Week 1 - First Six Weeks of School - First Grade

| **Week 1** **Day 1**  | **Thursday, Sep 5, 2024**Arrival: Greet students outsideBring a class list out with you to to check off student names as they arriveHave pencils on the desks and name tags for students to color and decorate  |
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| **8:30-8:55** | Upon entering the classroom, teach Chime 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 (Fountas & Pinnell Reading Mini Lesson MGT U1 RML 1 pg. 72)
* Introduce how to take attendance marklunch count- (Smart Notebook or anchor chart) “How do others benefit when you do it well?”
* As students come up to mark attendance and lunch count, show students to their seats and have them leave backpacks on chairs.
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| **Period 1****8:57 - 9:37** | **Teach how to come to the carpet**: Interactive model: how to leave your desk seat and come to the rug for morning meeting. Push in the chair, quietly come to the carpet, sit crisscross. (Fountas and Pinnell Reading Mini Lesson MGT U1 RML 3 pg. 76)**Morning Meeting: teach expectations** * Discuss/make an anchor chart for 1st grade expectations for Morning Meeting (come to the carpet with empty hands, sit criss cross, one person speaking at a time.
* 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.

Brain Break:As still as a rock (Energizers pg.6) Decorate name tags Interactive Modeling * Students return back to their seats to decorate blank pre-made name tag template
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| **Period 2****9:39-10:19** | Interactive modeling of procedure: “Why is it important to...?”* Bathroom procedures-anchor chart next to sign out and for proper use
* Drink procedure

Sort School Supplies Brought by Students Interactive Model of how to line up* + slogan “Right and tight” when walking in the hall
	+ “Rewind, take two” if needed to repeat
	+ Practice walking in the halls following expectations

Brain Break: Awake, Alert, Alive (Energizers pg. 7) |
|  **10 minute snack - interactive model your snack procedure** |
| **Period 3** **10:21-11:01** | Special (Your special may be at a different time) (Sort out school supplies that students have brought) |
| **Period 4****11:03 - 11:43**  | **School Tour** * Read the story Pete The Cat Rocking in my school shoes- at the end of the story read the note from Chester to go on a Tour of the School
* Teach students classroom number, practice lining up in number order to go on a tour of the school

After tour, review: We saw different places in the school, how should we act in those places?* bathroom procedure How do others benefit when you do it well?
* Lunchroom behavior T Chart to compare
* Specials T Chart to compare

Brain Break: Boom Chica Boom (Energizers pg. 9)  |
| **Period5****12:33 - 1:17** | **Lunch/Recess**  |
| **Period 6****11:45- 12:29** | First Day Crowns -(You will need sentence stips to make crowns)model step by step- color crowns, use chime to regroup now we will cut, watch how I cut, what did you notice? Brain Break: Body Drumming (Energizers pg. 8 ) **Lunch and Recess Outdoor Boundaries*** For at least the first 6 days (the Thursday/Friday and the next full week) assign students a lunch buddy to sit with. 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.
* On the way to recess review the outdoor boundaries, where students can go outside, where they will line up, etc.
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| **Period 7** **1:19 - 1:59** | 10 Minute Quiet Time Mindful Coloring -Review the expectations & purpose for mindful coloring, lights off 10 minutes with music on. Interactive model- have coloring sheets ready. Writing: First Day Feelings * Students come to the rug in their spot criss cross applesauce legs, hands in lap
* Review the story Pete the Cat Rocking in my school shoes and ask how Pete felt on his first day of school. Invite the students to share how they felt on their first day of school and record feelings on an anchor chart.
* Interactive model how to complete the “First Day Feelings” worksheet
* Students will return to their desks to complete the worksheet
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| **Period 8** **2:01 -2:41** | Brain Break: Chime Freeze * Dismissal Routines
* explained an interactive model “Why is it in your own interest to do it well?
* Where do we line up for SACC, going home?
* Pass out notes/homework- demonstrate using take home folders
* **(HOMEWORK: Send home about me bags)**
* Packing backpacks/cleaning up -demo

Closing Circle Interactive Modeling (Students come to carpet following morning meeting procedures)* Call on students to share their answers to these questions
	+ What’s one thing you did today in school?
	+ What was a happy or proud moment from today at school?
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| **Dismissal @ 2:45** |

| **Week 1** **Day 2**  | **Friday, Sep 6, 2024****Arrival: meet students outside**  |
| --- | --- |
| **8:30-8:55** | **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/chime freeze
* Make an anchor chart for the morning routine together with pictures
* Model how to follow the chart
* Do now for students to work on until morning meeting (number coloring page)
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| **Period 1****8:57 - 9:37** | Morning Meeting: Interactive Modeling “How do others benefit when you do it well?”* Greetings: Around the circle “Good Morning, \_\_\_\_\_\_.” Teach how to ask someone their name. Interactive model beforehand. Eye contact, how to ask names politely.
* Morning message - point to the words as you read them (Activity and share will be added into Morning Meeting as the weeks progress)

Listening Carefully to Each Other - being a good listener* (Fountas and Pinnell Reading Mini Lesson MGT U1 RML2 pg. 74)

]Brain Break: Body Drumming (Energizers pg. 8) All About Me Bags: Interactive Modeling* Have everyone share their “About Me” bags (Have half the students share now and then the other half will share after the classroom tour).

Brain Break: Boom Chicka Boom (Energizers pg.9 )  |
| **Period 2****9:39-10:19** | Classroom Tour: “When we get really good at \_\_\_\_\_ what are the payoffs going to be?”* Lunch count/lunch bin
* Where does the snack go?
* Notes for the office
* Practice lining up

Brain Break: As Still As a Rock (Energizers pg. 6 ) Finish All About Me Bags  |
|  **10 minute snack - interactive model your snack procedure** |
| **Period 3** **10:21-11:01** | Special (Your special may be at a different time)  |
| **Period 4****11:03 - 11:43**  | Reading: * Create 3 ways to read a book anchor chart with students
* Have prepared book bins on each table, or book bag premade for students
* Introduce and explain reading stamina chart - Build stamina for 2 minutes & fill in class stamina chart

Brain Break: Alphabet Aerobics (Energizers pg. 2 ) Interactive modeling of procedure:) “Why is it in your own interest to do it well?”* Pencils-demo
* Raising a hand to ask a question-visual
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| **Period 6** **12:33 - 1:17** | **Lunch/Recess**  |
| **Period 6** **11:45- 12:29** | Do your best work/take care of classroom supplies (Fountas and Pinnell Reading Mini Lesson MGT U1 RML6 pg.78 - Take care of classroom materials) how to use glue and scissors modeling Complete classroom cutting and gluing worksheet (classroom supplies vs non classroom supplies)Review Lunch and Recess Rules and Expectations Lunch Assignment (Find someone who likes the same flavor ice cream as you)  |
| **Period 7** **1:19 - 1:59** | **Review mindful coloring/quiet time expectations – 10 minutes of quiet time with timer on music playing/lights off.** **Zones of Regulation: Tied Back to first Day Feelings -** Zones of Regulation: * Tied back to first day feelings, “as a class we brainstormed how we felt on the first day of school. It is okay that we all felt different ways of coming back to a normal school year ``''This year, we are going to learn about our emotions and how we can help ourselves do our best by listening to how we feel.”
* Read aloud The Color Monster - review how just like the monster we can feel different emotions
* -Have the posters of the four zones on the board - review green zone - how do we feel in this zone, if we feel this way, what can we do? When may we be in the green zone?
* Have students complete green zone paper
* After, students can share how they feel in the zone and a strategy they can use to regulate their emotions in this zone.

Brain Break: Jumping Jacks  |
| **Period 8** **2:01 -2:41** | Establishing Rules:* *The First 6 Weeks of School,* pg 45 and 60/ 61
* Why do we come to school? - make anchor chart
* Read Why Do Dinosaurs Go to School
* Dismissal Routines explained and interactive model “Why is it in your own interest to do it well?
* Pass out notes/homework- demo **(No Homework)**
* Packing backpacks

Closing Circle Interactive Modeling (Students come to carpet following morning meeting procedures)* Call on students to share their answers to these questions
	+ What’s one thing you did today in school?
	+ What was a happy or proud moment from today at school?
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| **Dismissal @ 2:45** |