

# **Grade 5: First Six Weeks of School Lesson Plans**

*(Focus on establishing expectations and setting the tone for the year)*

## **Important Reminders:**

Interactive modeling should be introduced and continued as needed for the following:

- Quiet Signal - visual "When you hear the chime, it's quiet time"
- Procedure / Morning Routine - visual
- Lunch Bins
- Unpacking/ Do now
- End of Day Routine
- Use of Chromebooks- visual of tech put away neatly
- Bathroom / Drink Procedure
- Lining Up
- Classroom jobs
- Use of Supplies
- Copying Homework
- Quiet time after recess - t-chart with must dos/may dos for each activity
- Walking in the hallway - slogan "Right and tight"
- Lunchroom behavior - Review the lunch room student conduct rules & make a Y chart.
- Playground equipment
- Sharpening Pencils
- Transition to rug/ small group/ switch class - slogan "Rewind, take two"
- Attendance
- Take a Break - anchor chart/visual
- Fidgets
- Voice level - visual
- Flexible Seating

## ● **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.

- **Great Resource for Morning Meeting Structure:**  
[https://www.responsiveclassroom.org/sites/default/files/pdf\\_files/SM Mbooklet.pdf](https://www.responsiveclassroom.org/sites/default/files/pdf_files/SM%20booklet.pdf)
  
- **Establishing Hopes and Dreams for School Overview**  
<http://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/>
  - **Grades 5-** Students in grades 5 and 6 are ready to set realistic, meaningful learning goals right from the start of school. Students this age are also ready for the additional challenge of stating one goal having to do with academic learning and one having to do with social relationships. Here's one way to help them do this:
    - On the second day of school, introduce students to learning goals in the [Morning Meeting](#) message, such as "This week we will think about our learning goals. What are some of your hopes and dreams for this school year? Try to think of both what you want to learn in different subjects and how you want to work with others." To guide students, state your own hopes and dreams. Be sure you also touch on both academic and social learning in your statement. For example, you might include in the message "I really hope everyone will feel safe, take care of each other, and be thinking workers."
    - Have a brief coaching conference with students who list goals that are too broad or unrealistic. For example, if a student says "I hope I get to play video games all day," you can help turn it into an attainable goal such as "to learn all that I can about computers this year."
    - By the end of the first week (or beginning of the second week), ask students to choose one social and one academic learning goal that is most important to them to write and illustrate. Display everyone's hopes and dreams on the classroom bulletin board and give the class time to read what classmates have shared.
  - **A Prelude to Rules**
    - Besides setting a tone of purposeful learning, inviting students to articulate their learning goals for the year is also an important first step in co-creating classroom rules with students.
    - For example, after students share their goals with the class, you might say, "You've had a chance to read everyone's hopes and dreams. Let's start thinking of some rules that can help us work together really well and allow everyone to reach their goals." Next you would consolidate the ideas students name into a manageable list that will serve as the classroom rules for the year.
    - Even if you're planning to use existing rules—ones shared by your team, grade level, or whole school—you'll still want to ask students to articulate their hopes and dreams so you can talk with them about how these rules enable them to achieve their goals. When you connect students' goals to the rules like this, no matter where the rules come from, you help students see rules as positive guidelines that create a safe, supportive classroom in which they can do their best learning.
  - Supporting a Key Goal of the First Weeks of School
    - One of our most important goals in the first weeks of school is to help students trust that school will be a place where their ideas matter and where the learning is meaningful. Guiding them in naming their learning goals for the year is a powerful way to meet this goal. Time spent on this activity is an investment that reaps benefits for months to come.

- **Lunchroom Rules (from student conduct)** - make a chart explaining what these rules look like, feel like, and sound like in the cafeteria.
  - Students enter the lunch area in an orderly manner.
  - Students walk at all times and listen to directions from adult supervisors.
  - Students act appropriately and show respect for the school environment.
  - Students remain seated unless buying food or disposing of waste.
  - Students clean their table(s) prior to dismissal.
  
- **Places to tour in Joyce Kilmer -**
  - Main Entrance
  - Main office
  - Bathrooms
  - Nurse
  - Library
  - Cafeteria
  - Art room
  - Music room
  - Technology Lab
  - Principal's Office
  - Science Lab
  - Other 5th Grade classrooms

## Day 1– (September 5)

- **Arrival:** (estimated time 15 minutes)
  - Meet students outside.
  - Walk in with students and then greet each child by their name as they walk in.
  - Instruct students to place their backpack on the back of their chairs or in a chosen area within the classroom.
  - Have students choose a seat or find their seat, and fill out an interest survey.
- **Morning Meeting:** (estimated time = 30 min)
  - Demo - morning meeting procedures and expectations. Use a “Y” chart if needed.
    - One person speaks at a time, eye contact, what does listening look like?
  - Structure:
    - Morning Meeting
    - Greeting: Rainbow Greeting (slide hands to make a rainbow)
    - Sharing: Students Introduce Themselves
    - Group Activity: My Bonny
      - Everyone sings the song “My Bonny Lies Over the Ocean.” Whenever bonny is said children alternate between sitting and standing. For example: “My Bonny (*stand*) lies over the ocean. My Bonny (*sit*) lies over the sea . . .”
      - The words to the song are:
        - My **Bonny** lies over the ocean.
        - My **Bonny** lies over the sea.
        - My **Bonny** lies over the ocean,
        - So bring back my **Bonny** to me.
        - Bring back, bring back,
        - Oh bring back my **Bonny** to me, to me.
        - Bring back, bring back,
        - cOh bring back my **Bonny** to me.
    - Morning Message: teacher/teachers will model how to read it.
    - Demo the quiet signal: “When you hear the chime, it’s quiet time.” Practice this throughout your supply check.
- **Unpack Backpacks:** (estimated time = 30-45 min)
  - Interactive Modeling/Model and Practice - include a visual or create an anchor chart for these procedures:
    - Call students by table to put Lunch bags in bins.
    - Call students by table to put these away: tissues, glue, scissors, loose leaf paper)
    - Unpack belongings - set up desks/cubbies - include a visual on the smartTV/smartboard of what the inside of the desk/cubby should look like.
    - Take independent reading books from backpacks and add it to their desk/cubby.
    - Model closet procedures
  - **Practice the quiet signal randomly throughout-** “When you hear the chime, it’s quiet time”

- **Transition** (estimated time = 20 min)
  - Interactive Modeling/Model and Practice -
    - Model and practice coming to the carpet
    - Model and practice transitioning back to their seats - Introduce “Rewind ... Take Two!” For when behavior needs to be reevaluated.
- **Nameplates** (Estimated time = 25 min)
  - Introduce and model expectations with art supplies -Demo this procedure
  - Interest survey/word search for those who finish early
  - **Practice the quiet signal randomly throughout-** “When you hear the chime, it’s quiet time”
- **Tour/Line Up Procedures** (Estimated time = 20 min)
  - Interactive Modeling/Model and Practice: line up procedures. Create a Y chart for hallway expectations.
    - Right and tight
    - Eyes forward
    - Zero Voice Limit
    - Single file with appropriate distance between students
  - Tour of the **entire** school - walking in hall expectations.
- **Fire Drill and Lock Down Practice** (Estimated time = 20 min)
  - Fire drill: Show students where to line up in the classroom and outside of the school. Review expectations-this includes a zero voice limit when walking back into the building.
  - Lock down: Show students where to go during a lockdown. Review expectations.
  - If time permits, review expectations for evacuations.
- **Town Hall Meeting** (estimated time 20 minutes)
  - Explain town hall meetings to students.
  - Teacher read aloud
  - Practice “turn and talk”
    - One partner speaks first, then the second partner speaks.
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - Introduce quiet time to the students. Review the purpose and expectations for quiet time.
  - Students will work on a coloring page for the first two days of quiet time.
- **Community Building Activity** (estimated time 30 minutes)
  - Buddy Banners - Model and practice questioning partner.
  - Review supply procedures (markers, glue, scissors) - demo this procedure.
  - **Practice the quiet signal randomly throughout-** “When you

hear the chime, it's quiet time"

- **Mailboxes** (estimated time 5 minutes)
  - Discuss expectations with students for using mailboxes.
- **Special Expectations** (estimated time 30 minutes)
  - Have each student write down their special schedule in their agenda.
  - Discuss the expectations when lining up for specials.
    - Mrs. Brunner: MTRF: Gym/W: Health
    - Ms. Scarduffa: MTRF: Gym/W: Technology
    - Mrs. Devine: MTRF: Music/W: Music Appreciation
    - Ms. Saso/Ms. Agugliaro: MTRF: Art/W: Family Life
- **Specials** (1:38-2:17)
  - Have students line up for specials based on which special they are going to that day.
  - \*\*\* Request specials teachers to walk students to 5th grade hallway after specials
- **Closing Circle** (estimated time 30 minutes)
  - Demo how to move to the circle, how to sit, how to make sure the group has room for everyone and can make a round circle. Where should they sit? How to make a good choice?
  - Around the circle sharing: one thing I enjoyed about today.
  - Discuss how to pack up and leave for the day.
- **Homework**: think about learning goals for "hopes and dreams" and complete interest survey.

**\*\*All of this should be completed on Day 1.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

## Day 2- (September 6)

Use this or something similar as your morning message:

Good morning fifth graders,

Today is Friday, September 6, 2019. Yesterday we had a fantastic start to our school year. You all demonstrated you know how to set a great tone for the year. Today we are going to work on our CARES goals. Do you remember what the letters in CARES stand for?

Before coming to the carpet for Morning Meeting do your best to follow these directions:

1. Find your desk. Unstack your chair.
2. If lunch is from home, walk to the lunch bin and place it gently in the lunch bin.
3. If you are buying lunch, stand at your desk and count out loud in a school appropriate voice to 30.
4. If you brought lunch money, any notes or forms for the teacher or office, place them in the notes basket.
5. Place your backpack on the back of your chair.
6. Sit silently and wait for announcements.

Today is going to be another fabulous day!

Sincerely,  
Teacher

- **Arrival:** (estimated time = 20 min)
  - Meet students outside.
  - Walk in with students and then greet each child by their name as they walk in.
  - Instruct students to place their backpack on the back of their chairs or in a chosen area within the classroom.
  - Have students meet at the carpet to set morning routine expectations.
  - Establish Arrival Routines: use of lunch bins, attendance procedures, and standing for the salute.
  - Demo and explain- slogan "Back to your seat, marshmallow feet, nice and neat".
- **Unpack Backpacks:** (estimated time = 10 min)
  - Interactive Modeling/Model and Practice - include a visual or create an anchor chart for these procedures:
    - Call students by table to put lunch bags in bins.
    - Unpack belongings - following the steps that were created during the arrival expectations discussion.
    - **Practice the quiet signal randomly throughout-** "When you hear the chime, it's quiet time"
- **Morning Meeting:** (estimated time = 30 min)
  - Review morning meeting procedures and expectations. Use a "Y" chart if needed.
  - Structure:
    - Morning Meeting
    - Greeting: Rainbow Greeting (slide hands to make a rainbow)

- Sharing: What was your favorite thing you did this summer?
  - Group Activity: A Warm Wind Blows
    - One person stands in the middle of the circle. S/he says "A warm wind blows for anyone who \_\_\_\_\_," filling in the blank with a category such as "has a dog." Everyone who fits that category comes into the center of the circle and then quickly finds a new place to sit. The one person who doesn't find a seat now stands in the center of the circle and says "A warm wind blows for anyone who \_\_\_\_\_," naming a new category. The activity continues for several rounds.
  - Morning Message: teacher/teachers will model how to read it. Discuss why reading the message is important each day.
- **Hopes and Dreams Intro** (estimated time = 10 min)
  - Teacher's hopes and dreams- already created, and posted on the board.
  - Hopes and Dreams - *The First 6 Weeks of School*, pg 19
  - Generate a list of hopes and dreams for the year.
  - Turn and talk.
  - Hopes and Dreams worksheet.
- **Tour/Line Up Procedures** (Estimated time = 20 min)
  - Interactive Modeling/Model and Practice: line up procedures. Review Y chart for hallway expectations.
    - Right and tight
    - Eyes forward
    - Zero Voice Limit
    - Single file with appropriate distance between students
  - Take a tour of **2 places** from the list of places to tour in Joyce Kilmer school - walking in hallway following expectations.
  - Sit on the carpet when returning to the classroom.
- **Transition** (estimated time = 5 min)
  - Interactive Modeling/Model and Practice -
    - Model and practice transitioning back to their seats - Review "Rewind ... Take Two!" if needed.
  - Discuss Friday third period routine with the students.
    - Multimedia (study hall in APR)
    - Multimedia (study hall in APR)
    - Technology (in the classroom)
    - Library (study hall)
- **Special/ Common Planning Time** (10:12-10:44)
  - Model transitions to select places.
  - Review hallway expectations.
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings
  - Read the *Cooperation: One by Kathryn Otoshi* book with the students.
  - Create the looks like, sounds like, feels like chart for cooperation with the students.



- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 30 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - Review the purpose and expectations for quiet time.
  - Students will work on a coloring page.
- **Additional Expectations Review** (estimated time 15 minutes)
  - Bathroom procedures
  - Sharpening pencils
  - Tissues/bandaids
  - Nurse protocol
- **Hopes and Dreams** (estimated time 45 minutes)
  - Create hopes and dreams clouds.
- **Tour of Library** (estimated time 15 minutes)
  - Either in classroom or media center -finding books - Just right book
- **Special Expectations** (estimated time 5 minutes)
  - Review the expectations when lining up for specials.
    - Mrs. Brunner: MTRF: Gym/W: Health
    - Ms. Scarduffa: MTRF: Gym/W: Technology
    - Mrs. Devine: MTRF: Music/W: Music Appreciation
    - Ms. Saso/Ms. Agugliaro: MTRF: Art/W: Family Life
- **Specials** (1:38-2:17)
- **Closing Circle** (estimated time 30 minutes)
  - Establish packing up routines: stacking chairs, backpacks, checking the floor for belongings.
  - Create an anchor chart to hang in the classroom of the expectations.
  - Around the circle: Share something they are excited about/nervous about for 5th grade.

**\*\*All of this should be completed on Day 2.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

**\*Week Two:** Sometime this week you will need to select student council reps and review the bus safety video during morning meeting. Eliminate the activity or make the share a whip share for time's sake\*

Switching Classes Begin this week. Please fit math/language arts with your homeroom, wherever you find time.

**Day 3:** (September 9)

- **Arrival** (estimated time = 20 min)
  - Meet students outside.
  - Walk in with students and then greet each child by their name as they walk in.
  - Instruct students to place their backpack on the back of their chairs or in a chosen area within the classroom.
  - Review arrival routines: use of lunch bins, attendance procedures, and standing for the salute.
  - Demo and explain- slogan "Back to your seat, marshmallow feet, nice and neat".
  - Unpack belongings - following the steps that were created during the arrival expectations discussion.
- **Morning Meeting** (estimated time = 30 min)
  - Review morning meeting procedures and expectations. Use a "Y" chart if needed. Review sharing expectations.
  - Structure:
    - Morning Meeting
    - Greeting: Ball Greeting
    - Sharing: Whip share - tell one thing you learned about someone else
    - Group Activity: Simon Says
    - Morning Message: Hopes and Dreams - ask students to think about what their hopes and dreams are for this year and for their career.
  - Discuss hopes and dreams balloon activity prior to leaving the carpet.
- **Community Building** (estimated time = 60 min)
  - Students will work on the hopes and dreams worksheet for the balloons. Review each worksheet with the students.
  - After each worksheet is reviewed, students will create their hot air balloons.
  - Review using and cleaning up supplies - (Scissors, markers, glue, scraps )
- **Switch Before Lunch/Recess** (Begin at 11, switch at 11:20)
  - Review what to bring to math/language arts. Make a chart of the materials by the door (ask your switch teacher what the students need)
  - Discuss lining up procedures and hallway expectations.
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 30 minutes)

- Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
- Day 1: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
- Practice the chosen activity for 15 minutes.
- **Switch:**
  - Getting to know you activity for switch class.
  - Practice lining up and switching before specials.
- **Specials** (1:38-2:17)
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings
  - Read the *Assertion: Noni Says No* by Heather Hartt-Sussman book with the students.
  - Create the looks like, sounds like, feels like chart for assertion with the students.
- **Pack Up**(estimated time 15 minutes)
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 2.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

#### Day 4: (September 10)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Koosh ball
    - Share: What is your favorite sport and why?
    - Activity: Fidget Family \*the activity may be moved to 9th period to be used as a reward for great behavior.
    - Message: Hopes and Dreams
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings
  - Read the *Responsibility: Each Kindness* by Jacqueline Woodson book with the students.
  - Create the looks like, sounds like, feels like chart for responsibility with the students.
- **Chromebook Cart Expectations** (estimated time 25 minutes)
  - Share picture of what the cart should look like.
  - Demonstrate and practice obtaining, using, and returning chromebooks to cart.
  - Point out how they are numbered and plugged in.
- **Hope and Dreams** (estimated time 20 minutes)
  - Finish Hopes and Dreams balloons and begin birthday cupcakes.
- **Switch Before Lunch/Recess** (Begin at 11, switch at 11:20)
  - Review what to bring to math/language arts. Review a chart of the materials by the door. Discuss lining up procedures and hallway expectations.
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 30 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - Day 2: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
  - Practice the chosen activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Interactive Modeling/Model and Practice: line up procedures. Create Y chart if needed.
  - Language Arts:
    - LA Flash writing
    - Stamina reading
  - Math:
    - Math pretest for Topic 1/pre-assessment
  - Practice lining up and switching before specials.

- **Specials** (1:38-2:17)
- **Community Building** (estimated time 25 minutes)
  - Finish cupcakes and anything else that needs to be finished.
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 4.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

## Day 5- (September 11)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Koosh ball
    - Share: Partner Chat - Slogan: "One Speaker" slogan here--helps students understand the importance of recognizing the person whose turn it is to speak, and using self-control to avoid blurting out comments when it's not your turn
    - Activity: Concentration with share about what your partner shared with you.
    - Message: Today we will brainstorm a list of rules - Think about what rules you think are necessary to create an inviting environment in the classroom?
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings
  - Read the *Empathy: Come With Me* by Holly McGee with the students.
  - Create the looks like, sounds like, feels like chart for empathy with the students.
- **Community Building** (estimated time 30-40 minutes)
  - Establishing rules - *The First 6 Weeks of School*, pg 61
  - Brainstorm a list of possible rules. Have students give reasons why each rule they come up with for this list might be necessary.
- **Switch Before Lunch/Recess** (Begin at 11, switch at 11:20)
  - Review what to bring to math/language arts. Review a chart of the materials by the door. Discuss lining up procedures and hallway expectations.
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 30 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - Day 3: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
  - Practice the chosen activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Flash Writing
    - Reading to Self
    - Stamina Reading

- Math:
  - Math game and textbook handout.
  - Cover the book with contact paper or packing tape for homework.
- Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Closing Circle:**
  - September 11th Read Aloud with students.
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 5.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

## Day 6- (September 12)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Koosh ball
    - Share: What'd you have for dinner?
    - Activity: Hands Up
    - Message: Hopes and Dreams – Rules
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings
  - Read the *Self Control Book: Decibella* by Julia Cook book with the students.
  - Create the looks like, sounds like, feels like chart for Self Control with the students.
- **Community Building** (estimated time 30-40 minutes)
  - Establishing Rules *The First 6 Weeks of School*, pg 61
  - Have students reevaluate the list from yesterday. Which rules are similar to to other rules?
  - Condense rules to 3- 5 classroom rules.
  - Host a discussion on if these rules are adequate for the classroom.
- **Switch Before Lunch/Recess** (Begin at 11, switch at 11:20)
  - Review what to bring to math/language arts.
  - Discuss lining up procedures and hallway expectations, as necessary.
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 30 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - Day 4: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
  - Practice the chosen activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Flash Writing
    - Stamina Building (chart check in) for Daily 3 Read to Self
    - Genre Introduction - Genre powerpoint and sort\* if time
  - Math:
    - Manipulative Activities.
    - Begin Y chart on group expectations.
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Science** (estimated time 30 minutes)



- Introduce expectations for walking to science lab and lab procedures (if this is your lab day).
- Otherwise: Have students participate in science partner team building. Give students paper and marbles. Have them build a bridge between desks. The object is to build the strongest bridge. The bridge that can hold the most marbles wins.
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 6.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

## Day 7 - (September 13)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Koosh ball
    - Share: Inside Out Circles - Something about yourself
    - Activity: Hand Dance
    - Message: Signing of the rules.
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Introduce Conflict Resolution lessons.
  - Lesson 1, Part 1: What do you see? (See slide presentation)
- **Community Building** (estimated time 30-40 minutes)
  - Logical Consequences - *The First 6 Weeks of School*, pg 19
  - What happens when rules are broken?
  - Why is it important to have rules?
- **Switch Before Lunch/Recess** (Begin at 11, switch at 11:20)
  - Review what to bring to math/language arts.
  - Discuss lining up procedures and hallway expectations, as necessary.
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 30 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - Day 5: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
  - Practice the chosen activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Flash Writing (final one)
    - Introduce Book Challenge and bi-monthly letters
    - Continue with stamina in reading to self
    - Continue Genre Sort/ Posters
  - Math:
    - Review routines and procedures
    - Place Value Activities
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Hand out text books.
  - Demo procedure for finding partners or if partners are preselected working together.
  - Introduce Regions project and note taking expectations.
- **Pack Up** (estimated time 15 minutes)

- Practice writing in planner and putting materials away in desk, mailboxes, and folders.
- Review the packing up expectations.
- Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 7.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

## Day 8- (September 16)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Mix and Mingle
    - Share: Something I like to do after school
    - Activity: Coseeki
    - Message: CARES review
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings
  - Lesson 1, Part 2: Paperclip Brainstorm (See slide presentation)
- **Community Building** (estimated time 30-40 minutes)
  - Cursive Practice with Homeroom
  - Logical Consequences - *The First 6 Weeks of School*, pg 19
  - Agree on consequences. Sign consequences poster/contract.
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 30 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - Day 6: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
  - Practice the chosen activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Introduce and model Book Challenge log
    - Continue genre posters
    - Continue with stamina in reading to self
    - HW -Begin logging Independent Reading Books
  - Math:
    - Review routines and procedures
    - Place Value Activities
    - Homework Procedures
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Regions project. Review partner work expectations.
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 8.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

## Day 9 - (September 17)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Mix and Mingle
    - Share: Favorite ice cream flavor
    - Activity: Awake, Alert, Alive, Enthusiastic
    - Message: Review the rules and consequences. Begin discussing Options for Getting it Back Together
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 1, Part 3: Listening to Hear (See slide presentation)
- **Community Building** (estimated time 30-40 minutes)
  - Demo - Anchor Chart - Options for Getting it Back Together.

Options for Getting it back together: DEMO  
These! This is an important SEL lesson

<u>Think</u>	<u>Breathe</u>	<u>Move</u>
• What did I do?	Center yourself	Walk (back of room, or to water)
• What caused it?	Visualize	Walk to refocus chair
• What effect did it have on me?	Moment of silence	Push ups in back of room
• What effect did it have on others?	Yoga Pose/Mindfulness	Arm curls in back of room
• What was I feeling?	<u>Flip a Switch</u>	<u>Sensory (in back of room?)</u>
• What am I feeling?	Identify a thought or feeling	Water bottle w/glitter
• How do I want to feel?	Deny it's power	Worry stone/beads string
• What will I do now?	Let it go, move on	Press arms into chair arms
		Look at art (or close eyes)
		Music (headphones?)

- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Review Book Challenge Log
    - Introduce model partner reading
    - Continue stamina reading - read to self
    - \*Begin pulling students for Running Records (aim for 5 per day in each section)
  - Math:
    - Review routines and procedures
    - Review Homework procedures
    - Place Value Activities
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Constitution Day Activity - Brainpop.

- Regions project
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 8.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

## Day 10 - (September 18)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Mix and Mingle
    - Share: Which Region of the US would you like to live in other than the Northeast?
    - Activity: Pop!
    - Message: What do we need to remember when writing a blog response to a friend?
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 1, Part 4: Mindfulness (See slide presentation)
- **Community Building** (estimated time 30 minutes)
  - Practice using Google Classroom.
  - Create expectations for student work, responses to Classroom questions, and proper handling of Chromebook.
  - If there is time, play the If I Were Game
  - Directions:
    - 1. Write the topic statement on a chart or board and give students a few minutes to think of their choice.
    - 2. The first student turns to the next student in the circle and says, "If I were an animal, I would be \_\_\_\_\_."
    - 3. The second student then makes a relevant and respectful one-sentence comment about what the student said before turning to the next student and saying, "If I were an animal, I would be \_\_\_\_\_." Example: Alex turns to Tanya and says, "If I were an animal, I would be a lion." Tanya responds, "I like lions a lot!" Tanya turns to Olivia and says, "If I were an animal, I would be a dolphin." Olivia responds, "Dolphins are cool swimmers."
    - 4. Continue until everyone has had a chance to make a statement and offer a comment.
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Chromebook/ Computer Lab Routines and logging in for LA work

- \* Narrative Benchmark - Timed Writing \* - Try and fit this anytime this week. Allow 40 minutes total for the writing and planning.
    - Have Ss print out writing to be used for planning during Writer's Workshop.
  - Math:
    - Review routines and procedures
    - Review Homework procedures
    - Place Value Activities
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Regions project
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 10.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***



Day 11 - (September 19)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Mix and Mingle
    - Share: Give an example of when you had to view something from another perspective.
    - Activity: Toe to toe game
    - Message: Think about the 'whys' of remaining quiet while lined up. Be ready to share with the class.
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Introduce model partner reading
    - Continue stamina reading - read to self
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Review Homework procedures
    - Place Value Activities
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 2, Part 1: Defining Conflict (See slide presentation)
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Introduce model partner reading
    - Continue stamina reading - read to self
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Review Homework procedures
    - Place Value Activities
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Regions project.
  - Make sure to circulate around the room checking in on student partner groups. Use this opportunity to use the chime to practice bringing attention back to the chime ringer at any given point in the day.
- **Pack Up** (estimated time 15 minutes)

- Practice writing in planner and putting materials away in desk, mailboxes, and folders.
- Review the packing up expectations.
- Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 11.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

Day 12 - (September 20)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Mix and Mingle
    - Share: Use 5 words or less to tell us what you are doing this weekend!
    - Activity: Stand if
    - Message: Bathroom/water sign out procedures check in.
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Model and practice coming to the carpet with materials for mini-lessons.
    - Model and practice transitioning to the back table or to groups for rotations.
    - Practice reading to self - building stamina
    - Partner reading
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value Lessons
    - Model and practice guided discovery with manipulatives
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 2, Part 2: Questions about Conflict (See slide presentation)
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Model and practice coming to the carpet with materials for mini-lessons.
    - Model and practice transitioning to the back table or to groups for rotations.
    - Practice reading to self - building stamina
    - Partner reading
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value Lessons

- Model and practice guided discovery with manipulatives
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Continue Regions.
  - Review and practice blog responses.
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 12.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

Day 13-(September 23)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Greeting: Hullabaloo
    - Share: What was your favorite thing you did this weekend?
    - Activity: Hands up
    - Message: Name one characteristic of each region that is different from the others.
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Practice Daily 3 Rotations-
    - Mini-lesson on letter writing
    - Continue practicing rotations
    - Continue stamina reading - read to self
    - Read to Partner
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value Lessons
    - Model and practice guided discovery with manipulatives
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 2, Part 3: What's Your Style (of conflict)? (See slide presentation)
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Practice Daily 3 Rotations-
    - Mini-lesson on letter writing
    - Continue practicing rotations
    - Continue stamina reading - read to self
    - Read to Partner
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value Lessons
    - Model and practice guided discovery with manipulatives
  - Review the hallway expectations prior to switching.

- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Continue Regions.
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 13.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

## Day 14-(September 24)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Morning Meeting:
    - Greeting: Hullabaloo
    - Share: Favorite Movie
    - Activity: Detective
    - Message: Math topic related
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Launch Writer's Workshop, Lesson 1
    - Continue stamina reading - read to self
    - Read to Partner
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value Lessons
    - Model and practice with manipulatives procedures for station activities
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 3, Part 1: Perspectives (See slide presentation)
  - Finished Early: Cursive Practice
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Launch Writer's Workshop, Lesson 1
    - Continue stamina reading - read to self
    - Read to Partner
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value Lessons
    - Model and practice with manipulatives procedures for station activities
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Region presentations.
  - Review note taking and show students the accordion project.
- **Pack Up** (estimated time 15 minutes)

- Practice writing in planner and putting materials away in desk, mailboxes, and folders.
- Review the packing up expectations.
- Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 14.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***



Day 15-(September 25)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Morning Meeting:
    - Greeting: Hullabaloo
    - Share: Something you find difficult
    - Activity: Rainstorm
    - Message: Think about and be ready to share something that is difficult for you in school or outside of school
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Practice Daily 3 Rotations-
    - Continue launching Writer's Workshop, lesson 2
    - Continue stamina reading - read to self
    - Read to Partner
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value
    - Model and practice guided discovery with manipulatives
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 3, Part 2: Feelings (See slide presentation)
  - Finished Early: Cursive Practice
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Practice Daily 3 Rotations-
    - Continue launching Writer's Workshop, lesson 2
    - Continue stamina reading - read to self
    - Read to Partner
    - \*Pulling students for Running Records
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value
    - Model and practice guided discovery with manipulatives
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)

- **Social Studies** (estimated time 30 minutes)
  - Finish student presentations.
  - Begin accordion project.
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 15.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

Day 16 - (September 26)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Morning Meeting:
    - Greeting: Hullabaloo
    - Share: What is your favorite thing so far in 5th grade?
    - Activity: Rainstorm
    - Message: Think about and be ready to share your favorite thing so far in 5th grade.
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 3
    - Stamina in reading to self - identifying reading goals based on RR - begin pulling students to identify goals and create bookmarks
    - Read to Partner
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value
    - Model and practice guided discovery with manipulatives
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 3, Part 3: Sources of Conflict(See slide presentation)
  - Finished Early: Cursive Practice
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 3
    - Stamina in reading to self - identifying reading goals based on RR - begin pulling students to identify goals and create bookmarks
    - Read to Partner
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value
    - Model and practice guided discovery with manipulatives
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)

- **Social Studies** (estimated time 30 minutes)
  - Final region project.
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 16.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

## Day 17 - (September 27)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Morning Meeting:
    - Greeting: Hullabaloo
    - Share: What are you most excited for, for the long weekend?
    - Activity: Rainstorm
    - Message: Think about and be ready to share what you are most excited for, for the long weekend.
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 4
    - Stamina in reading to self - identifying reading goals based on RR - pull students to identify goals and create bookmarks
    - Read to Partner
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value
    - Model and practice guided discovery with manipulatives
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Character Day--Video and The Best Part of Me
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 4
    - Stamina in reading to self - identifying reading goals based on RR - pull students to identify goals and create bookmarks
    - Read to Partner
  - Math:
    - Review routines and procedures
    - Topic 1 - Place Value
    - Model and practice guided discovery with manipulatives
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)

- **Social Studies** (estimated time 30 minutes)
  - Final region project.
- **Pack Up** (estimated time 15 minutes)
  - Practice writing in planner and putting materials away in desk, mailboxes, and folders.
  - Review the packing up expectations.
  - Have students pack up and line up at the door.

**\*\*All of this should be completed on Day 17.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

Day 18 - (October 1)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Morning Meeting:
    - Greeting: Do the Wave
    - Share: Whip share - one word to describe yourself
    - Activity: skip 10
    - Message: Math related topic
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 5
    - Stamina in reading to self - identifying reading goals based on RR - pull students to identify goals and create bookmarks
    - Read to Partner
  - Math:
    - Topic 2
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 4, Part 1: Communication Encouragers and Blockers (See slide presentation)
  - Finished Early: Cursive Practice
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 5
    - Stamina in reading to self - identifying reading goals based on RR - pull students to identify goals and create bookmarks
    - Read to Partner
  - Math:
    - Topic 2
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Final region project.
- **Pack Up** (estimated time 15 minutes)

**\*\*All of this should be completed on Day 18.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

Day 19- (October 2)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Morning Meeting:
    - Greeting: Do the Wave
    - Share: What would be the ideal allowance and how you spend use it?
    - Activity: Double Double This This
    - Message: Kindness matters
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 5
    - Stamina in reading to self - identifying reading goals based on RR - pull students to identify goals and create bookmarks
    - Read to Partner
  - Math:
    - Topic 2
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 4, Part 2: The Four Escalators (See slide presentation)
  - Finished Early: Cursive Practice
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 5
    - Stamina in reading to self - identifying reading goals based on RR - pull students to identify goals and create bookmarks
    - Read to Partner
  - Math:
    - Topic 2
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Final region project.
- **Pack Up** (estimated time 15 minutes)

**\*\*All of this should be completed on Day 19.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***



Day 20 - (October 3)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Morning Meeting:
    - Greeting: Do the Wave
    - Share: If a genie would give you only one wish, which would you pick, and why?
    - Activity: Zoom
    - Message: Be ready to share, what your wish would be if a genie would give you only one wish.
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 6
    - Introduce Plot Summary
    - Stamina in reading to self
  - Math:
    - Topic 2
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 5, Part 1: How to Brainstorm(See slide presentation)
  - Finished Early: Cursive Practice
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 6
    - Introduce Plot Summary
    - Stamina in reading to self
  - Math:
    - Topic 2
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Final region project.
- **Pack Up** (estimated time 15 minutes)

**\*\*All of this should be completed on Day 20.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

Day 21 - (October 4)

- **Arrival and Morning Routine** (estimated time 15 minutes)
  - Remind students to refer to anchor chart or visual.
  - Structure:
    - Morning Meeting:
    - Greeting: Do the Wave
    - Share: What are you plans for this weekend?
    - Activity: Zoom
    - Message: Map testing next week. Show what you know. No pressure.
- **Math/Language Arts** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 7
    - Plot summary
    - Stamina in reading to self
    - Read to Partner
  - Math:
    - Topic 2
- **Town Hall Meeting** (estimated time 30-40 minutes)
  - Review expectations for town hall meetings.
  - Lesson 5, Part 2: How to Use "I" Messages (See slide presentation)
  - Finished Early: Cursive Practice
- **Switch Before Lunch/Recess** (switch at 11:20)
- **Lunch/Recess** (11:25 - 12:10)
  - Get the students from lunch and recess and review the expectations for the hallway.
- **Quiet time** (estimated time 20 minutes)
  - Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
  - The students can choose their activity for 15 minutes.
- **Switch** (estimated time 70 minutes)
  - Language Arts:
    - Continue Writer's Workshop launch, lesson 7
    - Plot summary
    - Stamina in reading to self
    - Read to Partner
  - Math:
    - Topic 2
  - Review the hallway expectations prior to switching.
- **Specials** (1:38-2:17)
- **Social Studies** (estimated time 30 minutes)
  - Final region project (final day)
- **Pack Up** (estimated time 15 minutes)

**\*\*All of this should be completed on Day 21.\*\***

**\*\*Please rearrange to fit your schedule accordingly. \*\***

**Week of October 7th to 11th:**

- MAP Testing will be this week. Please adjust your schedules accordingly and complete the following:
  - MAP Testing
  - Conflict Resolution:
    - Lesson 5, Part 3: One-to-One Strategy
    - Lesson 6, Part 1: Managing Anger/Anger Abyss
    - Lesson 6, Part 2: Let's Get Real
  - Social Studies:
    - Introduce Chapter 1, Lesson 1
  - Math:
    - Topic 2 (wrap up)
  - Language Arts:
    - Writing Workshop Launching Lessons



**KEEP  
CALM  
AND  
HAVE A GREAT  
SCHOOL YEAR**