Week 4 - First Six Weeks of School - First Grade

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| **Week 4**  **Day 13** | **Monday, Sep 23, 2024** |
| **8:30-8:55** | Morning Meeting:   * Greeting: “Good Morning \_\_\_\_\_” with elbow bump * Sharing: If you have any pet what would it be? * Group Activity: rainstorm (interactive model) * Morning Message: choral read   Conflict resolution Lesson #3 |
| **Period 1**  **8:57 - 9:37** | MATH  Begin 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 R5 and R6   Brain Break: Head, shoulders, knees and toes(Energizers pg.32 ) |
| **Period 2**  **9:39-10:19** |
| **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   * E stands for Empathy * Read Aloud - Wilfred Gordon McDonald Partridge * Anchor Chart * Activity   Reinforce empathy   * How can you have the same feelings as other people? When was there a time I put myself in someone else’s shoes?”   Brain Break: Oliver Twist (Energizers pg. 55 )  How 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- Week 2 Day 1   * **Review procedures for another read aloud-** Review gathering expectations and procedures for week 2 read aloud *When We Are Kind*.   + Review the vocabulary words author and illustrator prior to reading the book while you go over the cover and begin reading. Clarify vocabulary in the new book as needed.   + Discuss the story by recalling events, what students enjoyed, how people in the book were kind as well as how they can be kind. * **Guided writing practice using whiteboards**- Display a whiteboard, dry-erase marker, and an eraser and explain that each student will receive these materials. Model any procedures you would like students to follow as they use them. Ex: not to write until told to do so, not leave the marker cap off, not lose the caps, etc.   + Discuss responsible whiteboard usage while modeling how to use them to practice writing sentences. Use the “I am kind when I” chart to write an “I am kind when I” sentence. Slowly write the sentence starter and have students follow along with you.   + Point out important things students must remember while you model such as starting left to right, finger spaces, sounding out words, etc. When students have the sentence starter completed, ask for volunteers to share how the sentence can be finished. Remind students to end their sentence with a period.   + Read the model sentence aloud, point to each word as you read and have students erase their boards. Repeat this one or two more times before allowing students to come up with their own sentences and use the whiteboards to do so.   + Students can share their sentences when they are done and reflect on what they did well with using the materials responsibly.   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 14** | **Tuesday, Sep 24, 2024** |
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| **8:30-8:55** | Prior to morning meeting review where to turn in homework folders (interactive model)  Morning Meeting:   * Greeting: “Good Morning \_\_\_\_\_” with elbow bump * Sharing: What do you want to do this weekend? * Group Activity: rainstorm (interactive model) * Morning Message: choral read   Conflict resolution lesson #4 |
| **Period 1**  **8:57 - 9:37** | MATH  Begin 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 r7 and r8 |
| **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 |
| **Period 5**  **11:45- 12:29** | Read Aloud: Continue unit on CARES   * S stands for Self Control * Read Aloud - My Mouth is a Volcano * Anchor Chart * Activity   Brain Break: Oliver Twist (Energizers pg. 55 )  How 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**  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** | **MAP GOAL Setting/**  **-Watch student video on MAP Testing**  Pull students to conference about MAP Goal setting. Review Spring 2021 Math and ELA scores and record their goal for this time, ask how they will get there, “what can you do to be better at \_\_\_\_\_\_?” Explain to students that you will be meeting with students independently to Set Goals for Map - show students what they will be working on independently during this time.  Students can color their puzzle piece for the class quilt - they should write their names in the middle.  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 15** | **Wednesday Sep 24, 2024** |
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| **8:30-8:55** | Morning Meeting:   * Greeting: Say Your Name Interactive Modeling * The whole class begins chanting the refrain: Say your name and when you do, we will say it back to you! The first child says his or her name aloud, Melanie! In unison, the whole class repeats the name: Melanie! The whole class chants the refrain again as the greeting goes around the circle. * Share: What did you do this weekend? * Group Activity: Body Drumming Interactive Modeling * Morning Message: Choral Read   Conflict Resolution Lesson #6 |
| **Period 1**  **8:57 - 9:37** | MAP TESTING - MATH |
| **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 |
| **Period 5**  **11:45- 12:29** | 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  Brain Break: Mambo Jumbo Bubble Gum (Energizers pg. 45) |
| **Period 6**  **12:33 - 1:17** | **Lunch/Recess** |
| **Period 7**  **1:19 - 1:59** | **10 minute mindful coloring/ quiet time**  Introduce word works- create an anchor chart for word works - interactive model a station (rainbow write) and explain expectations  Allow all students to complete rainbow write at their desk using sight words. |
| **Period 8**  **2:01 -2:41** | Writing- Week 2 Day 2   * **Pair students and introduce them to “Turn and Talk”**- Explain that often in this writing community, students will talk in pairs about their thinking and writing. Express that working with partners gives everyone a chance to talk about what they are thinking and learning before sharing their ideas with the class. They will work with many different partners throughout the school year.   + Randomly assign partners and make sure they know eachothers names. Partners will sit next to each other when gathering on the carpet but still facing you. Explain the turn to your partner procedure and expectations.   + Have a signal to end the turn and talk so students know when to stop talking and turn and face you.   + Briefly model and practice turning and talking with a question like “What do you like about school?”. Signal turn and talk, allow them to both get a chance to share and signal to end turn and talk.   + Reflect on what went well and what they can do next time to make the experience better. * **Model writing and illustrating a story about being kind**- Explain to students that they will be writing their own story about being kind. Use the “I am kind when I \_\_\_\_\_” chart and read the sentences aloud with your students.   + Have students watch as you think aloud and briefly model writing and illustrating a story about being kind. Begin the story with “I am kind when I help a neighbor.” Draw a picture of you carrying your neighbors bags up the stairs.   + Ask the students to help add to your writing by asking them what else you can add to your writing by having them turn and talk first prior to giving you examples. Add 1 or 2 of your students' sentences to your writing.   + Have students turn and talk again to their partner to discuss what they will write about. After you signal for them to stop, send them back to their seats to begin writing in their writing notebooks. Students will write and illustrate their writing. If they finish early, they can write another story.   + Reflect on what they did well during turn and talk as well as 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 4**  **Day 16** | **Thursday September 25, 2024** |
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| **8:30-8:55** | Morning Meeting:   * Greeting: Say your name and when you do we will say it back to you… Interactive Modeling * Group Activity: Body Drumming Interactive Modeling * Sharing: Would you rather have a doughnut or a cookie? * Morning Message: Choral Read   Conflict Resolution lesson #7 |
| **Period 1**  **8:57 - 9:37** | MAP TESTING ELA  Daily 5:  Practice Read to Self, Work on Writing and Word Work   * This week the goal is for students to introduce the Word Work station. Students will get to choose if they would like to do Read to Self, Work on Writing or Word Work, still practicing the stamina. Goal for each week is 10-15 minute stamina. * Refer to Daily 5 takeaway notes for way to keep track of who is going to what center, or use your own plan * Use chime signal for transition |
| **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 |
| **Period 5**  **11:45- 12:29** | Writing-Week 2 Day 3   * **Review Turn and Talk Procedures**- Use turn and talk routine and procedures to discuss the illustrations in “When We Are Kind”. Explain that the students will look at the illustrations again and add to their own pictures.   + Reread pages 10-11 as a class and discuss the illustrations. Have students discuss ways the illustrations match the words and share several different examples.   + Do the same procedure for pages 18-19 while having students continue to turn and talk. * **Model Rereading, Visualizing, and Adding to an Illustration**- Go over the shared story chart you made as a class and have students watch and observe you adding to the illustrations. Point to the words as you reread and explain your visualizing out loud.   + After you read your story out loud, explain what you might see when you are helping your neighbor bring their bags up the stairs. You can say you see her cat when you do this, so you can add a cat to your illustrations.   + Add writing to the end of your story to match your new illustrations. (Ex: Her cat comes to greet us. The cat is black and white.)   + Have students go back to their seats and add to their own writing.   + Reflect on what went well and what they still need to work on. |
| **Period 6**  **12:33 - 1:17** | **Lunch/Recess** |
| **Period 7**  **1:19 - 1:59** | Whole group mini lesson envisions video 1-1 & review of centers  Math Centers:  Teacher Station: Lesson Envisions 1-1  Game station  Independent Work Station - Worksheet  Technology Station (IXL/splash math)  Dismissal Routine  Closing circle:   * What’s one thing you did today in school? * What was a happy or proud moment from today at school? |
| **Period 8**  **2:01 -2:41** |
| **Dismissal @ 2:45** | |

| **Week 4**  **Day 17** | **Friday Sep 26, 2024** |
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| **8:30-8:55** | Morning Meeting:   * Greeting: Say your name and when you do we will say it back to you… Interactive Modeling * Group Activity: Body Drumming Interactive Modeling * Sharing: Would you rather have a pet cat or pet dog? * Morning Message: Choral Read   **Conflict Resolution Lesson #8** |
| **Period 1**  **8:57 - 9:37** | Whole group mini lesson envisions video 1-2 review of centers  Math Centers:  Teacher Station: Lesson Envisions 1-2  Game station  Independent Work Station - Worksheet  Technology Station (IXL/splash math) |
| **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 |
| **Period 5**  **11:45- 12:29** | Daily 5:  Practice Read to Self, Work on Writing and Word Work   * This week the goal is for students to introduce the Word Work station. Students will get to choose if they would like to do Read to Self, Work on Writing or Word Work, still practicing the stamina. Goal for each week is 10-15 minute stamina. * Refer to Daily 5 take away notes for way to keep track of who is going to what center, or use your own plan * Use chime signal for transition Interactive Modeling   Brain Break: Go Bananas (Energizers pg. 27 ) |
| **Period 6**  **12:33 - 1:17** | **Lunch/Recess** |
| **Period 7**  **1:19 - 1:59** | **10 minute mindful coloring/ quiet time**  **Teach another word works station - interactive model and allow all students to complete it at their desk.** |
| **Period 8**  **2:01 -2:41** | Writing - Week 2 Day 4-   * **Getting Ready to Share**- Have students select a story they wrote this week that they want to share with the class.   + Students will have a few minutes to pick one and sticky note it. * **Model Speaking Clearly and Discuss Listening to One Another**- Students will gather on the carpet facing you with their notebooks on the floor in front of them. Review sharing rules and procedures and how students should act when someone is sharing their writing piece.   + Ask students what they notice about your modeling and what they can do to show they are listening.   + Invite students next to you to share their story. Ask students what is something they learned about their classmate through their writing.   + Reflect on sharing routines and procedures.   Students can free-write if time allows.  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** | |