***Grade 5: First Six Weeks of School Lesson Plans***

*(Focus on establishing expectations and setting the tone for the year)*

#### Important Reminders:

Interactive modeling should be introduced and continued as needed for the following:

* Quiet Signal - visual “When you hear the chime, it’s quiet time”
* Procedure / Morning Routine - visual
* Unpacking/ Do now
* End of Day Routine
* Use of Chromebooks- visual of tech put away neatly
* Bathroom / Drink Procedure
* Lining Up
* Classroom jobs
* Use of Supplies
* Copying Homework
* Quiet time after recess - t-chart with must dos/may dos for each activity
* Walking in the hallway - slogan “Right and tight”
* Lunchroom behavior - Review the lunch room student conduct rules & make a Y chart.
* Playground equipment
* Sharpening Pencils
* Transition to rug/ small group/ switch class - slogan “Rewind, take two”
* Attendance
* Take a Break - anchor chart/visual
* Fidgets/Zen Zone
* Voice level - visual
* Flexible Seating
* **Interactive Modeling**
1. Briefly state what you will model, and why.
2. Model the behavior exactly as you expect students to do it (the right way, not the wrong way, and without describing what you’re doing unless you need to “show” a thinking process).
3. Ask students what they noticed. (You may need to do some prompting, but children soon notice every little detail, especially as they gain expertise with this practice.)
4. Invite one or more students to model the same way you did.
5. Again, ask students what they noticed the modelers doing.
6. Have all students model while you observe and coach them.
7. Provide feedback, naming specific, positive actions you notice and redirecting respectfully but clearly when students go off track.
* **Great Resources:**
	+ **Morning Meeting Structure:** <https://www.responsiveclassroom.org/sites/default/files/pdf_files/SMMbooklet.pdf>
	+ **Closing Circle:** <https://www.responsiveclassroom.org/closing-circle/>
* **Establishing Hopes and Dreams for School Overview** <http://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/>

#### Grades 5- Students in grades 5 and 6 are ready to set realistic, meaningful learning goals right from the start of school. Students this age are also ready for the additional challenge of stating one goal having to do with academic learning and one having to do with social relationships. Here’s one way to help them do this:

#### On the second day of school, introduce students to learning goals in the [Morning Meeting](http://www.responsiveclassroom.org/what-is-morning-meeting/) message, such as “This week we will think about our learning goals. What are some of your hopes and dreams for this school year? Try to think of both what you want to learn in different subjects and how you want to work with others.” To guide students, state your own hopes and dreams. Be sure you also touch on both academic and social learning in your statement. For example, you might include in the message “I really hope everyone will feel safe, take care of each other, and be thinking workers.”

#### Have a brief coaching conference with students who list goals that are too broad or unrealistic. For example, if a student says “I hope I get to play video games all day,” you can help turn it into an attainable goal such as “to learn all that I can about computers this year.”

#### By the end of the first week (or beginning of the second week), ask students to choose one social and one academic learning goal that is most important to them to write and illustrate. Display everyone’s hopes and dreams on the classroom bulletin board and give the class time to read what classmates have shared.

#### A Prelude to Rules

#### Besides setting a tone of purposeful learning, inviting students to articulate their learning goals for the year is also an important first step in co-creating classroom rules with students.

#### For example, after students share their goals with the class, you might say, “You’ve had a chance to read everyone’s hopes and dreams. Let’s start thinking of some rules that can help us work together really well and allow everyone to reach their goals.” Next you would consolidate the ideas students name into a manageable list that will serve as the classroom rules for the year.

#### Even if you’re planning to use existing rules—ones shared by your team, grade level, or whole school—you’ll still want to ask students to articulate their hopes and dreams so you can talk with them about how these rules enable them to achieve their goals. When you connect students’ goals to the rules like this, no matter where the rules come from, you help students see rules as positive guidelines that create a safe, supportive classroom in which they can do their best learning.

* + Supporting a Key Goal of the First Weeks of School
		- One of our most important goals in the first weeks of school is to help students trust that school will be a place where their ideas matter and where the learning is meaningful. Guiding them in naming their learning goals for the year is a powerful way to meet this goal. Time spent on this activity is an investment that reaps benefits for months to come.
* **Lunchroom Rules (from student conduct)** - make a chart explaining what these rules look like, feel like, and sound like in the cafeteria.
	+ Students enter the lunch area in an orderly manner.
	+ Students walk at all times and listen to directions from adult supervisors.
	+ Students act appropriately and show respect for the school environment.
	+ Students remain seated unless buying food or disposing of waste.
	+ Students clean their table(s) prior to dismissal.
* **Places to tour in Joyce Kilmer** -
	+ Main Entrance
	+ Main Office
	+ Bathrooms
	+ Nurse
	+ Library
	+ Cafeteria
	+ Art room
	+ Music room
	+ Technology Lab
	+ Vice Principal/Principal's Office
	+ Science Lab
	+ Other 5th Grade Classrooms

**Day 1**– (September 5)

* **Arrival:** (estimated time 15 minutes)
	+ Meet students outside.
	+ Walk in with students and then greet each child by their name as they walk in.
	+ Instruct students to place their backpack on the back of their chairs or in a chosen area within the classroom.
	+ Have students choose a seat or find their seat, and fill out an interest survey/crossword.
* **Morning Meeting:** (estimated time = 30 min)
	+ Demo - morning meeting procedures and expectations. Use a “Y” chart if needed.
		- One person speaks at a time, eye contact, what does listening look like?
	+ Structure:
		- Morning Meeting
		- Greeting: Rainbow Greeting (slide hands to make a rainbow)
		- Sharing: Students Introduce Themselves
		- Group Activity: My Bonny
			* Everyone sings the song “My Bonny Lies Over the Ocean.” Whenever bonny is said children alternate between sitting and standing. For example: “My Bonny *(stand)* lies over the ocean. My Bonny (sit) lies over the sea . . .”
			* The words to the song are:

My **Bonny** lies over the ocean.

My **Bonny** lies over the sea.

My **Bonny** lies over the ocean,

So bring back my **Bonny** to me.

Bring back, bring back,

Oh bring back my **Bonny** to me, to me.

Bring back, bring back,

 Oh bring back my **Bonny** to me.

* + - Morning Message: teacher/teachers will model how to read it.
		- Demo the quiet signal: “When you hear the chime, it’s quiet time.” Practice this throughout your supply check.
* **Unpack Backpacks:**  (estimated time = 30-45 min)
	+ Interactive Modeling/Model and Practice - include a visual or create an anchor chart for these procedures:
		- Call students by table to put these away: tissues, extra pencils, sticky notes, clorox wipes. If all of the other items fit in their pencil cases/backpacks/desks/cubbies have them hold onto their own supplies.
		- Unpack belongings - set up desks/cubbies - include a visual on the smartTV/smartboard of what the inside of the desk/cubby should look like.
		- Take independent reading books from backpacks and add it to their desk/cubby.
		- Model closet procedures. If you do not have hooks/cubbies for backpacks, they should stay by their chairs.
	+ **Practice the quiet signal randomly throughout**- “When you hear the chime, it’s quiet time”
* **Transition** (estimated time = 20 min)
	+ Interactive Modeling/Model and Practice -
		- Model and practice coming to the floor
		- Model and practice transitioning back to their seats - Introduce *“Rewind … Take Two!”* For when behavior needs to be reevaluated.
* **Chromebook Charging Station** (estimated time 25 minutes)
	+ Demonstrate and practice using the charging station, Discuss the responsibilities of keeping your own charger and appropriate times to charge.
* **Nameplates** (Estimated time = 25 min)
	+ Introduce and model expectations with art supplies -Demo this procedure. Students will decorate their nameplate with things that describe them. We will be placing the nameplates in the hallway.
	+ Interest survey/word search for those who finish early
	+ **Practice the quiet signal randomly throughout**- “When you

hear the chime, it’s quiet time”

* **Tour/Line Up Procedures** (Estimated time 20 min)
	+ Interactive Modeling/Model and Practice: line up procedures. Create a Y chart for hallway expectations.
		- Right and tight
		- Eyes forward
		- Zero Voice Limit
		- Single file with appropriate distance between students
	+ Tour of the **entire** school - walking in hall expectations.
* **Fire Drill and Lock Down Practice** (Estimated time 20 min)
	+ Fire drill: Show students where to line up in the classroom and outside of the school. Review expectations-this includes a zero voice limit when walking back into the building.
	+ Lock down: Show students where to go during a lockdown. Review expectations.
	+ If time permits, review expectations for evacuations.
* **Class Meeting** (estimated time 20 minutes)
	+ Explain Class Meetings to students.
	+ Teacher read aloud (any book of your choice)
	+ Practice “turn and talk”
		- One partner speaks first, then the second partner speaks.
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ Introduce quiet time to the students. Review the purpose and expectations for quiet time.
	+ Students will work on a coloring page for the first three days of quiet time. It may be helpful to put a timer on the board for students to self-manage their time and know when to start cleaning up. Discuss this with them and how to use the timer to help them.
* **Community Building Activity** (estimated time 30 minutes)
	+ Buddy Banners - Model and practice questioning partner.
	+ **Practice the quiet signal randomly throughout**- “When you

hear the chime, it’s quiet time”

* **Mailboxes** (estimated time 5 minutes)
	+ Discuss expectations with students for using mailboxes.
* **Special Expectations** (estimated time 30 minutes)
	+ Have each student write down their special schedule in their agenda.
	+ Discuss the expectations when lining up for specials.
* **Specials** (1:38-2:17)
	+ Have students line up for specials based on which special they are going to that day.
	+ \*\*\* Request specials teachers to walk students to 5th grade hallway after specials
* **Closing Circle** (estimated time 30 minutes)
	+ Demo how to move to the circle, how to sit, how to make sure the group has room for everyone and can make a round circle. Where should they sit? How to make a good choice?
	+ Around the circle sharing: What is one emotion you felt about being back in school? (Discuss these emotions and help students name emotions). If time permits, Share one thing they enjoyed about today.
	+ Discuss how to pack up and leave for the day.
* **Pack Up** (estimated time 15 minutes)
	+ Practice writing in planner (if needed) and putting materials away in desk, mailboxes, and folders.
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.
* **Homework:** think about learning goals for “hopes and dreams”.

\*\*All of this should be completed on Day 1.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

**Day 2-** (September 6)

Use this or something similar as your morning message:

Good morning fifth graders,

Today is Friday September 8, 2023. Yesterday we had a fantastic start to our school year. You all demonstrated you know how to set a great tone for the year. Today we are going to work on our CARES goals. Do you remember what the letters in CARES stand for?

Before coming to the floor for Morning Meeting do your best to follow these directions:

1. Find your seat. Unstack your chair/seating.
2. If lunch is from home, please leave it in your backpack.
3. If you are buying lunch, stand at your desk and count out loud in a school appropriate voice to 30.
4. If you brought any notes or forms for the teacher or office, place them in the notes basket.
5. Place your backpack on the back of your chair.
6. Sit silently and wait for announcements.

Today is going to be another fabulous day!

Sincerely,

Teacher

* **Arrival:** (estimated time 20 min)
	+ Meet students outside.
	+ Walk in with students and then greet each child by their name as they walk in.
	+ Instruct students to place their backpack on the back of their chairs or in a chosen area within the classroom.
	+ Have students meet at the floor to set morning routine expectations.
	+ Establish Arrival Routines: attendance procedures, use of the lunch bin, and standing for the salute.
	+ Demo and explain- slogan “Back to your seat, marshmallow feet, nice and neat”.
* **Unpack Backpacks:**  (estimated time = 10 min)
	+ Interactive Modeling/Model and Practice - include a visual or create an anchor chart for these procedures:
		- Unpack belongings - following the steps that were created during the arrival expectations discussion.
		- **Practice the quiet signal randomly throughout**- “When you hear the chime, it’s quiet time”
* **Morning Meeting:** (estimated time = 30 min)
	+ Review morning meeting procedures and expectations. Use a “Y” chart if needed.
	+ Structure:
		- Morning Meeting
		- Greeting: Rainbow Greeting (slide hands to make a rainbow)
		- Sharing: What was your favorite thing you did this summer?
		- Group Activity: A Warm Wind Blows
			* One person stands in the middle of the circle. S/he says “A warm wind blows for anyone who \_\_\_\_\_\_\_,” filling in the blank with a category such as “has a dog.” Everyone who fits that category comes into the center of the circle and then quickly finds a new place to sit. The one person who doesn’t find a seat now stands in the center of the circle and says “A warm wind blows for anyone who \_\_\_\_\_\_\_\_,” naming a new category. The activity continues for several rounds.
		- Morning Message: teacher/teachers will model how to read it. Discuss why reading the message is important each day.
* **Hopes and Dreams Intro** (estimated time 10 min)
	+ - Teacher’s hopes and dreams- already created, and posted on the board.
		- Hopes and Dreams - *The First 6 Weeks of School,* pg 19
		- Generate a list of hopes and dreams for the year.
		- Turn and talk.
		- Students will create one social and one academic goal. On the worksheet, students will write how they will work to achieve their goals. The students will color the clouds in and cut them out. The teacher(s) will hang these up in the classroom.
* **Tour/Line Up Procedures** (Estimated time = 20 min)
	+ Interactive Modeling/Model and Practice: line up procedures. Review Y chart for hallway expectations.
		- Right and tight
		- Eyes forward
		- Zero Voice Limit
		- Single file with appropriate distance between students
	+ Take a tour of **2 places** from the list of places to tour in Joyce Kilmer school - walking in the hallway following expectations.
	+ Sit on the floor when returning to the classroom.
* **Transition** (estimated time 5 min)
	+ Interactive Modeling/Model and Practice -
		- Model and practice transitioning back to their seats - Review *“Rewind … Take Two!”* if needed.
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings
	+ Read the *Cooperation: One by Kathryn Otoshi* book with the students.
	+ Create the looks like, sounds like, feels like chart for cooperation with the students.
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 30 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ Review the purpose and expectations for quiet time.
	+ Students will work on a coloring page.
* **Additional Expectations Review** (estimated time 15 minutes)
	+ Bathroom procedures
	+ Sharpening pencils
	+ Tissues/bandaids
	+ Nurse protocol
* **Tour of Library** (estimated time 15 minutes)
	+ Either in the classroom or media center -finding books - Just right books. You can also use a digital library such as EPIC books.
* **Specials** (1:38-2:17)
* **Closing Circle** (estimated time 30 minutes)
	+ Establish packing up routines: stacking chairs, backpacks, checking the floor for belongings.
	+ Create an anchor chart to hang in the classroom of the expectations.
	+ Around the circle: Share something they are excited about/nervous about for 5th grade. Discuss why this makes them nervous/excited.
* **Pack Up** (estimated time 15 minutes)
	+ Practice writing in planner (if needed) and putting materials away in desk, mailboxes, and folders.
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 2.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

**\***Switching Classes Begin today. Sometime this week you will need to review the bus safety video during your morning meeting. Eliminate the activity or make the share a whip share for time’s sake\*

**Day 3:** (September 9)

* **Arrival** (estimated time 20 min)
	+ Meet students outside.
	+ Walk in with students and then greet each child by their name as they walk in.
	+ Instruct students to place their backpack on the back of their chairs or in a chosen area within the classroom.
	+ Review arrival routines: attendance procedures and standing for the salute.
	+ Demo and explain- slogan “Back to your seat, marshmallow feet, nice and neat”.
	+ Unpack belongings - following the steps that were created during the arrival expectations discussion.
* **Morning Meeting** (estimated time 30 min)
	+ Review morning meeting procedures and expectations. Use a “Y” chart if needed. Review sharing expectations.
	+ Structure:
		- Morning Meeting
		- Greeting: Rainbow Greeting (slide hands to make a rainbow)
		- Sharing: Whip share - tell one thing you learned about someone else
		- Group Activity: Simon Says
		- Morning Message: Think back to our closing circle on this first day of school, we talked about what you were excited about for fifth grade. What is one thing you are nervous about and why? How can we address the nervous feeling?
* **Community Building** (9:30-10:00)
	+ Students will work on the hopes and dreams worksheet for the balloons. Review each worksheet with the students.
	+ After each worksheet is reviewed, students will create their hot air balloons.
	+ Review using and cleaning up supplies - (Scissors, markers, glue, scraps )
	+ If students finish early they can finish their hopes and dreams and/or birthday cupcakes.
* **Math/Language Arts** (estimated time 30-40 minutes)
	+ Interactive Modeling/Model and Practice: Mini-Lesson Expectations, supplies, etc.
	+ Language Arts:
		- Getting to Know You, Expectations, & Materials
		- Read Aloud: Mrs. Katz & Tush
		- Writing: U1 W1 D1
	+ Math:
		- Discuss Math Goals and Expectations
		- Math Curse Book and Activity
		- If time permits: Start the Math All About Me Activity
* **Switch Before Lunch/Recess** (Begin at 11, switch at 11:20)
	+ Review what to bring to math/language arts. Create a chart of the materials by the door. Ask your switch teacher what the students will need to bring with them each day. Discuss lining up procedures and hallway expectations.
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 30 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ Day 1: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
	+ Practice the chosen activity for 15 minutes.
* **Math/Language Arts** (estimated time 30-40 minutes)
	+ Interactive Modeling/Model and Practice: Mini-Lesson Expectations, supplies, etc.
	+ Language Arts:
		- Getting to Know You, Expectations, & Materials
		- Read Aloud: Mrs. Katz & Tush
		- Writing: U1 W1 D1
	+ Math:
		- Discuss Math Goals and Expectations
		- Math Curse Book and Activity
		- If time permits: Start the Math All About Me Activity
* **Specials** (1:38-2:17)
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings
	+ Read the *Assertion: Noni Says No by Heather Hartt-Sussman* book with the students.
	+ Create the looks like, sounds like, feels like chart for assertion with the students.
* **Closing Circle** (estimated time 15 minutes)
	+ Around the circle: Celebrate some of the accomplishments as their first few days of 5th graders. If the students are struggling to come up with ideas, help them. Ask the students how they felt during their first week of school and discuss their feelings. Share how you felt too.
* **Pack Up**(estimated time 15 minutes)
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 3.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

**Day 4:** (September 10)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting: Rainbow Greeting
		- Share: What is your favorite sport and why?
		- Activity: Fidget Family
		- Message: Talk about their upcoming weekends.
* **Math/Language Arts** (estimated time 30-40 minutes)
	+ Interactive Modeling/Model and Practice: Mini-Lesson Expectations, supplies, etc.
	+ Language Arts:
		- Read Aloud: Crane Girl
		- Writing: U1 W1 D2
	+ Math:
		- Read Aloud: I’m Trying to Love Math
		- Math scavenger hunt
		- If time permits: Work on the Math All About Me Activity
* **Community Building** (estimated time 20 minutes)
	+ Agree & Disagree Activity on Google Slides. Using the statements on the google slides have the students show whether or not they agree or disagree. You can do this in a variety of ways: Students can do a thumbs up or thumbs down, you can have them move to different sides of the room, you can display the slides and have them write their name under agree/disagree. You can choose the best way to play this with your class.
* **Switch Before Lunch/Recess** (Begin at 11, switch at 11:20)
	+ Review what to bring to math/language arts. Review a chart of the materials by the door. Discuss lining up procedures and hallway expectations.
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 30 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ Day 2: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
	+ Practice the chosen activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Interactive Modeling/Model and Practice: line up procedures. Create a Y chart if needed.
	+ Language Arts:
		- Read Aloud: Crane Girl
		- Writing: U1 W1 D2
	+ Math:
		- Read Aloud: I’m Trying to Love Math
		- Math scavenger hunt
		- If time permits: Work on the Math All About Me Activity
	+ Practice lining up and switching before specials.
* **Specials** (1:38-2:17)
* **Class Meeting** (estimated time 25 minutes)
	+ Review expectations for Class Meetings
	+ Read the *Responsibility:* *Each Kindness by Jacquline Woodson*book with the students.
	+ Create the looks like, sounds like, feels like chart for responsibility with the students.
* **Closing Circle** (estimated time 10 minutes)
	+ Play Maître d’
		- Call out “Table for 2 (pick any number)”
		- Students assemble in groups of that many members
		- Ask a question for the students to answer in their group or give them a topic to talk about. For example: Which way of practicing your multiplication facts works best for you? What is your favorite time of the school day?
		- After the students have had a chance to share, call out another table number. Students must form new groups with the new number.
* **Pack Up** (estimated time 5 minutes)
	+ Practice writing in planner and putting materials away in desk, mailboxes, and folders.
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 4.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 5- (September 11)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting: Ball Toss (Review Expectations)
		- Share: Partner Chat - Slogan: "One Speaker" slogan here--helps students understand the importance of recognizing the person whose turn it is to speak, and using self-control to avoid blurting out comments when it's not your turn. Partners will share one sport/activity/hobby that they do.
		- Activity: Concentration with sharing about what your partner shared with you.
		- Message: Today we will brainstorm a list of rules - Think about what rules you think are necessary to create an inviting environment in the classroom?
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Smoky Nights
		- Writing: U1 W1 D3
	+ Math:
		- Intro to Math Talks
		- Non-curricular Activity #1
		- Send home math book to cover
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings
	+ Read the *Empathy:* *Come With Me by Holly McGee*

with the students.

* + Create the looks like, sounds like, feels like chart for empathy with the students.
* **Community Building** (estimated time 30-40 minutes)
	+ Establishing rules - *The First 6 Weeks of School,* pg 61
	+ Brainstorm a list of possible rules. Have students give reasons why each rule they come up with for this list might be necessary.
* **Switch Before Lunch/Recess** (Begin at 11, switch at 11:20)
	+ Review what to bring to math/language arts. Review a chart of the materials by the door. Discuss lining up procedures and hallway expectations.
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 30 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ Day 3: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
	+ Practice the chosen activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Smoky Nights
		- Writing: U1 W1 D3
	+ Math:
		- Intro to Math Talks
		- Non-curricular Activity #1
		- Send home math book to cover
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Closing Circle:**
	+ Read Aloud with the class. Pick a book that has a theme that your class would benefit from having a discussion about it, for example perseverance, acceptance, positive self thoughts, etc. Have a class discussion about the theme. Discuss the students' emotions and reactions to the book.
	+ September 11 Youtube Read Aloud: *The Man Who Walked Between the Towers*
* **Pack Up** (estimated time 15 minutes)
	+ Practice writing in planner and putting materials away in desk, mailboxes, and folders.
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 5.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 6- (September 12)

* **Arrival and Morning Routine**(estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting: Ball Toss
		- Share: What is your dream job?
		- Activity: Students will play four corners with their classmates to find out more about one another.
			* Examples:
				+ What is your favorite to read? Picture Books, Magazines/Newspapers, Novels, or Graphic Novels.
				+ Which superpower would you like? To fly, to read minds, to become invisible, or to have super strength
		- Message: Hopes and Dreams – Rules
* **Math/ELA**
	+ Umbrella Lesson: Empathy
	+ Writing: U1 W1 D4
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings
	+ Read the *Self Control Book: Decibella by Julia Cook* book with the students.
	+ Create the looks like, sounds like, feels like chart for Self Control with the students.
* **Community Building** (estimated time 30-40 minutes)
	+ Establishing Rules *The First 6 Weeks of School,* pg 61
	+ Have students reevaluate the list from yesterday. Which rules are similar to other rules?
	+ Condense rules to 3- 5 classroom rules.
	+ Host a discussion on if these rules are adequate for the classroom.
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 30 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently. Review expectations with YOUR HOMEROOM!
* **Switch** (estimated time 40 minutes–switch period 7)
	+ Language Arts:
		- Umbrella Lesson: Empathy
		- Writing: U1 W1 D4
	+ Math:
		- Non-curricular Task #2
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Closing Circle** (estimated time 30 minutes)
	+ First play Beat the Clock. Set a 5 minute timer to have the students “beat the clock” while packing up their materials. Options: Instead of a timer you could use a song. They would have to finish packing up before the song ended. All students must meet at the carpet when they are done.
* **Pack Up** (estimated time 2 minutes)
	+ Have students grab their belongings and line up at the door.

\*\*All of this should be completed on Day 6.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 7 - (September 13)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting: Ball Toss
		- Share: Inside Out Circles - Something about yourself
		- Activity: Hand Dance
		- Message: Signing of the rules.
* **LA/Math**
	+ Read Aloud: Shooting at the Stars
	+ Writing: U1 W2 D1
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Introduce Conflict Resolution lessons.
	+ Lesson 1, Part 1: What do you see? (See slide presentation)
* **Community Building** (estimated time 30-40 minutes)
	+ Logical Consequences - *The First 6 Weeks of School,* pg 19
	+ What happens when rules are broken?
	+ Why is it important to have rules?
	+ After→ Google Slides Discussion Questions to get to know your students.
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 30 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ Day 4: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
	+ Practice the chosen activity for 15 minutes.
* **LA/Math**(estimate time 40 minutes, switch period 7)
	+ Language Arts:
		- Read Aloud: Shooting at the Stars
		- Writing: U1 W2 D1
	+ Math:
		- Finish the Math All About Me Worksheets
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies/Closing Circle** (estimated time 30 minutes)
	+ Hand out text books to cover.
	+ Demo procedure for finding partners or if partners are preselected working together.
	+ Students will play Mirror Image: One child is the leader and the other child copies. Have a few goes then swap roles. The leader is going to do some sort of movement, and the other child is going to copy. For example, they might lift their arm, and the other child lifts their arm. They wave, and the other child waves. Have the students switch roles and partners after a few minutes. Discuss with the students what was hard about this activity and what made it easier (they should say eye contact). Remind students about the importance of eye contact when communicating with another person.
* **Pack Up** (estimated time 15 minutes)
	+ Practice writing in planner and putting materials away in desk, mailboxes, and folders.
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 7.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 8- (September 16)

* **Arrival and Morning Routine**(estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting: Ball Toss
		- Share: Which school rule would you change? Why?
		- Activity: Coseeki
		- Message: CARES review
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: The Composition part 1
		- Writing: U1 W2 D2
	+ Math:
		- Non Curricular Task #3
		- Guess the Operation Lesson
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings
	+ Lesson 1, Part 2: Paperclip Brainstorm (See slide presentation)
* **Community Building** (estimated time 30-40 minutes)
	+ Cursive Practice with Homeroom
	+ Logical Consequences - *The First 6 Weeks of School,* pg 19
	+ Agree on consequences. Sign consequences poster/contract.
	+ Constitution Day (Sunday 9.17) Watch U.S. Constitution Brain Pop, Sign class rules
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 30 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ Day 5: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
	+ Practice the chosen activity for 15 minutes.
* **Switch Class** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: The Composition part 1
		- Writing: U1 W2 D2
	+ Math:
		- Non Curricular Task #3
		- Guess the Operation Lesson
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies** (estimated time 30 minutes)
	+ Regions project introduction. Review partner work expectations. Describe how the project will work. One day of reading and exploring, followed by one day of questions.
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt when they had a successful day. Discuss what your class can do for tomorrow, set goals if necessary.
* **Pack Up** (estimated time 5 minutes)
	+ Practice writing in planner and putting materials away in desk, mailboxes, and folders.
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 8.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 9 - (September 17)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting: Ball Toss
		- Share: How do you feel being back in school full time? Discuss the students feelings.
		- Activity: Awake, Alert, Alive, Enthusiastic
		- Message: Review the rules and consequences. Begin discussing Options for Getting it Back Together
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: The Composition part 2
		- Writing: U1 W2 D3
	+ Math:
		- Non-curricular Task #4
		- Problem Solving Work
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 1, Part 3: Listening to Hear (See slide presentation)
* **Community Building** (estimated time 30-40 minutes)
	+ Demo - Anchor Chart - Options for Getting it Back Together.



* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ Day 6: Introduce one of the quiet time activities. Create a Y-chart of expectations. Repeat this each day until each activity has been introduced.
	+ Practice the chosen activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: The Composition part 2
		- Writing: U1 W2 D3
	+ Math:
		- Non-curricular Task #4
		- Problem Solving Work
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Regions project: Explore the Northeast. Guide them through how to find the information. They should only be reading through it on day 1.
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt when they had a successful day. Discuss what your class can do for tomorrow, set goals if necessary. If there were any bumps in the road throughout the day, discuss how you can fix them. Ask, “How can you notice if another student is having a hard time and what can you do to help?”
* **Pack Up** (estimated time 5 minutes)
	+ Practice writing in planner and putting materials away in desk, mailboxes, and folders.
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 9.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 10 - (September 18)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting:Mix and Mingle
		- Share: How did the pandemic affect how you learn?
		- Activity: Pop!
		- Message: Together we will discuss strategies to get our learning and work ethic ready for fifth grade.
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Malala/ Iqbal
		- Writing: U1 W2 D4
	+ Math:
		- Math Talk
		- 4th Grade Place Value Review–Writing each number in each form.
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 1, Part 4: Mindfulness (See slide presentation)
* **Community Building** (estimated time 30 minutes)
	+ Practice using Google Classroom.
	+ Create expectations for student work, responses to Classroom questions, and proper handling of Chromebook.
	+ If there is time, play the If I Were Game
	+ Directions:
		- 1. Write the topic statement on a chart or board and give students a few minutes to think of their choice.
		- 2. The first student turns to the next student in the circle and says, “If I were an animal, I would be \_\_\_\_\_\_\_\_\_\_\_\_\_.”
		- 3. The second student then makes a relevant and respectful one-sentence comment about what the student said before turning to the next student and saying, “If I were an animal, I would be \_\_\_\_\_\_\_\_\_\_\_\_\_.” Example: Alex turns to Tanya and says, “If I were an animal, I would be a lion.” Tanya responds, “I like lions a lot!” Tanya turns to Olivia and says, “If I were an animal, I would be a dolphin.” Olivia responds, “Dolphins are cool swimmers.”
		- 4. Continue until everyone has had a chance to make a statement and offer a comment.
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Malala/ Iqbal
		- Writing: U1 W2 D4
	+ Math:
		- Math Talk
		- 4th Grade Place Value Review–Writing each number in each form.
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Regions project: Northeast continue exploring and complete questions
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)
	+ Practice writing in planner and putting materials away in desk, mailboxes, and folders.
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 10.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 11 - (September 19)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting: Mix and Mingle
		- Share: Give an example of when you had to view something from another perspective.
		- Activity: Toe to toe game
		- Message: Think about the ‘whys’ of remaining quiet while lined up. Be ready to share with the class.
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: The Treasure Box
		- Writing: U1 W3 D1
	+ Math:
		- Math Talk
		- 4th Grade Review on Place Value Comparing & Rounding
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 2, Part 1: Defining Conflict(See slide presentation)
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: The Treasure Box
		- Writing: U1 W3 D1
	+ Math:
		- Math Talk
		- 4th Grade Review on Place Value Comparing & Rounding
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Regions project: Southeast exploration
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)
	+ Practice writing in planner and putting materials away in desk, mailboxes, and folders.
	+ Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 11.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 12 - (September 20)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting: Mix & Mingle
		- Share: Now that we are back in school, do you feel supported? If not, what would help you to feel supported? If you do feel supported, how can you help support others?
		- Activity: Stand if
		- Message:Bathroom/water sign out procedures
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: The Storyteller
		- Writing: U1 W3 D2
	+ Math:
		- Math Talk
		- 1-1
		- Review HW expectations
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 2, Part 2: Questions about Conflict(See slides)
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: The Storyteller
		- Writing: U1 W3 D2
	+ Math:
		- Math Talk
		- 1-1
		- Review HW expectations
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Regions Project: Southeast Questions
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 12.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 13-(September 23)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Greeting: Mix & Minge
		- Share: Yesterday we talked about if we feel supported, today I want you to think about your friends. How do you think your friends are feeling throughout the pandemic?
		- Activity: Hands up
		- Message: Name one characteristic of each region that is different from the others.
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Rikki-Tikki-Tavi p1
		- Writing: U1 W3 D3
	+ Math:
		- Math Talk
		- Powers of 10
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 2, Part 3: What’s Your Style (of conflict)? (See slides)
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Rikki-Tikki-Tavi p1
		- Writing: U1 W3 D3
	+ Math:
		- Math Talk
		- Powers of 10
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Midwest: Exploration
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 13.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 14-(September 24)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Morning Meeting:
		- Greeting: Mix & Mingle
		- Share: If you could be an animal what would it be and why?
		- Activity: Detective
		- Message: Math topic related
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Rikki-Tikki-Tavi p2
		- Writing: U1 W3 D4
	+ Math:
		- Lesson 1-2
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 3, Part 1: Perspectives (See slide presentation)
	+ Finished Early: Cursive Practice
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Rikki-Tikki-Tavi p2
		- Writing: U1 W3 D4
	+ Math:
		- Lesson 1-2
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Midwest: Questions
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 14.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Include individual MAP goal conferences with students this week.

MAP IS THIS WEEK.

Day 15-(September 25)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Morning Meeting:
		- Greeting: Hullabaloo
		- Share: Something you find difficult
		- Activity: Rainstorm
		- Message: Difficulty Share
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Nim and the War Effort p1
		- Writing: U1 W3 D5
	+ Math:
		- Math Talk
		- Money & Decimals Lesson
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 3, Part 2: Feelings (See slide presentation)
	+ Finished Early: Cursive Practice
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Nim and the War Effort p1
		- Writing: U1 W3 D5
	+ Math:
		- Math Talk
		- Money & Decimals Lesson
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Southwest Region Exploration
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 15.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 16 - (September 26)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Morning Meeting:
		- Greeting: Hullabaloo
		- Share: What is your favorite thing so far in 5th grade?
		- Activity: Rainstorm
		- Message: Think about and be ready to share your favorite thing so far in 5th grade.
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Nim and the War Effort p2
		- Writing: U2 W1 D1
	+ Math:
		- Lesson 1-3
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 3, Part 3: Sources of Conflict(See slide presentation)
	+ Finished Early: Cursive Practice
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Nim and the War Effort p2
		- Writing: U2 W1 D1
	+ Math:
		- Lesson 1-3
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Southwest Questions
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 16.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 17 - (September 27)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Morning Meeting:
		- Greeting: Hullabaloo
		- Share: How did you feel about day one of MAP testing?
		- Activity: Rainstorm
		- Message: LA related message.
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Umbrella Lesson: Grit and Perseverance
		- Writing: U2 W1 D2
	+ Math:
		- Math MAP
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Best Part of Me Activity
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Umbrella Lesson: Grit and Perseverance
		- Writing: U2 W1 D2
	+ Math:
		- Math MAP
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ West: Exploration
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)
	+ Practice writing in planner and putting materials away in desk, mailboxes, and folders. Review the packing up expectations.
	+ Have students pack up and line up at the door.

\*\*All of this should be completed on Day 17.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 18 - (September 30)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Morning Meeting:
		- Greeting: Hullabaloo
		- Share: Whip share - one word to describe yourself
		- Activity: skip 10
		- Message: MAP Reflection
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Day reserved for MAP
	+ Math:
		- Math Talk
		- 1-4
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 4, Part 1: Communication Encouragers and Blockers (See slide presentation)
	+ Finished Early: Cursive Practice
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Day reserved for MAP
	+ Math:
		- Math Talk
		- 1-4
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ West Questions
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)

\*\*All of this should be completed on Day 18.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 19- (October 1)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Morning Meeting:
		- Greeting: Do the Wave
		- Share: What would be the ideal allowance and how would you spend it?
		- Activity: Double Double This This
		- Message: Kindness matters
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Dark Emperor
		- Writing: U2 W1 D3
	+ Math:
		- Math Talk
		- 1-5
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 4, Part 2: The Four Escalators (See slide presentation)
	+ Finished Early: Cursive Practice
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Dark Emperor
		- Writing: U2 W1 D3
	+ Math:
		- Math Talk
		- 1-5
	+ Review the hallway expectations prior to switching.
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Region wrap up questions (independent)
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)

\*\*All of this should be completed on Day 19.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 20 - (October 2)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Morning Meeting:
		- Greeting: Do the Wave
		- Share: If a genie would give you only one wish, which would you pick, and why?
		- Activity: Zoom
		- Message: Genie Share
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Winter Bees
		- Writing: U2 W1 D4
	+ Math:
		- Math Talk
		- 1-6
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 5, Part 1: How to Brainstorm(See slide presentation)
	+ Finished Early: Cursive Practice
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Winter Bees
		- Writing: U2 W1 D4
	+ Math:
		- Math Talk
		- 1-6
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Region Flipgrid Question: If you could live in any region which would it be and why? Compare it to other regions.
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)

\*\*All of this should be completed on Day 20.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 21 - (October 4)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Morning Meeting:
		- Greeting: Do the Wave
		- Share: \*See message\*
		- Activity: Zoom
		- Message: We are now a month into 5th grade. How do you feel about this? What do you like/dislike?
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: This is Just to Say
		- Writing: U2 W1 D5
	+ Math:
		- Math Talk
		- 1-7
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 5, Part 2: How to Use “I” Messages (See slide presentation)
	+ Finished Early: Cursive Practice
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: This is Just to Say
		- Writing: U2 W1 D5
	+ Math:
		- Math Talk
		- 1-7
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Chapter 1, Lesson 1, Day 1
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 5 minutes)

\*\*All of this should be completed on Day 21.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

Day 22 - (October 5)

* **Arrival and Morning Routine** (estimated time 15 minutes)
	+ Remind students to refer to anchor chart or visual.
	+ Structure:
		- Morning Meeting:
		- Greeting: Do the Wave
		- Share: What is something you are excited about?
		- Activity: Zoom
		- Message: On Monday you will take your first math test. How do you feel?
* **Math/Language Arts** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Wonder D1
		- Writing: U2 W2 D1
	+ Math:
		- Topic 1 Review
* **Class Meeting** (estimated time 30-40 minutes)
	+ Review expectations for Class Meetings.
	+ Lesson 5, Part 3: One-to-One Strategy (See slide presentation)
	+ Finished Early: Cursive Practice
* **Switch Before Lunch/Recess** (switch at 11:20)
* **Lunch/Recess** (11:25 - 12:10)
	+ Get the students from lunch and recess and review the expectations for the hallway.
* **Quiet time** (estimated time 20 minutes)
	+ Beginning at 12:10, as students return from lunch/recess have them come directly into the classroom and sit at their desks silently.
	+ The students can choose their activity for 15 minutes.
* **Switch** (estimated time 70 minutes)
	+ Language Arts:
		- Read Aloud: Wonder D1
		- Writing: U2 W2 D1
	+ Math:
		- Topic 1 Review
* **Specials** (1:38-2:17)
* **Social Studies**  (estimated time 30 minutes)
	+ Chapter 1, Lesson 1 Day 2
* **Closing Circle** (estimated time 5-10 minutes)
	+ Reflect on your day with the class. Notice and name joy, happiness, and accomplishments. If they did great during a particular time/subject, celebrate it. Students can name the emotions that they felt throughout the day. If time permits you can do an activity.
* **Pack Up** (estimated time 15 minutes)

\*\*All of this should be completed on Day 22.\*\*

\*\*Please rearrange to fit your schedule accordingly. \*\*

