Week 2 - First Six Weeks of School - First Grade 2023/24

Anything highlighted in yellow must be completed for BTSN

| **Week 2**  **Day 3** | **Monday , Sep 9, 2024**  **Arrival: Meet students outside** |
| --- | --- |
| **8:30-8:55** | Arrival: review and practice“When you hear the chime, it’s quiet time.” “Why is it important to quiet down?”   * Practice quiet signal Interactive Modeling * Review anchor chart and routines - Teacher model and student model step by step using chart     Morning Meeting:   * Greeting: Around the circle “Good Morning, \_\_\_\_\_\_.” Teach how to ask someone their name. * Morning message - point to the words as you read     Brain Break: Body Drumming Energizers pg. 8) |
| **Period 1**  **8:57 - 9:37** | Reading:   * Independent reading anchor chart (Fountas and Pinnell Reading Mini Lesson MGT U2 RML1 pg 96) * Review rules from daily 5 T-chart get started right away, work the whole time, stay in one spot, build stamina, level 0 * Interactive model how to pick up a book (have table book bins or bags ready for readers like yesterday) * Build stamina 1 min more than yesterday * Circle share after read to self - “One thing I liked about my book…”   Brain Break: Clap Your Hands (Energizers pg. 15) |
| **Period 2**  **9:39-10:19** | Writing: model hopes and dreams - tie to reasons why we come to school anchor chart  ● Matthew Dreams - read aloud  ● Teacher goal  ● Student example  ● Brainstorm student goals for school (learning goals)  ● <https://www.responsiveclassroom.org/books-for-hopes-and-dreams-2012/>  ● Hopes and Dreams - The First 6 Weeks of School, pg 19    Brain Break: Boom Chicka Boom (Energizers pg.9 ) |
| **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** | Before completing banners Fountas and Pinnell Reading Mini Lesson - MGT U1 RML 4- pg. 78 Do your best work”  Review Hopes and Dreams - needed for BTSN  ● Banners or picture to illustrate “My dream/goal for first grade…”- Teacher Model  ● Create banners or pictures to illustrate “My dream/goal for first grade…”  ● What symbols could represent your dream?  ● Mini Lesson on symbols to change picture to symbols  Brain Break: Chime Freeze |
| **Period 5**  **11:45- 12:29** | **Lunch/Recess** |
| **Period 6**  **12:33 - 1:17** | Animal Partners Interactive Modeling--maybe find your animal sound partner\*\*   * Print animal partners worksheet * “We will use animal partners throughout the year. Start with your shark partner. Find someone who has the same favorite color as you. Write down this person in your lion partner box. Then find someone who has the same favorite season as you as you will be your panda slot. Write down this buddy’s name. For your bunny buddy, find someone who has the same number of siblings as you. Write that person’s name in the bunny slot. For your monkey partner, find someone who has the same number/type of pets as you. Record this person’s buddy in your monkey box.   + Before doing animal partners - review how to move around the classroom appropriately and how to partner up interactive model - (students who have a partner link up, stand back to back, or sit on the ground) Show how if there is one person left, how to invite a third buddy into your group   Brain Break:Alphabet Aerobics (Energizers pg.2)      Lunch assignment (Find someone who likes the same sport as you) |
| **Period 7**  **1:19 - 1:59** | 10 minutes quiet time/ mindful coloring - review expectations  Teach Fire Drill and Lock Down – interactive  Math About Me: interactive Modeling - for back to school night  Brain Break: Boom Chicka Boom (Energizers pg. 9 ) |
| **Period 8**  **2:01 -2:41** | Zones of Regulation:  Yesterday, we reviewed the green zone- today we are going to learn about the yellow zone and how we can help ourselves feel better in this zone so that we can do our best in school.”   * Anchor chart to review zone - how do we feel, when may we feel like this, what can we do to feel better? * Students will complete the yellow 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.   ● 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? |
| **Dismissal @ 2:45** | |

| **Week 2**  **Day 4** | **Tuesday, Sep 10, 2024** |
| --- | --- |
| **8:30-8:55** | Arrival: review and practice - “Why is it in your own interest to do it well?”  Introduce do now - number coloring sheet - model & expectations  Morning Meeting: “When you hear the chime, it’s quiet time.” “Why is it important to stop what you’re doing, cross your arms and put your eyes on me?”   * Practice quiet signal * Review anchor chart and routines * Greeting: Around the circle “Good Morning, \_\_\_\_\_\_.” * Morning message - point to the words * Other elements of Morning Meeting will be introduced gradually |
| **Period 1**  **8:57 - 9:37** | Reading:   * Fountas and Pinnell Reading mini lesson MGT-U2- RML1 Read silently so everyone can enjoy reading * Review Read to self expectations by referring to anchor chart * Practice read to self - Build stamina 1 min more than yesterday * Circle share after read to self - “One thing I liked about my book…”   Brain Break: Hand Dance (Energizers pg. 29) |
| **Period 2**  **9:39-10:19** | Fundations push in  Teacher pulls students for running records during this time. |
| **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** | Writing: Launching lesson: Rules and Guidelines -Managing Materials - how to use crayons and scissors   * First Grade is calling craft… * Needs to be done to hang in the hallway by BTSN   Brain Break: The Fidget Family (Energizers pg.23 )  Brain Break: Hot Tamale(Energizers pg.33 ) |
| **Period 5**  **11:45- 12:29** | **Lunch/Recess** |
| **Period 6**  **12:33 - 1:17** | Read-Aloud (A book you choose)   * Practice listening bodies -demo * Make an anchor chart “How to be a good listener” * Whole Body Listening label worksheet Interactive Modeling “Why is it in your own interest to do it well?” Glue sticks, scissors   **Before Lunch and Recess**   * Interactive Model of how to line up   + slogan “Right and tight” when walking in the hall   + What are some of the details of lining up, what are the payoffs going to be |
| **Period 7**  **1:19 - 1:59** | 10 minutes mindful coloring/quiet time  Brain Break: Froggie (Energizers pg. 25)  Zones of Regulation:   * Yesterday, we reviewed the yellow zone- today we are going to learn about the blue zone and how we can help ourselves feel better in this zone so that we can do our best in school.” * Anchor chart to review the blue zone - how do we feel, when may we feel like this, what can we do to feel better? * Students will complete the blue 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. |
| **Period 8**  **2:01 -2:41** | Hopes and Dreams Part 2 demo   * How will \_\_\_\_\_ achieve those dreams? * Talk about the importance of rules to achieve those * Hopes and Dreams - *The First 6 Weeks of School,* pg 19   -Finish math about me if needed - collect for hallway BTSN  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? |
| **Dismissal @ 2:45** | |

| **Week 2**  **Day 5** | **Wednesday, Sep 11, 2024**  **SEPT 11 WHAT IS A HERO LESSON - COLORING WS.** |
| --- | --- |
| **8:30-8:55** | Arrival: review and practice- “When it comes to Morning Routine, are we all set?”  Do now: number coloring sheet  Morning Meeting:   * Greeting: Around the circle “Good Morning, \_\_\_\_\_\_.” * Morning message - point to the words as they follow along * Other elements of Morning Meeting will be introduced gradually |
| **Period 1**  **8:57 - 9:37** | Reading Mini Lesson: MGT U2 RML3 Choose books that you will want to read   * Practice read to self Build stamina 1 min more than yesterday * Circle share after read to self - “One thing I liked about my book…” Teacher how to turn and talk * Turn and Talk Anchor Chart * Practice Turn and Talk * Make an anchor chart “How to Turn and Talk”Interactive Modeling “ What does it look like, sound like, feel like?” Review what to do if your buddy is here - join the nearest group “May I join your group?” * Practice turn and talk   Brain Break: Dino Dinner Chant (Energizers pg. 18 ) |
| **Period 2**  **9:39-10:19** | Math Exploration Interactive Modeling “Why is it important to handle manipulatives in this way?”   * Review one Math game - roll and add them or domino addition * Interactive Model - how to handle manipulatives and turn taking * Have students work with one of their animal partners to play the game |
| **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** | Fundations Push In - Teacher Pulls Students For Running Records |
| **Period 5**  **11:45- 12:29** | **Lunch/Recess** |
| **Period 6**  **12:33 - 1:17** | Classroom Rules:   * Reread people’s hopes and dreams. Then say to the class “It is important that we all get to do the things we really want to do this year. If we want to get to all our schoolwork and to our own hopes and dreams, what rules do you think we will need? What will make our classroom a safe and friendly place to learn?” * Record everyone’s ideas on the SmartBoard (or anchor chart) Record ALL student ideas. When students have exhausted ideas, tell them that the list is a rough draft and that we will look at it again to make sure we have everything   Brain Break: Clap your hands (Energizers pg. 15)  **Before Lunch and Recess**   * Interactive Model of how to line up   + slogan “Right and tight” when walking in the hall   + What are some of the details of lining up, what are the payoffs going to be   + Lunch (\*Assignment - “Find someone who…”) |
| **Period 7**  **1:19 - 1:59** | **10 minute mindful coloring/ quiet time**  **Zones of Regulation:**   * Yesterday, we reviewed the blue zone- today we are going to learn about the red zone and how we can help ourselves feel better in this zone so that we can do our best in school.” * Anchor chart to review the red zone - how do we feel, when may we feel like this, what can we do to feel better? * Students will complete the red 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: Ma Zinga (Energizers pg.42 ) |
| **Period 8**  **2:01 -2:41** | Write back to School Night Note for Parents  In first grade I like to… brainstorm ideas of what to write and write ideas on the board. How to write first and then draw a picture to match, coloring in the pictures.  Review Dismissal Routine - Pack Up  Closing circle:   * What’s one thing you did today in school? * What was a happy or proud moment from today at school? * Dismissal Routines |
| **Dismissal @ 2:45** | |

| **Week 2**  **Day 6** | **Thursday Sep 12, 2024** |
| --- | --- |
| **8:30-8:55** | Arrival: review and practice-  Morning Meeting:   * Greeting: Around the circle “Good Morning, \_\_\_\_\_\_.” * Morning message - choral reading * Other elements of Morning Meeting will be introduced gradually   -Introduce zones of regulation check in for the mornings -  Ideas: You can use a red green yellow blue bucket/bag/envelope where students drop a token or popsicle stick with their name to let you know how they are feeling that day. Make sure student names are not visible to other students.  -Interactive model how this will fit into the morning routine tomorrow.  Brain Break:Granny at the fair (Energizers pg. 28) |
| **Period 1**  **8:57 - 9:37** | Rules Continued   * Read No David * Look over rules and rephrase rules in a positive manner ( don’t run= walk) * Tell the class that you notice that all rules they came up with fit into three different and important categories. (how to treat self, others, environment) * Sort the rules by category * You should end up with 3-5 rules total   Brain Break - Alphabet Aerobics (Energizers pg. 2) |
| **Period 2**  **9:39-10:19** | Reading:  Reading Mini Lesson MGT U2 -RML 4 Take good care of books in the classroom library  Practice Read to Self Stamina built up to 10-12 minutes   * Model transition and finding a perfect spot Interactive Modeling   Brain Break: The Button Factory (Energizers pg. 10 ) |
| **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** | Fundations Push In - Teacher Pulls Students For Running Records  **Before Lunch and Recess**   * Interactive Model of how to line up   + slogan “Right and tight” when walking in the hall   + What are some of the details of lining up, what are the payoffs going to be   + Lunch (\*Assignment - “Find someone who…”) |
| **Period 5**  **11:45- 12:29** | **Lunch/Recess** |
| **Period 6**  **12:33 - 1:17** | Math: Exploration Interactive Modeling “How do others benefit when you do it well?”  (transitioning between two stations)   * Review the game you taught yesterday (Work with an animal partner to play) * Introduce manipulatives - “Tools not toys” - model how to sort manipulatives and handling expectations. * Second Station: Sort and count manipulatives by category   Brain Break: As Still As a Rock (Energizers pg.6) |
| **Period 7**  **1:19 - 1:59** | **10 minute mindful coloring/ quiet time**   * Interactive Model - Color Hallway Crayons   Brain Break: Aroostasha (Energizers pg.5 ) |
| **Period 8**  **2:01 -2:41** | Calming Corner  Interactive model how to go to the calming corner, how to use the supplies.  We have learned about all of the Zones of Regulation. We have reviewed the green, yellow, blue, and red zones. We have also gone over ways that you can use to regulate your emotions so you can do your best in school. In our classroom, we have a safe spot that you can visit when you need a break or need to regulate your emotions.  Dismissal Routines  Closing Circle Interactive Modeling   * What’s one thing you did today in school? * What was a happy or proud moment from school today? |
| **Dismissal @ 2:45** | |

| **Week 2**  **Day 7** | **Friday, Sep 13, 2024** |
| --- | --- |
| **8:30-8:55** | Arrival: review and practice “Who can model this for us?”  Morning Meeting:   * Greeting: Introduce your neighbor - (Good Morning \_\_\_\_\_\_\_\_ ) * Introduce share - interactive model - review morning meeting rules What is something you did this weekend? * Group Activity: me too (Interactive Modeling) * Morning Message: choral read |
| **Period 1**  **8:57 - 9:37** | Rules Continued   * Everyone signs the poster (students can help make poster)   Our class promise  “We promise to work together to do the right thing so we can all learn and have a great day.”  Students complete “No David Rule Worksheet” - students can write one classroom rule from the poster (save for hallway) |
| **Period 2**  **9:39-10:19** | Reading: Practice Read to Self Stamina built up to 10-12 minutes  Fountas and Pinnell Reading Mini Lesson MGT U3 RML5 pg 104 - Read a book from your browsing box pg 106   * Model transition and finding a perfect spot Interactive Modeling “How do others benefit when you do it well?” * Use Read to Self guidelines from Daily 5 Tips   Brain Break - High Low up and Down (Energizers pg.32)  **Introduce Work on Writing:**   * Create T chart to set work on writing expectations - Fountas and Pinnell Reading Mini Lesson MGT U3 RML4 pg 102 How to write and draw in the writing center * Model how to work on writing - ask students what they observed, how you handled materials, what did you do first- Write or draw? Review Where to start on writing paper, following fundation lines. * Allow students to try work on writing with an assigned topic/ sentence starter * Have time for students to share after they have completed their work. |
| **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** | Fundations Push In - Teacher Pulls Students For Running Records |
| **Period 5**  **11:45- 12:29** | **Lunch/Recess** |
| **Period 6**  **12:33 - 1:17** | Math: Exploration Interactive Modeling Teach another math game, roll them add them  Brain Break: Now I’m Still (Energizers pg. 52) |
| **Period 7**  **1:19 - 1:59** | **10 minute mindful coloring/ quiet time**  Listening Comprehension Scholastic  Brain Break - Aroostasha (Energizers pg.5) |
| **Period 8**  **2:01 -2:41** | 5 minute cool down - 5 minutes to relax, lights off - color  Equal vs Fair Lesson:   * Read aloud, video or poster   Read Aloud- [*It’s Not Fair!*](http://www.amazon.com/Its-Not-Fair-Krouse-Rosenthal/dp/0061152579/ref=sr_1_fkmr1_1?s=books&ie=UTF8&qid=1452778916&sr=1-1-fkmr1&keywords=%E2%80%A2%09It%E2%80%99s+Not+Fair+by+Amy+Krouse+Rosenthal) by Amy Krouse Rosenthal   * Read the story and explore the differences between “fair” and “equal” * Do the band-aid activity (ask students where they got hurt, put a bandaid on where the first child said and replicate on the same spot for the others. Fair does not mean getting the same thing but getting what you need to be successful.   Brain Break - Clap your hands (Energizers pg. 15)  Dismissal Routine  Closing circle:   * What’s one thing you did today in school? * What was a happy or proud moment from today at school? |
| **Dismissal @ 2:45** | |