **Interactive Modeling**

- Sharing: My favorite _____ at school
- Morning Message: 1st star student **Interactive Modeling**

Conflict Resolution Lesson #10 - Sources of Conflict

Journeys- What is a Pal (last day for this lesson) “**Why is it in your own interest to do it well?**”

- Review WTK and short a with n and f, difference between p and d

Brain Break - Shake it (pg 67)

Daily 5:

Mini-lesson focus:

- Use visual and meaning cues **Interactive Modeling**
- RF.1.2, RF.1.3, and RF.1.4

Practice Read to Self, Work on Writing and Word Work

- This week the goal is for students to introduce the Word Work station. Students will get to choose if they would like to do Read to Self, Work on Writing or Word Work, still practicing the stamina. Goal for each this week is 10-15 minute stamina.
- Refer to Daily 5 take away notes for way to keep track of who is going to what center, or use your own plan
- Begin reading conferences, strategy groups and phonemic skill groups
- Use chime signal for transition **Interactive Modeling**

Brain Break - Toilet flush

Writing:

- Mini Lesson: Rubric lesson #1 (use fire drill as a rubric example)
- What is a rubric
- SL.1.3

Lunch (*Assignment - “Find someone who...”)

SPECIAL -

Math

- NEW MATH CURRICULUM
- Teacher group: ITL:time to hour and lesson 13-1 pg 709-714
- Math Manipulatives: Continue working on adding to 5 (Interactive Modeling)
- Interactive Notebook or worksheet on adding to 5 (Interactive Modeling)

Closing Circle

- Read Aloud
- Sing a Song

- Sharing - “I showed cooperation today when...”

HW- Read 10 minutes each night, Math worksheet and Journeys worksheet

DAY 19, Wednesday 10/2

Morning Meeting:

- Greeting: Say your name and when you do we will say it back to you... **Interactive Modeling**
- Group Activity: Body Drumming **Interactive Modeling**”How do others benefit when you do it well?”
- Sharing: My favorite _____ at school
- Morning Message: 1st star student interactive modeling

Conflict Resolution Lesson #11 - Communication Encouragers

Journeys- The Storm: Unit 1 Lesson 2

- Words to Know: for, he, what, look, have, too
- Consonants r, h and z

Brain Break - Alphabet Aerobics

Daily 5:

Mini-lesson focus:

- Use the cover to make a prediction **Interactive Modeling**
- RF.1.4

Practice Read to Self, Work on Writing and Word Work

- This week the goal is for students to introduce the Word Work station. Students will get to choose if they would like to do Read to Self, Work on Writing or Word Work, still practicing the stamina. Goal for each this week is 10-15 minute stamina.
- Refer to Daily 5 take away notes for way to keep track of who is going to what center, or use your own plan
- Begin reading conferences, strategy groups and phonemic skill groups
- Use chime signal for transition **Interactive Modeling**

Writing:

- Mini Lesson: Rubrics lesson #2 - Fill in a rubric
- Practice using a rubric for Clean Your Room Harvey Moon
- W.1.3 and W.1.6

Lunch (*Assignment - “Find someone who...”)

SPECIAL -

Math

- NEW MATH CURRICULUM
- Teacher group: lesson 13-2 pg 715-720
- Math Manipulatives: Clocks time to the hour (Interactive Modeling)
- Interactive Notebook or worksheet on time to the hour (Interactive Modeling)

Closing Circle

- Read Aloud or Sing a Song
- Sharing - "I showed assertion today when..."

HW- Read 10 minutes each night, Math worksheet (adding to 5) and Journeys worksheet (from Pals)
Only 3 days Tuesday - Thursday, off for Rosh Hashanah

DAY 20, Thursday 10/3

Morning Meeting:

- Greeting: Say your name and when you do we will say it back to you... **Interactive Modeling**
- Group Activity: Body Drumming **Interactive Modeling**
- Sharing: My favorite _____ at school
- Morning Message: 1st star student **Interactive Modeling**

Conflict Resolution Lesson #12 - Escalators

Journeys- The Storm: Unit 1 Lesson 2

- Phonics Pattern: Short i activity

Daily 5:

Mini-lesson focus:

- Stretching out words **Interactive Modeling**
- RF.1.3 and RF.1.4

Practice Read to Self, Work on Writing and Word Work

- This week the goal is for students to introduce the Word Work station. Students will get to choose if they would like to do Read to Self, Work on Writing or Word Work, still practicing the stamina. Goal for each this week is 10-15 minute stamina.
- Refer to Daily 5 take away notes for way to keep track of who is going to what center, or use your own plan
- Begin reading conferences, strategy groups and phonemic skill groups
- Use chime signal for transition **Interactive Modeling**

Brain Break - Stuck in the Mud

Writing: Last Launching lesson

- Mini Lesson: Rubric Lesson #3

- How to behave when there is a sub rubric
- Finish up the rubric lessons
- SL.1.1a and SL.1.3

Lunch and Recess

Math

- NEW MATH CURRICULUM
- Teacher group: **Part 2** ITL and lesson 12-3 pg 679- 684
- Math Manipulatives: continue to practice clocks time to the hour (Interactive Modeling)
- Interactive Notebook or worksheet on time to the hour (Interactive Modeling)

Closing Circle

- Read Aloud or Sing a Song
- Sharing - "I showed self control today when..."

DAY 21, Friday 10/4

Morning Meeting:

- Greeting: Say your name and when you do we will say it back to you... **Interactive Modeling**
- Group Activity: Body Drumming **Interactive Modeling**
- Sharing: My favorite _____ at school
- Morning Message: 1st star student **Interactive Modeling**

Conflict Resolution Lesson #13 how to brainstorm

Journeys- The Storm: Unit 1 Lesson 3: b, g and it word family

Daily 5:

Mini-lesson focus:

- Chunks and smaller words in tricky words
- RF.1.3 and RF.1.4

Practice Read to Self, Work on Writing and Word Work

- This week the goal is for students to introduce the Word Work station. Students will get to choose if they would like to do Read to Self, Work on Writing or Word Work, still practicing the stamina. Goal for each this week is 10-15 minute stamina.
- Refer to Daily 5 take away notes for way to keep track of who is going to what center, or use your own plan
- Begin reading conferences, strategy groups and phonemic skill groups
- Use chime signal for transition **Interactive Modeling**

Brain Break - Stuck in the Mud

Writing: BEGIN WRITING FOR READERS MP 1 Lessons

- See MP 1 Skeleton plan to begin
- Brainstorm topics

Lunch and Recess

Math

- NEW MATH CURRICULUM
- Teacher group: **Part 2** 12-4 pg 685-690
- Math Manipulatives: Measuring (Interactive Modeling)
- Interactive Notebook or worksheet on measuring (Interactive Modeling)

Closing Circle

- Read Aloud or Sing a Song
- Sharing - "I showed self control today when..."

WEEK 5 (day 22-25, Monday 10/7- Friday 10/11 OFF for Teacher InService 10/9)

- Week of Respect
- Conflict Resolution Lesson #14-17
 - 14: conflict resolution lesson: how to use I-messages
 - 15: conflict resolution lesson: one to one strategy
 - 16: conflict resolution lesson: Managing anger
 - 17: conflict resolution lesson: let's get real
- MAP testing
- Continue modeling expectations and following through
- Writing for Readers MP 1 Skeleton
- Finish Journeys story 2 - The Storm with Preview and Predict Comprehension Strategy
- Math Finish Part 2 and Part 3
- Science and Social Studies

As we begin to dive deeper into our curriculum and follow our scope and sequence for the year please be mindful to touch on these following aspects during week 6:

- Remember to incorporate academic choice as much as possible
- Ask students who remembers what the letter "C" stands for in CARES. Challenge them each day.
- Continue to reinforce the message of a positive time out to regain self control. Perhaps brainstorming a list of ideas as a class for ways to settle down to help them self regulate
- Continue interactive modeling: using language "what did you notice about what ___ did," give feedback to students
- Be mindful of teacher language:
 - Reinforcing- naming specific strengths and positive actions I noticed.....
 - Reminding-helping children remember expectations

Walk on the right side of the hallway

- Redirecting-giving clear instructions when children go off track
“Macy, put the scissors down now.”
- Continue to model voice limits for each subject area.
- Math Centimeter Worksheet
- Allow students to come up with their own quiet signals or phrases and incorporate them
 - Once students are able to line up the “correct” way, say this phrase: [REDACTED]
“I officially declare this expectation has been set. From this moment on I expect each of you to unpack this way every time.”