Week 5/6 First Six Weeks 24-25

| **Week 5**  **Day 18** | **Monday Sept 30, 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: My favorite \_\_\_\_\_ at school * Morning Message: 1st star student Interactive Modeling   Conflict Resolution Lesson #9 - Communication Encouragers |
| **Period 1**  **8:57 - 9:37** | Whole group mini lesson envisions video 1-3 & review of centers  Math Centers:  Teacher Station: Lesson Envisions 1-3  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: Now I’m Still (Energizers pg. 52) |
| **Period 6**  **12:33 - 1:17** | **Lunch/Recess** |
| **Period 7**  **1:19 - 1:59** | **10 minute mindful coloring/ quiet time**  **Fountas and Pinnell IRA - First Day Jitters** |
| **Period 8**  **2:01 -2:41** | Writing - Week 3 Day 1  Repeat the same writing lessons and procedures as Week 4 using new Interactive Read Alouds.   * Week 5 Read Aloud- Unstoppable Me * Week 5 Writing Prompt- “I can \_\_\_\_\_”   Students write “I can \_\_\_” sentences using whiteboards. Practice whiteboard procedures and using materials correctly. After using whiteboards, they can move on to writing in their writing notebooks, adding details and sharing their stories for the week.  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 5/6** | **Tuesday, October 1st and Wednesday, October 2nd**  **No School on Thursday, October 3**  **Friday, October 4th 2024** |
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| Complete Conflict Resolution Lessons 10- 17 (continue in to week 6)   * + 10   + 11   + 12   + 13 how to brainstorm   + 14: conflict resolution lesson: how to use I-messages   + 15: conflict resolution lesson: one to one strategy   + 16: conflict resolution lesson: Managing anger   + 17: conflict resolution lesson: let’s get real * Continue modeling expectations and following through * Week 3 of Being a Writer * Continue following Fountas and Pinnell ELA scope and sequence * Math Topic 1 continued * Science and Social Studies lessons begin - Rules * Continue to use Energizer book for brain breaks   **As we begin to dive deeper into our curriculum and follow our scope and sequence for the year please be mindful to touch on these following aspects during week 6:**   * Remember to incorporate academic choice as much as possible * Ask students who remember what the letters from CARES mean, Example: “C” stands for in CARES. Challenge them each day to further build these standards and expectations in your classroom. * Continue to reinforce the message of a positive time out to regain self control. Perhaps brainstorming a list of ideas as a class for ways to settle down to help them self regulate * Enforce Daily Emotional Check ins - Zones of Regulation * Continue interactive modeling: using language “what did you notice about what \_\_\_ did,” give feedback to students * Be mindful of teacher language:   + Reinforcing- naming specific strengths and positive actions I noticed…….   + Reminding-helping children remember the expectation “Walk on the right side of the hallway.”   + Redirecting-giving clear instructions when children go off track “Macy, put the scissors down now.” * Continue to model voice limits for each subject area. * Allow students to come up with their own quiet signals or phrases and incorporate them * Once students are able to do something the “correct” way, say this phrase:   “I officially declare this expectation has been set. From this moment on I expect each of you to \_\_\_\_\_\_\_ this way every time.” | |