Week 3 - First Six Weeks of School - First Grade 2022/2023

| **Week 3****Day 8** | **Monday Sep 16, 2024** |
| --- | --- |
| **8:30-8:55** | Arrival: Have unpacking posters available for all students to use as they unpack with support. Morning Meeting: Greeting - “Good Morning \_\_\_\_\_” with elbow bumpSharing: “My favorite color is ... “ Group Activity: me too (Interactive Modeling)Morning Message: Choral Read  |
| **Period 1****8:57 - 9:37** | Writing: Week 1 Day 1- * **Introduce the concept of a writing community**- Explain to students that this is when/where they will write stories, think and write about their lives, things they are learning and things they are interested in. This will be a time they will be able to share and talk about their writing with others, learn about what authors do and help one another become stronger writers. Express the importance of listening carefully to one another while sharing ideas and working together so that everyone can learn. Create a writing community where everyone feels safe, welcome and cared for. This week's focus will be creating a caring classroom community.
* **Learn and practice the procedure for gathering**- Model where you will sit and explain where you would like the students to sit.
	+ Before asking students to move, state expectations for how to gather in a responsible way and explain why it is important for them to follow your instructions.
	+ Have students practice gathering and comment on what you observe without mentioning student names. Explain that you would like students to do the same thing every time they gather for lessons.
* **Learn and practice the procedure for gathering**- Model where you will sit and explain where you would like the students to sit.
	+ Before asking students to move, state expectations for how to gather in a responsible way and explain why it is important for them to follow your instructions.
	+ Have students practice gathering and comment on what you observe without mentioning student names. Explain that you would like students to do the same thing every time they gather for lessons.
* **Discuss writing experiences**- Once you have practiced gathering, briefly discuss their writing experience by asking what are some things they may have written and/or where they see writing at home, at school, or in their neighborhood.
	+ Explain how students can learn more about one another through writing about their lives and sharing their writing with one another.
	+ Read  *My Heart Fills With Happiness* and discuss with students what made the children happy in the story. After reading, have students close their eyes and think about something they love to do or what makes them happy.
	+ Using chart paper, write “I love to \_\_\_\_\_” and have students share their ideas. Record their ideas on chart paper as words or phrases that could complete the story starter and draw a simple picture next to each one.
* **Introduce writing notebooks in order to write and draw**- Introduce the writing notebooks and explain that all of their drafts will happen in them. Discuss their responsibilities of taking care of it and having it ready for writing time each day. Have a model notebook prepared for them.
	+ Model how students will start on the first page of their notebooks and fill one page before moving on to the next.
	+ Have students write and draw their own list of things they love to do or write about. Explain writing time expectations including how they will be quiet, take care of writing materials, start working right away and work the whole time.
	+ Have a signal for when writing time is finished. Allow them to write and draw for 10 minutes, reminding of expectations when necessary.
* **Sharing and reflecting**- Have students quietly read their ideas to themselves. It is important for them to be able to read their own writing and pictures.
	+ Have volunteers share their ideas and add them to the whole group chart paper. Explain how tomorrow they will write stories about what they love to do.

Brain Break Chime Freeze  |
| **Period 2****9:39-10:19** | Math: Introduce IXL Interactive Model how to log on using class link - have student login info ready.Model the activity students will be playing on Class linkIXL Math activity: First Grade A2 “Count to fill a ten frame”  |
|  **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** | Scholastic Word Knowledge Inventory - Test up to Word 15 **Lunch/Recess**  |
| **Period 6** **12:33 - 1:17** | Scholastic Word Knowledge Inventory - Test up to Word 15  |
| **Period 7** **1:19 - 1:59** | **10 minute mindful coloring/ quiet time**Work on Writing Mini Lesson: Use finger spacing as you write in the work on writing center (model this) Interactive Modeling “ What are some of the details of work on writing quickly and effectively? What does it look like, sound like, and feel like?” Work on Writing practice 3 minute stamina * Today introduce Work on Writing with anchor chart and build stamina all week (up to the 12 minutes like Read to Self)
* Introduce Work in Daily 3 Journal or however you are managing their writing
* Students will write using a sentence starter - review the sentence starter topic. Students will write -. This may only be sharing a drawing for many students.

DAILY 5 Read to Self:Review read to self expectations and build read to self stamina for 1 more minute than yesterday  |
| **Period 8** **2:01 -2:41** | Logical Consequences: What happens if I don’t follow the rules? Mini- lesson using activities on google drive “ Why is it important to follow the rules?”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** |

| **Week 3****Day 9** | **Tuesday, Sep 17, 2024** |
| --- | --- |
| **8:30-8:55** | Arrival: Have unpacking posters available for all students to use as they unpack with support or independently. Morning Meeting:* Greeting: “Good Morning \_\_\_\_\_” with elbow bump
* Sharing: What did you like about math?
* Group Activity: Coseeki
* Morning Message: model morning meeting jobs. (Interactive Modeling)

Conflict Resolution Lesson #1 - What do you see - tie into logical consequences  |
| **Period 1****8:57 - 9:37** | Writing: Week 1 Day 2-* **Practice procedures for gathering and discuss working responsibly-** Reinforce that students work responsibly during writing lessons by following instructions when they gather and return to their seats.
	+ Explain the importance of this because it helps make sure the class can spend more time learning and that no one gets hurt while moving from place to place. Review procedures and expectations created on Day 1.
* **Model illustrating and Writing an “I love to” Story**- review Day 1 read aloud and remind students that it is about things that the children love and things that make them happy. Explain that students will write their own stories about what they love to do and share their writing with their classmates.
	+ Briefly review the “I love \_\_\_” chart from Day 1. Have students watch you as you model choosing an idea and writing and illustrating an “I love to” story.
	+ Start by modeling a sentence or two, leaving space to add more writing later, and drawing a picture to match. Begin the story with “I love to…” Ex: I love to read. I love funny stories.
	+ Explain to students that when they write their own stories, they can begin with “I love to” if they wish, use ideas from the chart or write new ideas for things they love to do. They can write as many words and sentences as they’d like as long as they leave room to add to their writing tomorrow.
* **Review procedures for writing time and write and illustrate stories**- Have students return to their seats, open their writing notebooks and find their writing from yesterday. Give them a few moments to gather their materials, share their ideas and ask questions.
	+ Conduct your call and response or chime and explain that they can begin their writing of their “I love to” stories.
	+ Remind students that they will start right away and work the whole time so that everyone gets a lot of practice writing and can become strong writers. Also remind them to skip a line or double space so they can add to their writing later.
	+ Any student that finishes their “I love to” story and illustration early may start another story about anything else they may choose. Give them 10 minutes to write and signal when time is up. If they did not finish, they will have time tomorrow to complete them.
	+ Reflect on working responsibly-Remind students that when they are working responsibly, they are helping to build the classroom community by acting in ways that help them learn and work well with their classmates. Discuss some behaviors that you witnessed that were responsible and discuss as a class what they did well.
 |
| **Period 2****9:39-10:19** | Math Introduce IXL Interactive Model how to log on using class link - have student login info ready.Model the activity students will be playing on Class linkIXL Math activity: First Grade A2 “Count to fill a ten frame”  |
|  **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** | ELA SGO Assessment  |
| **Period 7** **1:19 - 1:59** | **10 minute mindful coloring/ quiet time** DAILY 5 Read to Self:Review read to self expectations and build read to self stamina for 1 more minute than yesterday Interactive Modeling “ What are some of the details of work on writing quickly and effectively? What does it look like, sound like, and feel like?” Work on Writing practice 3 minute stamina * Transition chime or signal
* Today introduce Work on Writing with anchor chart and build stamina all week (up to the 12 minutes like Read to Self)
* Introduce Work in Daily 3 Journal or however you are managing their writing
* Students will write using a sentence starter - review the sentence starter topic. Students will write -. This may only be sharing a drawing for many students.
 |
| **Period 8** **2:01 -2:41** | Teach students how to book shop - interactive model * -show book shopping schedule - students pick 2 books at their level, 2 books above their level, and one free choice book. Show how to know what bins to pick from based on their book shopping card.
* While students are working on their centers you can call students over to the book shop

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** |

| **Week 3****Day 10** | **Wednesday, Sep 18, 2024****First Day of Homework Packets** |
| --- | --- |
| **8:30-8:55** | Arrival: Have unpacking posters available for all students to use as they unpack with support or independently.“Ok, I officially declare this expectation has been set. From this moment on, I expect each of you to unpack this way every time.”Morning Meeting:* Greeting: “Good Morning \_\_\_\_\_” with elbow bump
* Sharing: If you could have one superpower would you rather fly or be invisible?
* Group Activity: me too
* Morning Message: choral read
 |
| **Period 1****8:57 - 9:37** | MATHBegin center exploration: Practice moving from 1-2-3 centers, or whatever your center rotation looks like in your classroom Interactive Modeling “ How do others benefit when you do it well?”Regroup after each rotation, say what you noticed the students did well. “I noticed \_\_\_\_ and because of this you were able to \_\_\_\_\_” * GAME STATION
* INDEPENDENT WORKSTATION
* TEACHER STATION - WORKSHEET

Brain Break: The Fidget Family (Energizers pg. 23)  |
| **Period 2****9:39-10:19** |
|  **10 minute snack - interactive model your snack procedure** |
| **Period 3** **10:21-11:01** | Special  |
| **Period 4****11:03 - 11:43**  | Fundations Push In - Teacher Pulls Students For Running Records How to Line up - Interactive Modeling Lunch (\*Assignment - “Find someone who…”) |
| **Period 5** **11:45- 12:29** | **Lunch/Recess**  |
| **Period 6** **12:33 - 1:17** | Start unit on CARES* Read Aloud: Today I will Fly, Mo Williams
* C stands for Cooperation
* Read Aloud
* Anchor Chart
* Worksheet

Brain Break: Go Bananas (Energizers pg.27)  |
| **Period 7** **1:19 - 1:59** | **10 minute mindful coloring/ quiet time** Daily 5 -Practice Read to Self and Work on Writing * If you feel your students are ready you can run Read to Self and Work on Writing at the same time. Assign students into 2 groups, have some students work on Work on Writing first, and others start with Read to Self. Then switch half way through. Suggested 7 minute stamina for each. Talk about the importance of transitioning between stations quietly, quickly, and calmly. How does it benefit you when you do it well?
* Reinforce chime to signal transitions
* While students are working Pull students to test letter identification, sight words, or Running Records.

Brain Break: Five Plump Peas (Energizers pg.24 )  |
| **Period 8** **2:01 -2:41** | Writing: Week 1 Day 3-* **Discuss working responsibly**- briefly review the procedures for gathering and writing time expectations.
	+ Gather students to carpet to explore the illustrations in *My Heart Fills With Happiness.* Review that the drawings are illustrations and the person who draws them is the illustrator.
	+ Discuss how the pictures help them know what a story is about and point out that the drawings in the book make sense with the words on the page and some illustrations may even tell more than the words do.
* **Model rereading and adding to an illustration**- Go back to Day 2 model writing chart and have students watch as you briefly model rereading your writing and adding details to the words and the illustrations.
	+ Read your story aloud by pointing under each word as you read it. Model adding to it. (Ex: *I love to read. I love funny stories.* My dog loves to read with me. He sits on the floor.)
	+ As you add to the sentence, add the dog on the floor to match the words. You can also add more than one book since it says you like stories to provide another example. Send students back to their seats to reread their writing and how they can add more or match their illustration to their writing.
* **Add to Illustrations and Stories**- review writing time expectations before writing where students get started right away, work the whole time and are quiet. Explain that this is so everyone can become stronger writers.
	+ Students will work on adding to illustrations and writing for 10 minutes. Review writing time ending signal. If students finish early, they can add to another story or write a new one.
	+ Reflect on what was done well and how they worked responsibly during the writing time.

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** |

| **Week 3****Day 11** | **Thursday Sep 19, 2024** |
| --- | --- |
| **8:30-8:55** | Arrival: Have unpacking posters available for all students to use as they unpack with support or independently.“Ok, I officially declare this expectation has been set. From this moment on, I expect each of you to unpack this way every time.”**(constitution day worksheet for do now)**Morning Meeting:* Greeting: “Good Morning \_\_\_\_\_” with elbow bump
* Sharing: If you could have one superpower would you rather fly or be invisible?
* Group Activity: me too
* Morning Message: choral read

Conflict Resolution Lesson #2 - Rubber Band Logical Consequences lesson continued* Review poster made yesterday
* “If we get into bad habits when we do this, what effect will it have?”
 |
| **Period 1****8:57 - 9:37** | MATHBegin center exploration: Practice moving from 1-2-3 centers, or whatever your center rotation looks like in your classroom Interactive Modeling “ How do others benefit when you do it well?”Regroup after each rotation, say what you noticed the students did well. “I noticed \_\_\_\_ and because of this you were able to \_\_\_\_\_” * GAME STATION
* INDEPENDENT WORKSTATION
* TEACHER STATION - Readiness Pages r1 and r2
 |
| **Period 2****9:39-10:19** |
|  **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 How to Line up - Interactive Modeling Lunch (\*Assignment - “Find someone who…”) |
| **Period 5** **11:45- 12:29** | **Lunch/Recess**  |
| **Period 6** **12:33 - 1:17** | Read Aloud: Continue unit on CARES* A stands for Assertion
* Read Aloud -Stand Tall Molly Lou Melon
* Anchor Chart
* Activity

Brain Break: Lyle Crocodile (Energizers pg.41)  |
| **Period 7** **1:19 - 1:59** | **10 minute mindful coloring/ quiet time** Daily 5:Reading: Practice Read to Self and Work on Writing * If you feel your students are ready you can run Read to Self and Work on Writing at the same time. Assign students into 2 groups, have some students work on Work on Writing first, and others start with Read to Self. Then switch half way through. Suggested 7 minute stamina for each.

Reinforce chime to signal transitions* Pull students to test letter identification, sight words, or Running Records.

Brain Break: Five Plump Peas (Energizers pg.24 )  |
| **Period 8** **2:01 -2:41** | Writing: Week 1 Day 4-* **Select a story to share**-have students quietly read the stories they wrote this week and choose one to share with the class. They will mark the page with a sticky note. Allow students time to choose and reread their story.
	+ Students will gather on the carpet with their notebooks. Go over listening and sharing expectations such as eye contact, loud clear voices, respectful and careful listening, and paying attention to the speaker.
	+ Model sharing your story and ask students what you did well while reading aloud, how they can show they are interested in someone’s story and what they can do if they can’t hear the speaker.
* **Share writing**- invite students to come up and share their writing in front of the class. They will say their name, share their story and show their picture.
	+ Ask the students what they learned about their classmate from listening to her story and who can relate to that. Introduce the “me too” signal and ask a few to share their own story.
	+ Reflect on their sharing experiences. Ask students how it felt, what classmates did to make you feel that way, what did they do to show respectful listening, etc.
	+ If time allows, students can practice free writing.

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** |

| **Week 4****Day 12** | **Friday, Sep 20, 2024** |
| --- | --- |
| **8:30-8:55** | Morning Meeting:* Greeting: “Good Morning \_\_\_\_\_” with elbow bump
* Sharing: If you could have one superpower would you rather fly or be invisible?
* Group Activity: rainstorm (interactive model)
* Morning Message: choral read

Conflict resolution lesson #2  |
| **Period 1****8:57 - 9:37****Period 2****9:39-10:19** | MATHBegin center exploration: Practice moving from 1-2-3 centers, or whatever your center rotation looks like in your classroom Interactive Modeling “ How do others benefit when you do it well?”Regroup after each rotation, say what you noticed the students did well. “I noticed \_\_\_\_ and because of this you were able to \_\_\_\_\_” * GAME STATION
* INDEPENDENT WORKSTATION
* TEACHER STATION - Readiness Pages r3 and r4

Brain Break: Head, shoulders, knees and toes(Energizers pg.32 )  |
|
|  **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** | Read Aloud: Continue unit on CARES* R stands for Responsibility
* Read Aloud - Arthur’s New Puppy
* Anchor Chart
* Activity

Brain Break - Jumping JacksHow to Line up - Interactive Modeling Lunch (\*Assignment - “Find someone who…”) |
| **Period 6** **12:33 - 1:17** | **Lunch/Recess**  |
| **Period 7** **1:19 - 1:59** | **10 minute mindful coloring/ quiet time** Daily 5:Reading: Practice Read to Self and Work on Writing * If you feel your students are ready you can run Read to Self and Work on Writing at the same time. Assign students into 2 groups, have some students work on Work on Writing first, and others start with Read to Self. Then switch half way through. Suggested 7 minute stamina for each.

Reinforce chime to signal transitions* Pull students to test letter identification, sight words, or Running Records.

Brain Break: Five Plump Peas (Energizers pg.24 )  |
| **Period 8** **2:01 -2:41** | Writing (Free Write Time)- utilize the writing block time to make a class book using C.A.R.E.S or their first day feelings. You can choose any of their first day(s) writing pieces to add detail to and reiterate what they have learned thus far. 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** |