

## **GRADE 4**

### **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:

- Unpacking / packing up
- Quiet signal
- Lining up
- Hallway walking
- Signing out and using the bathroom
- Sharpening pencils
- Going to / returning from switch class
- Quiet time
- Copying HW
- Using classroom materials / supplies
- Group and partner work / activities

#### **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.

#### **Establishing Hopes and Dreams Overview**

<http://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/>

**Grades 3–4**

*To help students get enthusiastic about school right away, invite them to begin thinking about their hopes and dreams early in the first week of school. The challenge is to help them set learning goals that they truly care about and can realistically achieve in school this year. Here's one way to do this:*

- At the end of the first day, introduce students to learning goals in [closing circle](#)—a daily gathering before dismissal that helps students end the day on a positive note and feel energized about their learning. Going around the circle, ask students, “What's one thing you enjoyed about your first day of school?” and “What's something you're looking forward to tomorrow?” Then ask students to spend a few minutes that night thinking about what they want to learn and do in school this year.
- Over the next couple days, help students brainstorm learning goals in short sessions, spreading this brainstorming over the course of the week to give them time to come up with lots of ideas. You might want to have students [use a worksheet](#) to help them come up with a goal that's achievable and meaningful. Start off the first session by sharing your own hopes and dreams. For example, you might say, “I hope our class grows into a safe and strong learning community.”
- Coach students who list goals that may be too broad or unrealistic for the school year. For example, if a student says “I want to be a professional musician,” discuss the skills and habits needed to reach such a long-term goal and choose one that's realistic to focus on this year. For example, musicians need stick-to-itiveness, and an attainable school-year goal related to that might be “to keep trying even when something is difficult.”
- By the end of the first week, students should be ready to choose one goal to illustrate and share with the class. Display everyone's hopes and dreams on the classroom bulletin board for all to see.

### **Great Resource for Morning Meeting Structure:**

[https://www.responsiveclassroom.org/sites/default/files/pdf\\_files/SMMbooklet.pdf](https://www.responsiveclassroom.org/sites/default/files/pdf_files/SMMbooklet.pdf)

## **WEEK 1**

### **Day 1- Thursday, September 5, 2019**

Per. 1 Arrival: Greet students at the door, have students sit anywhere for the moment and put backpacks on back of chair, have students put lunch boxes in the lunch bins

Morning Meeting:

- Greeting: good morning with a handshake
- Sharing: share your favorite thing about this past summer
- Group Activity: Read Aloud *First Day Jitters* or another introductory activity
- Morning Message: Read to class

Per. 2 Special

Per. 3 **Interactive Modeling**

Unpacking all materials, forms, supplies into desk, putting away backpacks

Per. 4 Decorate name tags

- Interactive modeling – using supplies (crayons, markers, etc.)

11:15 Interactive modeling : Lining up to exit classroom

Per. 5 Lunch/Recess

Per. 6 **Interactive Modeling**

Practice transitioning to switch class

Introduce quiet time

Getting to know you activity: Tell about yourself and introduce Footprints

Practice transitioning back to homeroom class

Per. 7 Establishing Rules / Hopes and Dreams- Beginning discussion

(Refer to *The First Six Weeks of School* pages 60-63)

Per. 8 Energizer: Classmate Scavenger Hunt and practice quiet signal

Tour of the School

- Interactive Modeling: Lining up, walking in the halls

Per. 9 Social Studies

- **Interactive Modeling**
- Pass out and explore textbooks, topics covered this year

Closing Circle

- Around the circle sharing: one thing I enjoyed about today
- Homework: Bring in a summer share item and think about hopes/dreams goal

2:45 **Interactive Modeling**

Pack up and dismissal procedures. Dismiss at 3:00.

## **Day 2- Friday, September 8**

Per. 1 Arrival: Greet students at door.

**Interactive Modeling:** Review and practice unpacking procedures

Morning Meeting:

- Greeting: good morning with a handshake
- Sharing: share your favorite thing about this past summer
- Group Activity: Crazy telephone
- Morning Message: Read to class

Interactive modeling: transition back to seats

Per. 2 Special

Per. 3 Decorate birthday tags

- Interactive modeling – using supplies (crayons, markers, etc.)

Interactive modeling: How / when to sign out and use the bathroom

Per. 4 **Interactive Modeling**

Outside Time

- Take fire drill route and practice lining up
- Talk about playground etiquette and practice safe play
- Reflect on safe play

Per. 5 Lunch/Recess

Per. 6 **Interactive Modeling**

Practice transitioning to switch class

Introduce quiet time

Getting to know you activity: Review and begin Footprints

Practice transitioning back to homeroom class

Per. 7 Establishing Rules / Hopes and Dreams- Beginning discussion

(Refer to *The First Six Weeks of School* pages 60-63)

Model teacher hope and dream (Possibly use Read Aloud)

Per. 8 Energizer: Mathercise- small hops while skip counting by 3's

Social Studies

- **Interactive Modeling:**
- Turn and Talk in small groups about favorite places in NJ. Practice quiet signal. Share as a class. As we learn about NJ over the next few weeks we will discover in which regions some of our favorite places are located.

Per. 9 Introduce handprints and share teacher example. (Name/drawing on palm and describing words on fingers)

Closing Circle

- Around the circle: Something I'm looking forward to for next week
- Homework: Bring in a summer share item and think about hopes/dreams goal

2:45 Pack up and dismissal procedures. Dismiss at 3:00.

**WEEK 2**

\*sometime this week you will need to select student council reps and review the bus safety video during morning meeting.

### **Day 3- Monday, September 11**

Per. 1 Arrival: Greet students at door. Review and practice unpacking procedures.  
Introduce Do Now expectations

Morning Meeting:

- Greeting: good morning with a handshake
- Sharing: share your favorite thing about this past summer
- Group Activity: Crazy telephone
- Morning Message: Read to class

Interactive modeling: transition back to seats

Per. 2 Special

Per. 3 Establishing Rules / Hopes and Dreams  
(Refer to *The First Six Weeks of School* pages 60-63)

Interactive modeling: How / when to sharpen pencil

Per. 4 Graphing Me activity

Per. 5 Lunch/Recess

Per. 6 **Interactive Modeling**

Practice transitioning to switch class

Introduce quiet time

Getting to know you activity: Continue and share Footprints

Practice transitioning back to homeroom class

Per. 7 September 11 read aloud and discussion / CARES Lesson (Refer to handout)

Energizer: Mathercise- small hops while skip counting by 4's

Per. 8 Continue handprint activity

Per. 9 Cooperative team-building game (See *The First Six Weeks of School* Appendix C: Games and Activities pages 189-204 as well as the provided color coded activity cards)

Closing Circle

- Have students partner with random partner by number. Share three things about yourself. Then partners share with group one thing they have in common. Review and use the 'me too' symbol.

2:45 **Interactive Modeling**

Review pack up and dismissal procedures. Dismiss at 3:00.

#### **Day 4- Tuesday, September 12**

**\*Since switching has begun, plans will be laid out by subject**

Responsive Classroom Activities:

Morning Meeting

Greeting: Handshake

Share: Favorite thing about summer

Activity: Stay Away from 10

Message: Student reads

CARES read aloud with poster

Establishing Rules: *First Six Weeks of School* page 61

Complete and share handprint activity

**Interactive Modeling**

Review and practice switch class procedures and quiet time after recess

**Interactive Modeling**

Review, model, and practice hallway expectations

Math:

**Interactive Modeling**

Introduce procedures and routines, Explore interactive math textbook, Place Value concepts

LA:

**Interactive Modeling**

Share Summer Reading Projects

Introduce procedures and routines, Explore Journeys textbook, Read to Self, Building stamina

SS:

**Interactive Modeling**

Nonfiction textbook scavenger hunt worksheet

#### **Day 5- Wednesday, September 13**

Responsive Classroom Activities:

Morning Meeting  
Greeting: Handshake  
Share: Favorite thing about summer  
Activity: Stay Away from 10  
Message: Student reads

CARES read aloud with poster

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.

Review and practice switch class procedures and quiet time after recess

Review, model, and practice hallway expectations

Math:

Review procedures and routines, Explore interactive math textbook and base 10 blocks for Place Value concepts

LA:

Share Summer Reading Projects

Introduce procedures and routines, Explore Journeys textbook, Read to Self, Building stamina

SS:

Begin Chapter 1: The Geography of NJ (pg 8). Focus on navigating features of nonfiction text

## **Day 6- Thursday, September 14**

**\*BTSN is tonight**

Responsive Classroom Activities:

Morning Meeting  
Greeting: High-five  
Share: Favorite thing about summer  
Activity: Just Like Me  
Message: Student reads

CARES read aloud with poster

Establishing Rules *The First 6 Weeks of School*, pg 61

Have students reevaluate the list from yesterday. Which rules are similar to other rules? Condense rules to 3- 5 classroom rules.

Host a discussion on if these rules are adequate for the classroom.

Review and practice switch class procedures and quiet time after recess

Math:

Review procedures and routines, Explore base 10 blocks, Place Value concepts

LA:

Review procedures and routines, Journeys reading skills lesson, Read to Self, Building stamina

SS: Continue to explore features of nonfiction text using Chapter 1 (pgs 8-25)

### **Day 7- Friday, September 15**

Responsive Classroom Activities:

Morning Meeting

Greeting: High-five

Share: Favorite thing about summer

Activity: Just Like Me

Message: Student reads

CARES read aloud with poster

Logical Consequences - The First 6 Weeks of School, pg 19, 23

What happens when rules are broken?

Why is it important to have rules?

Review and practice switch class procedures and quiet time after recess

Math:

Review procedures and routines, Place Value activity, Review how to use and clean up manipulatives

LA:

Introduce book challenge

Continue with Journeys reading skills lesson, Read to Self, and building stamina

SS: Continue to explore features of nonfiction text using Chapter 1 (pgs 8-25)

### **WEEK 3**

### **Day 8- Monday, September 18 (Constitution Day the 17th)**

Responsive Classroom Activities:

Morning Meeting

Greeting: High-five

Share: Hobby



Activity: My Bonnie...  
Message: Student reads

Logical Consequences - The First 6 Weeks of School, pg 19, 23  
Agree on consequences. Sign consequences poster/contract.

Continue cooperative team-building games (See The First Six Weeks of School Appendix C: Games and Activities pages 189-204 as well as the provided color coded activity cards)

Review and practice switch class procedures **Interactive Modeling**

Math:  
Math HW procedures  
Review routines  
Topic 1 Place Value lesson

LA:  
Model HW: Introduce and model book challenge log  
Introduce classroom library and choosing books **Interactive Modeling**  
Continue with Journeys and building stamina

SS: Constitution Day activities (Example: School House Rocks preamble / paperclip game)

### **Day 9- Tuesday, September 19**

Responsive Classroom Activities:  
Morning Meeting  
Greeting: Pinky  
Share: Hobby  
Activity: My Bonnie...  
Message: Student reads

Review and practice switch class procedures **Interactive Modeling**

Math:  
Review Math HW procedures  
Review routines  
Topic 1 Place Value lesson

LA:  
Review book challenge log  
Introduce and model partner reading **Interactive Modeling**  
Continue with Journeys and building stamina  
\*begin pulling students for Running Records (if time)

SS:

Navigating nonfiction text. How does the structure allow us to gain information?  
(Chapter 1)

\*Sometime during this week, use Chromebooks to complete a Famous Firsts in NJ  
Flipbook (possible HW)

### **Day 10- Wednesday, September 20**

Responsive Classroom Activities:

Morning Meeting

Greeting: Pinky

Share: Hobby

Activity: The Cold Wind Blows

Message: Student reads

Review and practice switch class procedures

Math:

Review Math HW procedures

Review routines

Topic 1 Place Value lesson

LA:

Chromebook / Computer Lab Routines and logging in

SRI / Narrative Timed Writing benchmark (Try and fit this in anytime this week)

SS: Complete a review on navigating the structure and features of nonfiction text  
(Chapter 1)

### **Thursday, September 21- NO SCHOOL**

### **Day 11- Friday, September 22**

Responsive Classroom Activities:

Morning Meeting

Greeting: Every Other

Share: Hobby

Activity: The Cold Wind Blows

Message: Student reads

Review and practice switch class procedures

Math:

Review Math HW procedures

Review routines

Topic 1 Place Value lesson

LA:

Continue partner reading

Continue with Journeys and building stamina  
\*Continue pulling students for Running Records

SS: Structure and features of nonfiction text assessment

#### **WEEK 4**

##### **Day 12- Monday, September 25**

Responsive Classroom Activities:

Morning Meeting

Greeting: Every Other

Share: Hobby

Activity: Electricity

Message: Student reads

Continue cooperative team-building games (See The First Six Weeks of School Appendix C: Games and Activities pages 189-204 as well as the provided color coded activity cards)

Review and practice switch class procedures

Review, model, and practice hallway expectations \*as needed\*

Math:

Continue Topic 1 Place Value Lessons

Model and practice guided discovery with manipulatives and station activities

LA:

Launch Writer's Workshop- Narrative

Practice Read to Self- building stamina

Partner Reading

\*continue pulling students for Running Records

SS: How do we read for information? Begin Chapter 2: The Natural Regions of NJ (pg 28)

##### **Day 13- Tuesday, September 26**

Responsive Classroom Activities:

Morning Meeting

Greeting: Silent (mouth names)

Share: Brainstorm w/ class for student choice

Activity: Electricity

Message: Student reads

Review and practice switch class procedures

Math:

Topic 1 Place Value Lessons

Model and practice guided discovery with manipulatives and station activities

LA: *Practice Daily 3 Rotations*

Continue launching Writer's Workshop- Narrative

Continue stamina reading- read to self

Partner Reading

\*continue pulling students for Running Records

SS: How do we read for information? Chapter 2: The Natural Regions of NJ (pg 28)

### **Day 14- Wednesday, September 27**

Responsive Classroom Activities:

Morning Meeting

Greeting: Silent (mouth names)

Share: Brainstorm w/ class for student choice

Activity: Cooseeki

Message: Student reads

Review and practice switch class procedures

Math:

Topic 1 Place Value Lessons

Model and practice use of manipulatives and procedures for station activities

LA: *Practice Daily 3 Rotations- model and practice station activities from below*

Continue launching Writer's Workshop- Narrative

Continue stamina reading- read to self

Partner Reading

\*continue pulling students for Running Records

SS: Reading for information and locating answers in the text (Chapter 2)

### **Day 15- Thursday, September 28**

Responsive Classroom Activities:

Morning Meeting

Greeting: Say Your First Name...

Share: Brainstorm w/ class for student choice

Activity: Cooseeki

Message: Student reads

Practice switch procedures- have students reflect

Math:

Topic 1 Place Value Review

Model and practice use of manipulatives and procedures for station activities

LA: *Practice Daily 3 Rotations- model and practice station activities from below*

Continue launching Writer's Workshop- Narrative

Continue stamina reading- read to self

Partner Reading

\*continue pulling students for Running Records

SS: Reading for information and locating answers in the text (Chapter 2)

## **Friday, September 29- Teacher's Inservice**

### **WEEK 5**

#### **Day 16- Monday, October 2**

Responsive Classroom Activities:

Morning Meeting

Greeting: Say Your First Name...

Share: Quick-share around the circle: Favorite breakfast food

Activity: Choose a favorite from what has been done thus far

Message: Student reads

Continue cooperative team-building games (See The First Six Weeks of School Appendix C: Games and Activities pages 189-204 as well as the provided color coded activity cards)

Review, model, and practice hallway expectations \*as needed\*

Math:

Topic 2 Addition and Subtractions Lessons

Model and practice use of manipulatives and procedures for station activities

LA: *Practice Daily 3 Rotations- model and practice station activities from below*

Writer's Workshop- Narrative

SS: Reading for information and locating answers in the text (Chapter 2)

#### **Day 17- Tuesday, October 3**

Responsive Classroom Activities:

Morning Meeting

Greeting / Activity: Toss the ball and reverse

Share: Quick-share around the circle: Favorite color

Message: Student reads

Review, model, and practice expectations \*as needed\*

Math:

Topic 2 Addition and Subtractions Lessons

Model and practice use of manipulatives and procedures for station activities

LA: *Practice Daily 3 Rotations- model and practice station activities from below*  
Writer's Workshop- Narrative

SS: Reading for information and locating answers in the text (Chapter 2)

### **Day 18- Wednesday, October 4**

Responsive Classroom Activities:

Morning Meeting

Greeting / Activity: Toss the ball and reverse

Share: Quick-share around the circle: Favorite animal

Message: Student reads

Review, model, and practice expectations \*as needed\*

Math:

Topic 2 Addition and Subtractions Lessons

Model and practice use of manipulatives and procedures for station activities

LA: *Practice Daily 3 Rotations- model and practice station activities from below*  
Writer's Workshop- Narrative

SS: Reading for information and locating answers in the text (Chapter 2)

### **Day 19- Thursday, October 5**

Responsive Classroom Activities:

Morning Meeting

Greeting / Activity: Shoe greeting

Share: Quick-share around the circle: Favorite sport

Message: Student reads

Review, model, and practice expectations \*as needed\*

Math:

Topic 2 Addition and Subtractions Lessons

Model and practice use of manipulatives and procedures for station activities

LA: *Practice Daily 3 Rotations- model and practice station activities from below*  
Writer's Workshop- Narrative

SS: Reading for information and locating answers in the text (Chapter 2)

### **Day 20- Friday, October 6**

Responsive Classroom Activities:

Morning Meeting

Greeting / Activity: Shoe greeting

Share: Quick-share around the circle: Favorite ice-cream flavor

Message: Student reads

Review, model, and practice expectations \*as needed\*

Math:

Topic 2 Addition and Subtractions Lessons

Model and practice use of manipulatives and procedures for station activities

LA: *Practice Daily 3 Rotations- model and practice station activities from below*

Writer's Workshop- Narrative

SS: Reading for information and locating answers in the text (Chapter 2)

## **WEEK 6**

**\*MAP Testing this week. Schedule may be adjusted**

### **Day 21- Monday, October 9**

Responsive Classroom Activities:

Morning Meeting

Greeting: Formal (use last names)

Share: What do you like best about the Fall?

Activity: Choose a favorite from what has been done thus far

Message: Student reads

Continue cooperative team-building games (See The First Six Weeks of School Appendix C: Games and Activities pages 189-204 as well as the provided color coded activity cards)

Review, model, and practice expectations \*as needed\*

Math:

Topic 2 Addition and Subtractions Lessons

Continue to reinforce and reflect upon use of manipulatives and procedures for station activities

LA:

Journeys / Daily 3 activities

Writer's Workshop- Narrative

SS: Reading for information and locating answers in the text (Chapter 2)

### **Day 22- Tuesday, October 10**

Responsive Classroom Activities:

Morning Meeting

Greeting: Formal (use last names)

Share: What do you like best about the Fall?

Activity: Choose a favorite from what has been done thus far

Message: Student reads

Review, model, and practice expectations \*as needed\*

Math:

Topic 2 Addition and Subtractions Lessons

Continue to reinforce and reflect upon use of manipulatives and procedures for station activities

LA:

Journeys / Daily 3 activities

Writer's Workshop- Narrative

SS: Reading for information and locating answers in the text (Chapter 2)

### **Day 23- Wednesday, October 11**

Responsive Classroom Activities:

Morning Meeting

Greeting: Elbow Shake

Share: What do you like best about the Fall?

Activity: Choose a favorite from what has been done thus far

Message: Student reads

Review, model, and practice expectations \*as needed\*

Math:

Topic 2 Addition and Subtractions Lessons

Continue to reinforce and reflect upon use of manipulatives and procedures for station activities

LA:

Journeys / Daily 3 activities

Writer's Workshop- Narrative

SS:

Review Chapter 2 Concepts / Create map of NJ regions with key locations illustrated and labeled

### **Day 24- Thursday, October 12**

Responsive Classroom Activities:

Morning Meeting

Greeting: Elbow Shake

Share: What do you like best about the Fall?

Activity: Choose a favorite from what has been done thus far



Message: Student reads

Review, model, and practice expectations \*as needed\*

Math:

Topic 2 Addition and Subtractions Lessons

Continue to reinforce and reflect upon use of manipulatives and procedures for station activities

LA:

Journeys / Daily 3 activities

Writer's Workshop- Narrative

SS: Chapter 2 assessment

**Day 25- Friday, October 13**

Responsive Classroom Activities:

Morning Meeting

Greeting: Students number order

Share: What do you like best about the Fall?

Activity: Choose a favorite from what has been done thus far

Message: Student reads

Review, model, and practice expectations \*as needed\*

Closing circle: Share positive experiences throughout the week

Math:

Topic 2 Addition and Subtractions Lessons

Continue to reinforce and reflect upon use of manipulatives and procedures for station activities

LA:

Journeys / Daily 3 activities

Writer's Workshop- Narrative

Science: Pass out and explore interactive science books.

Preview vocabulary



**KEEP**