

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.

Key Procedural Routines: All of these are demoed; some extra strategies are used as "centerpieces" for introducing and reminding

1. **Chime**
Demo with a slogan, "When you hear the chime it's quiet time!"
2. **Lining Up/Hallway**
Slogan - "Right and tight", Line up Song
3. **Morning Routines** (unpacking, lunch count, attendance, etc.)
Visual
4. **Bathroom/Drink Procedure**
Anchor Chart
5. **Use of Supplies/Cleaning up Supplies**
Anchor Chart
6. **Class Jobs**
7. **Lunchroom/Playground Expectations**
Visual
8. **10 Minutes of Quiet**
Anchor Chart
9. **Handling chromebooks**
Anchor Chart and Visuals
10. **Appropriate/Flexible Seating**
11. **Fire Drill/Evacuation**

Here is a great link to an article about teaching hopes and dreams. Read this before looking over the rest of the 6 weeks plans.

<http://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/>

<p>Week 1</p>	<p style="text-align: center;">Day 1</p> <p>Arrival: Greet students outside</p> <ul style="list-style-type: none"> • Bring a class list out with you to check off student names as they arrive • Have pencils on the desks and activity ready for students • Have students find their seats and sit with all their supplies
<p>8:30-8:55</p>	<p>Upon entering classroom teach Chime Signal: play Freeze Game - Interactive Modeling "When you hear the chime, it's quiet time." "Why is it important to quiet down?" (Fountas and Pinnell Reading Mini Lesson MGT U1 RML 1)</p> <ul style="list-style-type: none"> • Have pencils on the desks • Word search/coloring sheet/name tag as morning work • Discuss an interactive model lunch bin procedures • Model how you would like the students to put their stuff away daily. • Introduce Voice limits (Fountas & Pinnell Reading Mini Lesson MGT U1 RML 2) • Collect any class supplies and organize student supplies in desks
<p>Period 1 8:57-9:37</p>	<p style="text-align: center;">Special (Sort out school supplies that students have brought in)</p>
<p>Period 2 9:39-10:19</p>	<p>Interactive model: how to leave and come back to your desk seat and come to the rug for morning meeting. Push in chair, quietly come to the carpet, sit crisscross.</p> <ul style="list-style-type: none"> • Morning Meeting: Review expectations- • Greeting: Teacher greets each student individually Interactive modeling eye contact • Share; students to share something about their partner that they learned • Group activity: I never (Morning Meeting Cards) • Morning Message: Read aloud; then read chorally <p>Interactive Modeling: transition from carpet</p> <p>Brain Break/Energizer: "And don't you forget it! Page 3 of Energizers book</p>
<p>Period 3 10:21-11:01</p>	<p>Read "First Day Jitters" with class on rug. Review how to sit on the rug and actively listening. Then complete the First Day Feelings activity First Day Feelings</p> <ul style="list-style-type: none"> • Students come to the rug in their spot crisscross applesauce legs, hands in lap • Interactive model how to complete the "First Day Feelings" worksheet • Students will return to their desks to complete the worksheet <p>Interactive modeling of procedure: "Why is it important to...?"</p> <ul style="list-style-type: none"> • Bathroom procedures-anchor chart next to sign out and for proper use • Drink procedure

<p>Period 4 11:03-11:43</p>	<p>Interactive Model of how to line up</p> <ul style="list-style-type: none"> ○ slogan "Right and tight" when walking in the hall ○ "Rewind, take two" if needed to repeat ○ Practice walking in the halls following expectations ○ <p>School Tour Interactive Modeling</p> <ul style="list-style-type: none"> ● Teach students classroom number, practice lining up in number order to go on a tour of the school <p>After tour, review: We saw different places in the school, how should we act in those places?</p> <ul style="list-style-type: none"> ● bathroom procedure How do others benefit when you do it well? ● Lunchroom behavior T Chart to compare ● Specials T Chart to compare
<p>Period 5 11:45-12:29</p>	<p>Reading-</p> <ul style="list-style-type: none"> ● Build Stamina Read to Self Intro Lesson (modeling what reading to self will look like, anchor chart) <p>https://www.youtube.com/watch?v=W5g0AOek2Og</p> <ul style="list-style-type: none"> ● Create a "Read to Self" T Chart- model what teacher is doing and what students are doing. ● Explain what stamina is and how we are going to build our reading stamina over the next few weeks. <p>Brain Break/Energizer</p> <p>Lunch and Recess Outdoor Boundaries</p> <ul style="list-style-type: none"> ● For at least the first 6 days (the Thursday/Friday and the next full week) assign students a lunch buddy to sit with. Also give them a simple conversation starter such as "Today at lunch, find out three things about your buddy. Be ready to share what you learned about your buddy after lunch". You can do that with lots of things: favorite color/food/TV show/game, somewhere they went this summer, how many brothers/sisters, how long they've been in PV etc. ● On the way to recess, review the outdoor boundaries, where students can go outside, where they will line up, etc.
<p>Period 6 12:33-1:17</p>	<p style="text-align: center;">Lunch and Recess</p>
<p>Period 7 1:19-1:59</p>	<p>5 minute cool down - 5 minutes to relax, lights off - limit options to reading only</p>

	<p>Share three things you learned about today</p> <p>Writing: Introduce writing journal–personalize covers, interactive modeling use of crayons, colored pencils etc. (Treat supplies like they are your favorite toy at home)</p> <p>Start math early as needed to have time for closing circle at the end of the day.</p>
<p>Period 8 2:01–2:41</p>	<p>–Math–</p> <p>Interactive modeling how to play a math game and explore manipulatives with a game (Back to School Bump, etc) .</p> <p>interactive modeling explore math manipulatives, multiplication table with counters, interactive modeling storing and caring for your book</p> <p>–interactive modeling Explore supplies, storage, notebook labeling, pack up/mailbox procedure</p> <p>Closing Circle <u>interactive modeling (Students come to carpet following morning meeting procedures)</u></p> <ul style="list-style-type: none"> • Call on students to share their answers to these questions <ul style="list-style-type: none"> ○ What’s one thing you did today in school? ○ What was a happy or proud moment from today at school? • Dismissal Routines explained with interactive model “Why is it in your own interest to do it well?” - Pass out notes/homework– demo (HOMEWORK:think about learning goals and hopes and dreams for the year) - Packing backpacks/cleaning up –demo - Picking up things from mailbox, getting lunch box from the lunch bin, water bottles
<p>Dismissal @ 2:45</p>	

<p>Week 1</p>	<p>Day 2</p> <p>Meet students outside</p>
<p>8:30–8:55</p>	<p>Arrival– Practice your routines, Discuss expectations for greeting at the door. Talk about what it should look like. review quiet signal Pose the question: Why is it important to stop what you’re doing, get quiet, and cross your arms?” “When you hear the chime, it’s quiet</p>

	<p>time")</p> <ul style="list-style-type: none"> • Practice quiet signal-demo • Go over lunch bin procedure • Do now for students to work on until morning meeting <p>Morning Meeting</p> <p>Greeting: Teacher greets each student individually Interactive modeling giving eye contact</p> <p>-Ask the students why it is important to greet someone?</p> <p>Sharing: What is your favorite after school activity?</p> <p>Morning Message: Read aloud; then read chorally</p> <p>Group Activity: Heads or Tails morning meeting cards</p> <p>Model/remodeling: transitioning back to seats and lining up for specials</p>
<p>Period 1 8:57-9:37</p>	<p>Special</p>
<p>Period 2 9:39-10:19</p>	<ul style="list-style-type: none"> • Read "This Class is a Family" • Establishing Rules; introduce learning goals and hopes and dreams, begin to brainstorm ideas (pages 82-25, 138-141 in First 6 Weeks Book)(• Brain Break or Outside time; play category tag and practice circling up • Interactive modeling • Review "Showing respect to each other"(Fountas and Pinnell Reading Mini Lesson MGT UI RML1) • Do your best work Model coloring and cutting - then students will do. • As students are working, take their pictures for the inside of the crayons.
<p>Period 3 10:21-11:01</p>	<p>Reading- I pick good books lesson and building stamina</p> <ul style="list-style-type: none"> • Have prepared book bins on each table, or book bag premade for students • Introduce and explain reading stamina chart - Build stamina for 2 minutes & fill in class stamina chart • Review the "I-PICK" book strategy

<p>Period 4 11:03-11:43</p>	<p>CARES- C for cooperation - The Crayon Box That Talked</p> <p>CARES book lesson "C"</p> <ul style="list-style-type: none"> • C stands for Cooperation • Read Aloud • Anchor Chart • CARES journal/Crayon activity <p>Energizer-Still as a rock page 6 Interactive modeling</p>
<p>Period 5 11:45-12:29</p>	<p>Play Find Someone Who or Back to School Bingo as a relationship building activity.</p> <p>Introduce classroom job procedures/keeping bookshelf organized, post a picture of what an organized bookshelf looks like</p> <p>Lunch Buddy Activity- Find out what your buddy is most excited for this year</p>
<p>Period 6 12:33-1:17</p>	<p style="text-align: center;">Lunch and Recess</p>
<p>Period 7 1:19-1:59</p>	<p>5 minute cool down - 5 minutes to relax, lights off - color</p> <ul style="list-style-type: none"> • Review Quiet Time Expectations - lights off, level 0, coloring - interactive modeling math notebook, more interactive modeling with counters - Play a new math game with the class. Model how to find a partner, places they can play, and how to clean up. -Energizer- Math Zap game counting by 3, 6, etc. Interactive modeling
<p>Period 8 2:01-2:41</p>	<p>Closing Circle Interactive Modeling (Students come to carpet following morning meeting procedures)</p> <ul style="list-style-type: none"> • Call on students to share their answers to these questions <ul style="list-style-type: none"> ○ What's one thing you did today in school? ○ What was a happy or proud moment from today at school? • Dismissal Routines explained and interactive model "Why is it in your own interest to do it well?" - Pass out notes/homework- demo (No Homework) - Packing backpack - Pick up things from mailbox, getting lunch box from the lunch bin, water bottles
<p style="text-align: center;">Dismissal @ 2:45</p>	

Week 1	Day 3
<p>8:30-8:55</p>	<p>Arrival: review and practice “When you hear the chime, it’s quiet time.” “Why is it important to quiet down?”</p> <ul style="list-style-type: none"> • Practice quiet signal Interactive Modeling • Review anchor chart and routines – Teacher model and student model step by step using chart <p>Establish routines, reminders to give eye contact and say hello when entering the classroom, continue to practice quiet signals,</p> <p>Do now: time capsule sheet</p> <p>(Introduce “do now” t-chart: must dos, may dos. Must dos: hang up backpack, hang up jacket, put lunch in lunch bin, sit in seat and begin do now. May dos when finished: read, draw).</p> <p>Morning Meeting (create an anchor chart with the students about greeting, share, activity, message. What it should look like and sound like. Post a visual)</p> <ul style="list-style-type: none"> • Greeting: Knock Knock page 103 99 Greetings and Activities Book • Sharing: A place I’d like to visit • Group activity: Heads or Tails green morning meeting cards • Morning message; Ask for a volunteer and include some goals you have for the class for the year <p>***remind/remodel- transitions back to seats (introduce slogan “rewind, take 2” if needed for when students need several tries)</p>
<p>Period 1 8:57-9:37</p>	<p>Special</p>
<p>Period 2 9:39-10:19</p>	<ul style="list-style-type: none"> • Teach Fire Drill and Lock Down procedures with interactive modeling. Remind students if they haven’t had a drill yet that they will soon. <p>Read Aloud and Activity on classroom community</p> <p>Brain Break or Outside time reviewing circling up and outside safety Interactive modeling</p> <p>*remind and remodel bathroom/drink procedures</p>

<p>Period 3 10:21-11:01</p>	<p>Brainstorm learning goals and hopes and dreams part 1 (pages 82-25, 138-141 in First 6 Weeks Book)</p> <p>Writing: model hopes and dreams</p> <ul style="list-style-type: none"> • Matthew Dreams - read aloud (or another book of choice about dreams) • Teacher goal • Student example • Brainstorm student goals for school (learning goals) • https://www.responsiveclassroom.org/books-for-hopes-and-dreams-2012/ • Hopes and Dreams - The First 6 Weeks of School, pg 19 <p>Energizer- Gotcha</p> <p>Model and review with the class what to do when the teacher is working with others (Fountas and Pinnell RML3)</p>
<p>Period 4 11:03-11:43</p>	<p>CARES book lesson "A" Say Something by Peter Reynolds (or other book)</p> <ul style="list-style-type: none"> • A stands for Assertion • Read Aloud • Anchor Chart • CARES Journal <p>Being a Writer- Unit 1, Week 1 Day 1</p> <p>guided discovery of whiteboard and markers (usage, storage, cleanup) roll and write numbers using whiteboard Interactive modeling</p>
<p>Period 5 11:45-12:29</p>	<ul style="list-style-type: none"> • Model and review with the class what to do when the teacher is working with others (Fountas and Pinnell RML3) • Work on stamina • Running records <p>Lunch Buddy activity: "What is your favorite dessert"</p>
<p>Period 6 12:33-1:17</p>	<p style="text-align: center;">Lunch and Recess</p>
<p>Period 7 1:19-1:59</p>	<p>quiet time (Reminders about quiet time, limit options to reading or head down)</p> <p>Math about me (teacher should create one of themselves so students are able to get to know them)</p>
<p>Period 8</p>	<p>Interactive modeling Packing up- (picking up things from mailbox, getting lunch box from</p>

<p>2:01-2:41</p>	<p>the lunch bin, water bottles).</p> <ul style="list-style-type: none"> - Model and play Odd or Even - Closing Circle Interactive Modeling (Students come to carpet following morning meeting procedures) • Call on students to share their answers to these questions <ul style="list-style-type: none"> ○ What's one thing you did today in school? ○ What was a happy or proud moment from today at school? • Dismissal Routines explained an interactive model "Why is it in your own interest to do it well?" <ul style="list-style-type: none"> - Pass out notes/homework- demo (No Homework) - Packing backpack - Pick up things from mailbox, getting lunch box from the lunch bin, water bottles
<p>Dismissal @ 2:45</p>	

<p>Week 2</p>	<p>Day 4</p>
<p>8:30-8:55</p>	<p>Arrival, review routines, practice signals, "When you hear the chime, it's quiet time")</p> <p>8:35-Morning Meeting</p> <p>Morning Meeting</p> <p>Greeting: Knock Knock page 103 99 Greetings and Activities Book</p> <p>Sharing: What is your favorite ice cream flavor?</p> <p>Group activity: Heads or Tails green morning meeting cards</p> <p style="padding-left: 40px;">Morning message; Ask for a volunteer and include some goals you have for the class for the year</p> <p>***Remind/remodeling transition to seats (rewind take two slogan)</p>

Period 1 8:57-9:37	Specials
Period 2 9:39-10:19	<p>-Reading- Read to someone introductory lesson- I read you read</p> <p>Work on Running Records</p> <p>Review building stamina, Review 3 ways to read a book and review I pick Strategy</p> <ul style="list-style-type: none"> • Circle share after read to self - "One thing I liked about my book..." <p>-energizer My Bonnie Lies Over the Ocean</p>
Period 3 10:21-11:01	<p>CARES book lesson "R" -Responsibility: What if Everybody Did That?</p> <ul style="list-style-type: none"> • R stands for Responsibility • Read Aloud • Anchor Chart • CARES journal <p>Another energizer-impulse hand squeeze game</p>
Period 4 11:03-11:43	<p>Hopes and Dreams Part 4</p> <p>Read "The Most Magnificent Thing" with the class and discuss</p> <ul style="list-style-type: none"> • How will _____ achieve those dreams? • Talk about the importance of rules to achieve those • Hopes and Dreams - <i>The First 6 Weeks of School</i>, pg 19
Period 5 11:45-12:29	<p>Being a Writer- Unit 1, Week 1 Day 2</p> <p>Write Back to School Night Letter for parents.</p> <p>Lunch buddy activity: "Find someone who..."</p>

Period 6 12:33-1:17	Lunch and Recess
Period 7 1:19-1:59	<p>-quiet time (Reminders about quiet time, limit options to reading or head down)</p> <p>-Guided Discovery of Math notebook, interactive modeling with creating arrays with counters</p> <p>-finish up math about me</p>
Period 8 2:01-2:41	<p>Math Exploration Interactive Modeling "Why is it important to handle manipulatives in this way?"</p> <ul style="list-style-type: none"> • Review one Math game - roll and add them or domino addition • Interactive Model - how to handle manipulatives and turn taking • Have students work with one of their animal partners to play the game <p>Closing Circle Interactive Modeling (Students come to carpet following morning meeting procedures)</p> <ul style="list-style-type: none"> • Call on students to share their answers to these questions <ul style="list-style-type: none"> • What's one thing you did today in school? • What was a happy or proud moment from today at school? • Dismissal Routines explained and interactive model "Why is it in your own interest to do it well?" <p>- Pass out notes/homework- demo (No Homework)</p> <p>- Packing backpacks</p>
Dismissal @ 2:45	

Week 2	Day 5:
8:30–8:55	<p>Arrival, review routines, practice signals, "When you hear the chime, it's quiet time") Do Now–start cursive book</p> <p>-Morning Meeting Morning Meeting</p> <p>Greeting: Knock Knock page 103 99 Greetings and Activities Book</p> <p>Sharing: What is your favorite ice cream flavor?</p> <p>Group activity: Heads or Tails green morning meeting cards</p> <p>Morning message; Ask for a volunteer and include some goals you have for the class for the year</p> <p>***Remind/remodeling transition to seats (rewind take two slogan)</p>
Period 1 8:57–9:37	Specials
Period 2 9:39–10:19	<p>Build independent Stamina, review read to someone, check for understanding building stamina (begin to pull students to do running records)</p> <p>Review Calming Corner</p> <p>Calming Corner</p> <p>Interactive model how to go to the calming corner, how to use the supplies. . In our classroom, we have a safe spot that you can visit when you need a break or need to regulate your emotions.</p> <p>Deep and Wide page 16</p>
Period 3 10:21–11:01	<p>CARES book lesson "E" –Chrysanthemum</p> <p>https://docs.google.com/presentation/d/1kq6SySrwnVSw7vSIHIRqAMywhTWjiAWgws</p>

	<p>K2UpZSko/edit#slide=id.g2861c5442c_0_12</p> <ul style="list-style-type: none"> • E stands for "Empathy" • Read Aloud • Anchor Chart • CARES Journal <p>Another energizer-impulse hand squeeze game</p>
<p>Period 4 11:03-11:43</p>	<p>Hopes and Dreams</p> <p>-class rules- start to narrow down, vote (finish rules by Friday latest)</p>
<p>Period 5 11:45-12:29</p>	<p>Turn and Talk Anchor Chart</p> <ul style="list-style-type: none"> • Practice Turn and Talk • Make an anchor chart "How to Turn and Talk"<u>Interactive Modeling " What does it look like, sound like, feel like?" Review what to do if your buddy is here - join the nearest group "May I join your group?"</u> • Practice turn and talk <p>Being a Writer- Unit 1, Week 1 Day 3</p> <p>**Finalize Back to School Night activities- hopes/dreams, 9/11, guess who, letter, math about me***</p> <p>Lunch buddy activity: "Find someone who..."</p>
<p>Period 6 12:33-1:17</p>	<p style="text-align: center;">Lunch and Recess</p>
<p>Period 7 1:19-1:59</p>	<p>-quiet time (Reminders about quiet time, limit options to reading or head down)</p> <p>-Have students practice doing rotations using two games and a technology center</p> <p>-finish all back to school night activities</p>

<p>Period 8 2:01-2:41</p>	<p>Math Exploration Interactive Modeling "Why is it important to handle manipulatives in this way?"</p> <ul style="list-style-type: none"> • Review one Math game - roll and add them or domino addition • Interactive Model - how to handle manipulatives and turn taking • Have students work with one of their animal partners to play the game <p>Closing Circle Interactive Modeling (Students come to carpet following morning meeting procedures)</p> <ul style="list-style-type: none"> • Call on students to share their answers to these questions <ul style="list-style-type: none"> • What's one thing you did today in school? • What was a happy or proud moment from today at school? • Dismissal Routines explained and interactive model "Why is it in your own interest to do it well?" <ul style="list-style-type: none"> - Pass out notes/homework- demo (No Homework) - Packing backpacks
<p style="text-align: center;">Dismissal @ 2:45</p>	

<p>Week 2</p>	<p style="text-align: center;">Day 6</p>
<p>8:30-8:55</p>	<p>Arrival routines- "Pose the question, why is it important to respond to the chime right away." Try to beat your time throughout the day.</p> <p>8:30-Morning Meeting</p> <p>Morning Meeting- Reflect back to the anchor chart</p> <p>Greeting: Knock Knock page 103 99 Greetings and Activities Book</p> <p>Sharing: If you could be any one animal what would it be and why?</p> <p>Group activity: Heads or Tails green morning meeting cards</p> <p>Message; overview of day and thinking about rules for the classroom</p>
<p>Period 1 8:57-9:37</p>	<p style="text-align: center;">Specials</p>

<p>Period 2 9:39-10:19</p>	<p>Classroom Rules:</p> <ul style="list-style-type: none"> Reread people’s hopes and dreams. Then say to the class “It is important that we all get to do the things we really want to do this year. If we want to get to all our schoolwork and to our own hopes and dreams, what rules do you think we will need? What will make our classroom a safe and friendly place to learn?” <p>Record everyone’s ideas on the SmartBoard (or anchor chart) Record ALL student ideas. When students have exhausted ideas, tell them that the list is a rough draft and that we will look at it again to make sure we have everything</p>
<p>Period 3 10:21-11:01</p>	<p>Mini Lesson review Check for understanding, and introduce EEKK strategy and practice building stamina (pull for running records)</p> <p>:Energizer- Deep and Wide Interactive modeling</p>
<p>Period 4 11:03-11:43</p>	<p>Being a Writer- Unit 1, Week 1 Day 4</p> <p>CARES Letter S- Self Control</p> <ul style="list-style-type: none"> Read Aloud: My Mouth is a Volcano S for Self Control Read Aloud Anchor Chart CARES journal
<p>Period 5 11:45-12:29</p>	<p>Equal vs Fair Lesson:</p> <ul style="list-style-type: none"> Read aloud, video or poster <p>Read Aloud- <i>It’s Not Fair!</i> by Amy Krouse Rosenthal</p> <ul style="list-style-type: none"> Read the story and explore the differences between “fair” and “equal” Do the band-aid activity (ask students where they got hurt, put a bandaid on where the first child said and replicate on the same spot for the others. Fair does not mean getting the same thing but getting what you need to be successful. <p>Brain Break - Shake it (pg 67)</p>
<p>Period 6 12:33-1:17</p>	<p>Lunch and Recess</p>

Period 7 1:19-1:59	Quiet Time (Reminders about quiet time, limit options to reading or head down) -Math interactive modeling how to get and clean up chromebooks- modeling IXL Website login, practice repeated addition grouping E.1, E.4 Begin taking Math placement test (2 days)
Period 8 2:01-2:41	Math rotations practice Closing Circle Interactive Modeling <ul style="list-style-type: none">● What's one thing you did today in school?● What was a happy or proud moment from today at school?● Dismissal Routines - Pass out notes/homework- demo (No Homework) - Packing backpacks interactive modeling Packing up- (picking up things from mailbox, getting lunch box from the lunch bin, water bottles).
Dismissal @ 2:45	

Week 3	Day 7:
8:30–8:55	<p>Arrival Routines- Do now cursive book</p> <p>Morning Meeting</p> <p>Greeting: Knock Knock page 103 99 Greetings and Activities Book</p> <p>Sharing: What is one food you'd never eat</p> <p>Group activity: Heads or Tails green morning meeting cards</p> <p>Message; overview of day and thinking about rules for the classroom</p>
Period 1 8:57–9:37	Specials
Period 2 9:39–10:19	<p>Importance of Kindness Set-</p> <p>Language Arts- Enemy Pie Read Aloud</p> <p>Interactive Notebook- (model)</p>
Period 3 10:21–11:01	<p>Review EEEK Strategy and practice building stamina, Introduce backup and re-read strategy and practice (begin to pull for running records)</p> <p>: Practice Read to Self Stamina built up to 10-12 minutes</p> <ul style="list-style-type: none"> • Model transition and finding a perfect spot Interactive Modeling. "How do others benefit when you do it well?" • Use Read to Self guidelines from Daily 5 Tips <p>-Energizer-Impulse hand squeeze game</p>
Period 4 11:03–11:43	<p>Being a Writer-Free Write/Review</p> <p>Quick Brain Break-The Laughing Handkerchief pg p270 from the First 6 weeks of school book</p>

Period 5 11:45-12:29	<p>Social Studies- Constitution Day Lesson</p> <p>-Read "We The Kids"</p> <p>-Constitution Day project</p>
Period 6 12:33-1:17	<p style="text-align: center;">Lunch and Recess</p>
Period 7 1:19-1:59	<p>Quiet Time (Reminders about quiet time, limit options to reading or head down)</p> <p>- Math 2nd Grade Review:</p> <p>Place Value - stations</p> <p>-game</p> <p>-teacher</p> <p>-Splash Math/Boddle</p>
Period 8 2:01-2:41	<p>Math 2nd Grade Review:</p> <p>Place Value - stations</p> <p>-game</p> <p>-teacher</p> <p>-Splash Math/Boddle</p> <p>Closing circle:</p> <ul style="list-style-type: none"> • What's one thing you did today in school? • What was a happy or proud moment from today at school? • Dismissal Routines <p>Interactive modeling Packing up- (picking up things from mailbox, getting lunch box from the lunch bin, water bottles)</p>
<p style="text-align: center;">Dismissal @ 2:45</p>	

Week 3	Day 8															
8:30-8:55	<p>Arrival Routines- reminding language - Morning Meeting</p> <p>Greeting-Hullabaloo</p> <p>Post a chart like this:</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Ways to move</td> <td style="width: 33%;">Ways to greet</td> <td style="width: 33%;">Topics to share</td> </tr> <tr> <td>Tiptoe</td> <td>Link elbows</td> <td>Favorite dessert</td> </tr> <tr> <td>Skip</td> <td>Handshake</td> <td>How many kids in family</td> </tr> <tr> <td>Walk like a zombie</td> <td>Pinky shake</td> <td>Favorite book</td> </tr> <tr> <td>Swim</td> <td>High five</td> <td>Favorite activities</td> </tr> </table> <ol style="list-style-type: none"> 1. Call out a direction from each category on the chart. For example, "Tiptoe, handshake, favorite book." 2. Students tiptoe around the room to find a partner and greet them with a handshake. Partners then tell each other their favorite book. 3. Ring a bell to signal a new round. Call out three new directions. Students move, greet, and share in those designated ways. 4. Continue for three or four rounds. <p>Sharing-What was your favorite thing about last year?</p> <p>Message-Include a place value question</p> <p>Activity- Coseeki (Green Morning Meeting Cards)</p>	Ways to move	Ways to greet	Topics to share	Tiptoe	Link elbows	Favorite dessert	Skip	Handshake	How many kids in family	Walk like a zombie	Pinky shake	Favorite book	Swim	High five	Favorite activities
Ways to move	Ways to greet	Topics to share														
Tiptoe	Link elbows	Favorite dessert														
Skip	Handshake	How many kids in family														
Walk like a zombie	Pinky shake	Favorite book														
Swim	High five	Favorite activities														
Period 1 8:57 - 9:37	Specials															
Period 2 9:39-10:19	<p>Language Arts-</p> <ul style="list-style-type: none"> -Read Under the Lemon Moon -Interactive Notebook -Phonics Lesson 															

<p>Period 3 10:21-11:01</p>	<p>Community Building Game/Activity -Find Someone Who or Bingo</p> <p>Energizer- Gotcha Game</p>
<p>Period 4 11:03 - 11:43</p>	<p>Mini Lesson on word work set up and clean up materials Interactive modeling post visuals of what (read to self, read to partner should look like), Practice building reading stamina. (running records)</p> <p>Job procedures Interactive modeling what each job responsibilities are</p> <p>Energizer- Gotcha Game</p> <ul style="list-style-type: none"> • During Mini-lesson teach how to turn and talk to assigned writing partner to share what they are planning to write • Students will make a note for their parents for BTSN
<p>Period 5 11:45- 12:29</p>	<p>Being a Writer-Unit 1, Week 2, Day 1</p> <p>Job procedures Interactive modeling what each job responsibilities are</p>
<p>Period 6 12:33 - 1:17</p>	<p style="text-align: center;">Lunch and Recess</p>
<p>Period 7 1:19 - 1:59</p>	<p>-Quiet Time (Reminders about quiet time, limit options to reading or head down, or IXL)</p> <ul style="list-style-type: none"> • Place Value - regrouping with addition • -game • -teacher • -Splash Math/Boddle
<p>Period 8 2:01 -2:41</p>	<p>Interactive Modeling (visual on board) on chromebooks, other math websites used for math groups. Roomrecess, ABCYA, or Splashmath . have the students play tangram game on ABCya.</p>

	<p>Read aloud</p> <p>Closing circle:</p> <ul style="list-style-type: none"> • What's one thing you did today in school? • What was a happy or proud moment from today at school? • Dismissal Routines
<p>Dismissal @ 2:45</p>	

<p>Week 3</p>	<p>Day 9</p>
<p>8:30-8:55</p>	<p>-Arrival routines- review classroom jobs</p> <p>- Morning Meeting</p> <ul style="list-style-type: none"> • Greeting-Hullabaloo • Sharing-What is your favorite thing to eat for breakfast? • Message-Include a place value question with drawing • Activity-Coseeki
<p>Period 1 8:57 - 9:37</p>	<p>Specials</p>
<p>Period 2 9:39-10:19</p>	<p>Language Arts</p> <p>-Sophie's Masterpiece</p> <p>-Interactive Notebook</p> <p>-Phonics</p>

<p>Period 3 10:21-11:01</p>	<p>Logical Consequences</p> <ul style="list-style-type: none"> • Read "What should Danny Do?" • Guide students in thinking about positive and negative choices and positive and negative consequences • Ask, "How does it affect other people when you break a rule?" You will get a logical consequence. That means you will get a consequence that is directly related to the rule that you broke. It is a consequence that is chosen for you. If you skip a chore one night, you might have to do two chores the next night. In our room we will use the logical consequence of YOU BREAK IT, YOU FIX IT • Ask students if they can make a connection from their lives • *anchor chart* When... 1. Fixing physical messes. 2. Fixing emotional messes. 3. As a better way to manage behavior.
<p>Period 4 11:03 - 11:43</p>	<p>interactive modeling social studies book lesson and notebook (show glossary and where to find information within book)</p>
<p>Period 5 11:45- 12:29</p>	<p>-Brain Break-zap game</p> <p>Being a Writer-Unit 1, Week 2, Day 2</p>
<p>Period 6 12:33 - 1:17</p>	<p style="text-align: center;">Lunch and Recess</p>
<p>Period 7 1:19 - 1:59</p>	<p>Quiet time (Reminders about quiet time, limit options to reading or head down, or IXL)</p> <p>Math stations- regrouping with subtraction</p> <p>-game</p> <p>-teacher</p> <p>-Splash Math/Boddle .</p>
<p>Period 8 2:01 -2:41</p>	<p>Read aloud</p> <p>Closing circle:</p> <ul style="list-style-type: none"> • What's one thing you did today in school? • What was a happy or proud moment from today at school? • Dismissal Routines
<p style="text-align: center;">Dismissal @ 2:45</p>	

Week 3	Day 10
8:30-8:55	<p>Arrival- DO Now cursive book</p> <p>- Morning Meeting</p> <ul style="list-style-type: none"> • Greeting-Hullabaloo • Sharing-Would you rather play the computer or watch TV? • Message-Include an interactive question in your message (in pairs have students come up with a word problem within 100 that involves a length <ul style="list-style-type: none"> • Activity- Cokeeki
Period 1 8:57 - 9:37	Specials
Period 2 9:39-10:19	<p>Language Arts-</p> <p>-Read "The Can Man:"</p> <p>-Interactive Notebook</p> <p>-Phonics Lesson</p>
Period 3 10:21-11:01	<p>Guided Reading</p> <p>Stamina Building and switch with read with a partner</p> <p>-Review take a break corner</p> <p>Interactive Modeling journal writing on summarizing using the 5 w questions</p> <p>https://www.youtube.com/watch?v=vXWK1-L41f0</p>
Period 4 11:03 - 11:43	<p>Brain Break My Bonnie lies over the ocean</p> <p>MGT Umbrella 3</p> <ul style="list-style-type: none"> • RML1 Read a book or write your thoughts about your reading

Period 5 11:45- 12:29	Being a Writer-Unit 1, Week 2, Day 3
Period 6 12:33 - 1:17	Lunch and Recess
Period 7 1:19 - 1:59	<p>Quiet time (Reminders about quiet time, limit options to reading or head down, or IXL)</p> <ul style="list-style-type: none"> • Money stations • -game • -teacher • -Splash Math/Boddle
Period 8 2:01 - 2:41	<p>Interactive Modeling (visual on board) on chromebooks, other math websites used for math groups. Room recess, ABCYA, or Turtle Diary. Practicing addition and subtraction within 100 games.</p> <p>-end of day routine and read aloud</p> <p>- go over logical consequences (you break it you fix it)</p> <p>Closing circle:</p> <ul style="list-style-type: none"> • What's one thing you did today in school? • What was a happy or proud moment from today at school? • Dismissal Routines
<p style="text-align: center;">Dismissal @ 2:45</p>	

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 letter “C” stands for in CARES. Challenge them each day.
- 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
- 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 expectations

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 line up the “correct” way, say this phrase:

“I officially declare this expectation has been set. From this moment on I expect each of you to unpack this way every time.”

During Guided Reading

- focus on each student reading context to confirm or self-correct word recognition and understanding, rereading as necessary

Remember to the long range plans to follow lesson order and plans

Week 4	Day 11
8:30-8:55	Arrival: Have unpacking poster available for all students to use as they unpack with support. Morning Meeting: Greeting - Intro Country of the week with Spain Sharing: “My favorite flavor of ice cream is...” Group Activity: Develop a class pictograph based on their favorite flavor of ice cream

	Morning Message: Model as teacher what is star student - explain jobs.
Period 1 8:57 - 9:37	Specials
Period 2 9:39-10:19	SS: Chapter 7 - Interactive modeling social study's lesson chapter 7 lesson 1 part 1
Period 3 10:21-11:01	*Begin guided reading groups* Model how the must-do /may do works <ul style="list-style-type: none"> This week, the goal is for students to understand that there is choice in Must Do/ May Do. Students will get to choose if they would like to do Read to Self or Work on Writing first, still practicing the stamina. Goal for each this week is 15-20 minute stamina, increasing 1 minute each day. Refer to Guided Reading chart takeaway notes for way to keep track of who is going to what center, or use your own plan
Period 4 11:03 - 11:43	Begin Reading series "look at long term LA plan"
Period 5 11:45- 12:29	Being a Writer-Unit 1, Week 2, Day 4
Period 6 12:33 - 1:17	Lunch and Recess
Period 7 1:19 - 1:59	Quiet time: read only Begin Math book Review stations and how they work Math interactive modeling of choice topic 1-1 workbook page
Period 8 2:01 - 2:41	Logical Consequences: What happens if I don't follow the rules? Mini- lesson using activities on google drive <u>" Why is it important to follow the rules?"</u>

	<p>Read aloud</p> <p>Closing circle:</p> <ul style="list-style-type: none"> • What's one thing you did today in school? • What was a happy or proud moment from today at school? • Dismissal Routines
<p>Dismissal @ 2:45</p>	

<p>Week 4</p>	<p>Day 12</p>
<p>8:30-8:55</p>	<p>- Arrival/Morning routine- reminders about unpacking before starting do now</p> <p>- Morning Meeting</p> <p>Greeting- Intro Country of the week with Spain</p> <p>Sharing- Tell one thing that makes you a good friend</p> <p>Group Activity- Guess What shape I am: hold up flash cards of different shapes and have students call out shapes and describe their attributes</p>
<p>Period 1 8:57-9:37</p>	<p>Special</p>
<p>Period 2 9:39-10:19</p>	<p>Do a mini lesson on how to use a ruler, measuring tape, and meter stick. Can work on IXL 2nd grade S. 2 and S.8</p>
<p>Period 3 10:21-11:01</p>	<p>Guided reading -must do, may do worksheets with students</p> <p>Review partner reading, look back at visuals hung</p> <p>Focus on how a pick a partner</p>

Period 4 11:03-11:43	Follow F &P plans Read aloud: "Last Day Blues"
Period 5 11:45- 12:29	Being a Writer-Free Write/ Review
Period 6 12:33 - 1:17	Lunch- reminders about what lineup should look like and sound like
Period 7 1:19 - 1:59	- Quiet Time (Reminders about quiet time, limit options to reading or head down, or IXL) - Math Topic 1-2 (interactive modeling with book and notebook)
Period 8 2:01 -2:41	- - Read aloud - Closing circle Interactive modeling Packing up- (picking up things from mailbox, getting lunch box from the lunch bin, water bottles). Closing Circle
Dismissal: 2:41	

Week 4	Day 12
8:30-8:55	<ul style="list-style-type: none"> - Arrival/Morning routine- reminders about unpacking before starting do now - Morning Meeting <p>Greeting- Intro Country of the week with Spain</p> <p>Sharing- Tell one thing that makes you a good friend</p> <p>Group Activity- Guess Who I am- Green Cards</p> <p>Review partner reading, look back at visuals hung</p> <p>Focus on how a pick a partner</p>
Period 1 8:57 - 9:37	Specials
Period 2 9:39-10:19	Mini lesson Social Studies chapter 7 lesson 1 part 2
Period 3 10:21-11:01	<p>Guide Reading: Model Must Day/ may do</p> <p>"Pose the question: why is it important to not interrupt the teacher while working with another student?"</p>
Period 4 11:03 - 11:43	Follow F & P plans
Period 5 11:45- 12:29	Being a Writer-Unit 1, Week 3, Day 1
Period 6 12:33 - 1:17	Lunch and Recess
Period 7 1:19 - 1:59	<p>Quiet Time (Reminders about quiet time, limit options to reading or head down, or XL)</p> <p>Math Topic 1-3</p>

<p>Period 8 2:01 -2:41</p>	<p>Math Topic 1-3</p> <p>Closing circle:</p> <p>Go over logical consequences</p> <p>Interactive modeling Packing up- (picking up things from mailbox, getting lunch box from the lunch bin, water bottles).</p>
<p>Dismissal @ 2:45</p>	

<p>Week 4</p>	<p>Day 13</p>
<p>8:30-8:55</p>	<p>Arrival/ Morning Routine- "Ask students why it's important to complete the morning routine well, how does it benefit others?"</p> <p>-Morning Meeting</p> <p>Greeting- Intro Country of the week with Spain</p> <p>Sharing- What is the nicest thing you've done for someone</p> <p>Group Activity- Guess Who I am- Green Cards</p> <p>When done, have a square with squares inside. Guess how many squares make up the shape</p>
<p>Period 1 8:57 - 9:37</p>	<p>Special</p>
<p>Period 2 9:39-10:19</p>	<p>Mini lesson on triangles and quadrilaterals</p>
<p>Period 3 10:21-11:01</p>	<p>Guided Reading</p> <p>Model and review Must Do/ May Do</p>

	Begin individual student conferences regarding MAP scores and goals
Period 4 11:03 - 11:43	F & P lessons "Under the Lemon Moon"
Period 5 11:45- 12:29	Being a Writer-Unit 1, Week 3, Day 2
Period 6 12:33 - 1:17	Lunch and recess
Period 7 1:19 - 1:59	Quiet Time (Reminders about quiet time, limit options to reading or head down, or IXL) Math topic 1-4
Period 8 2:01 -2:41	Math topic 1-4 Closing circle Interactive modeling Packing up- (picking up things from mailbox, getting lunch box from the lunch bin, water bottles).
Dismissal @ 2:45	

Week 4	Day 14
8:30-8:55	-Morning Meeting Greeting- Intro Country of the week with Spain Sharing- What is your favorite toy? Group Activity- Guess Who I am- Green Cards

Period 1 8:57 - 9:37	Specials
Period 2 9:39-10:19	Social Studies Lesson 2
Period 3 10:21-11:01	Guided Reading "Interactive Must Do/ May do" Continue individual student conferences regarding MAP scores and goals
Period 4 11:03 - 11:43	F & P lessons "Sophie's Masterpiece"
Period 5 11:45- 12:29	Being a Writer-Unit 1, Week 3, Day 3
Period 6 12:33 - 1:17	Lunch and Recess
Period 7 1:19 - 1:59	Quiet Time (Reminders about quiet time, limit options to reading or head down, or IXL) Math Topic 1-5
Period 8 2:01 - 2:41	- Math Topic 1-5 Closing Circle Interactive modeling Packing up- (picking up things from mailbox, getting lunch box from the lunch bin, water bottles).
Dismissal @ 2:45	

Week 5	Day 15
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<p>8:30-8:55</p>	<p>Morning Meeting, "pose question: if we get into bad habits when we do this, what effect will that have?"</p> <p>Greeting- Intro Country of the week with South Africa: Sawubona</p> <p>Sharing- Student of the Week will begin. Use morning meeting time to let them share each day</p> <p>Group Activity- Chucki, Chucki- page 28 from 99 Greetings and Activities Book</p>
<p>Period 1 8:57 - 9:37</p>	<p>Specials</p>
<p>Period 2 9:39-10:19</p>	<p>Social Studies Chapter 7 lesson 3</p>
<p>Period 3 10:21-11:01</p>	<p>Guided reading (give weekly "Must Do May do" and review)</p> <p>Continue individual student conferences regarding MAP scores and goals</p>
<p>Period 4 11:03 - 11:43</p>	<p>F & P lessons Kindness Exit Ticket</p>
<p>Period 5 11:45- 12:29</p>	<p>Being a Writer-Unit 1, Week 3, Day 4</p>
<p>Period 6 12:33 - 1:17</p>	<p>Lunch and Recess</p>
<p>Period 7 1:19 - 1:59</p>	<p>Quiet time</p> <p>Math topic 1-6</p>
<p>Period 8 2:01 - 2:41</p>	<p>Math 1-6</p> <p>Closing circle</p> <p>Packing up</p>
<p>Dismissal @ 2:45</p>	

Week 5	Day 16
8:30-8:55	-Morning Meeting Greeting- Intro Country of the week with South Africa: Sawubona Sharing- What is your favorite toy? Group Activity- Guess Who I am- Green Cards
Period 1 8:57 - 9:37	Specials
Period 2 9:39-10:19	ELA MAP:
Period 3 10:21-11:01	ELA MAP
Period 4 11:03 - 11:43	F & P lessons "In My Momma's Kitchen"
Period 5 11:45- 12:29	Being a Writer-Free Write/Review
Period 6 12:33 - 1:17	Lunch and Recess
Period 7 1:19 - 1:59	Quiet time Math 1-7 Reteaching only
Period 8 2:01 -2:41	Math 1-7 Reteaching only Closing circle Pack up
Dismissal @ 2:45	

Week 5	Day 17
8:30-8:55	-Morning Meeting Greeting- Intro Country of the week with South Africa: Sawubona Sharing- What is your favorite pizza topping? Group Activity- Guess Who I am- Green Cards
Period 1 8:57 - 9:37	Special
Period 2 9:39-10:19	MATH MAP
Period 3 10:21-11:01	MATH MAP
Period 4 11:03 - 11:43	F & P lesson "Sitti's Secret"
Period 5 11:45- 12:29	Being a Writer-Unit 2, Week 1, Day 1
Period 6 12:33 - 1:17	Lunch and recess
Period 7 1:19 - 1:59	Quiet time Topic 1 review
Period 8 2:01 -2:41	Topic 1 review Closing circle Packing up procedure
Dismissal @ 2:45	

Week 5	Day 17
8:30-8:55	-Morning Meeting Greeting- Intro Country of the week with South Africa: Sawubona Sharing- What is your favorite special in school? Group Activity- Guess Who I am- Green Cards
Period 1 8:57 - 9:37	Special
Period 2 9:39-10:19	MATH MAP
Period 3 10:21-11:01	MATH MAP
Period 4 11:03 - 11:43	F & P lesson
Period 5 11:45- 12:29	Being a Writer-Unit 2, Week 1, Day 2
Period 6 12:33 - 1:17	Lunch and recess
Period 7 1:19 - 1:59	Quiet time Topic 1 assessment
Period 8 2:01 -2:41	Topic 1 assessment Closing circle Packing up procedure
Dismissal @ 2:45	

Week 5	Day 17: Friday, October 1, 2021
8:30-8:55	-Morning Meeting Greeting- Intro Country of the week with South Africa: Sawubona Sharing- The answer is 12. What is the question? Group Activity- Guess Who I am- Green Cards
Period 1 8:57 - 9:37	Special
Period 2 9:39-10:19	MATH MAP
Period 3 10:21-11:01	MATH MAP
Period 4 11:03 - 11:43	F & P lesson
Period 5 11:45- 12:29	Being a Writer-Unit 2, Week 1, Day 3
Period 6 12:33 - 1:17	Lunch and recess
Period 7 1:19 - 1:59	Quiet time Math Topic 2-1
Period 8 2:01 -2:41	Math 2-1 Closing circle Packing up procedure
Dismissal @ 2:45	

Week 6: continue on with the daily lesson. Remember to use long range plan to follow lessons