

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--------|---------|--|--|--|
| 7:45 | | | *WELCOME* | <i>Recess</i> | <i>Recess</i> |
| 8:00 | | | <i>Supplies, table spots, room areas, schedule, calendar, etc.</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> |
| 8:20 | | | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time |
| 8:50 | | | <i>Shared Reading</i> ⇒ Poem of the Week | <i>Shared Reading</i> ⇒ Scholastic News | <i>Shared Reading</i> ⇒ Poem of the Week |
| 9:05 | | | <i>Writer's Workshop</i> ⇒ Writers Have Ideas <u>My Head is Full of Colors</u> by Catherine Friend ⇒ Working with Words: <i>Name Game</i> | <i>Writer's Workshop</i> ⇒ Writers Have Ideas <u>My Head is Full of Colors</u> by Catherine Friend ⇒ Working with Words: <i>Name Game</i> | <i>Writer's Workshop</i> ⇒ Writers Have Ideas <u>My Head is Full of Colors</u> by Catherine Friend ⇒ Working with Words: <i>Name Game</i> |
| 9:35 | | | Building Classroom Community Activities | Music | Building Classroom Community Activities |
| 10:05 | | | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedures | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedure | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedures |
| 10:25 | | | <i>Recess Demo:</i> <i>Donna</i> | <i>Recess Demo:</i> <i>Vickie</i> | <i>Recess Demo:</i> <i>Kris</i> |

| | | | | | |
|-------|--|--|---|--|---|
| 10:40 | | | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedures | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedures | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedures |
| 11:15 | | | Read Aloud | Read Aloud | Read Aloud |
| 11:25 | | | Lunch & Recess ⇒ <i>Detention: Marchant</i> ⇒ Grade Level Meeting | Lunch & Recess ⇒ <i>Detention: Daoust</i> | Lunch & Recess ⇒ <i>Detention: LeCaptain</i> |
| 12:10 | | | MATH ⇒ <u>Ten Black Dots</u> by Donald Crews ⇒ Create Classroom Number Line (1-20) | MATH ⇒ <u>Ten Black Dots</u> by Donald Crews ⇒ Create Classroom Number Line (1-20) | MATH ⇒ <u>Ten Black Dots</u> by Donald Crews ⇒ Create Classroom Number Line (1-20) |
| 1:00 | | | <i>Recess</i> ⇒ <i>Duty: Marchant</i> | <i>Recess</i> ⇒ <i>Duty: Daoust</i> | <i>Recess</i> ⇒ <i>Duty: LeCaptain</i> |
| 1:30 | | | Gym | Building Classroom Community Activities | Gym |
| 2:00 | | | Science ⇒ <u>Cats Colors</u> by Jane Cabrera ⇒ Create Classroom Color "Word Wall" | Social Studies ⇒ <u>Who's Who in my Family?</u> by Loreen Leedy ⇒ Create Classroom Family "Word Wall" | Art School Spirit Rally ⇒ Celebration ⇒ 2:00 PM ⇒ Auditorium ⇒ Wear EAGLE colors (red, white, blue) |
| 2:55 | | | Go Home | Go Home | Go Home |

Standards and Benchmarks

Sept. 1 – 3, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Context and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST 2 B, C, D, E, F
- Oral Language ST 3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

Writer's Workshop

- * Oral Language ST 1 A, C, E, F
- * Oral Language ST 2 A, B
- * Oral Language ST 3 A, B, C, D, E, G
- * Language ST B 1-4
- * Oral Language ST 4 B, C, E
- * Writing ST E 1, 2, 3, 4
- * Writing ST2 C 1, 2
- * Writing ST3 A 1

MATH CENTERS

MATH

- Math ST 1 C, E
- Math ST 2 A, B

Literacy Centers

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud: Reading ST2 G 4

Social Studies:

Government Unit Objectives (Rights and Responsibilities as a Classmate)

- History ST B 5, 8
- Political Science and Citizenship ST C 5
- The Behavior Sciences ST E 15

Science:

- Physical Science ST 5 B

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|-----------|--|--|--|--|
| 7:45 | No School | Recess | Recess | Recess | Recess |
| 8:00 | | Wake Up Work 1. Put Down Chair 2. Return BEE Book 3. Return Reading Log and Book 4. Check out New Reading Book 5. Sign In 'Question of the Day' 6. Lunch Count Tallies 7. Complete Calendar Binders 8. Complete a 'Drops in the Bucket' Journal (free write) 9. | Wake Up Work 1. Put Down Chair 2. Return BEE Book 3. Return Reading Log and Book 4. Check out New Reading Book 5. Sign In 'Question of the Day' 6. Lunch Count Tallies 7. Complete Calendar Binders 8. Complete a 'Drops in the Bucket' Journal (free write) 9. | Wake Up Work 1. Put Down Chair 2. Return BEE Book 3. Return Reading Log and Book 4. Check out New Reading Book 5. Sign In 'Question of the Day' 6. Lunch Count Tallies 7. Complete Calendar Binders | Wake Up Work 1. Put Down Chair 2. Return BEE Book 3. Return Reading Log and Book 4. Check out New Reading Book 5. Sign In 'Question of the Day' 6. Lunch Count Tallies 7. Complete Calendar Binders 8. Complete a 'Drops in the Bucket' Journal (free write) 9. |
| | | Guidance | | | |
| 8:40 | | Class Meeting ⇒ Morning Message ⇒ Calendar Time | Class Meeting ⇒ Morning Message ⇒ Calendar Time | Class Meeting ⇒ Morning Message ⇒ Calendar Time | Class Meeting ⇒ Morning Message ⇒ Calendar Time |
| 8:50 | | Shared Reading ⇒ Poem of the Week | Shared Reading ⇒ Scholastic News | Shared Reading ⇒ Poem of the Week | Shared Reading ⇒ Poem of the Week |
| 8:55 | | The Name Game ⇒ Student #4 | The Name Game ⇒ Student #5 | The Name Game ⇒ Student #6 | The Name Game ⇒ Student #7 |
| 9:05 | | Six Traits Writing Prompt | Working with Words ⇒ Practice Word Wall Words ⇒ Making Words Folders | Working with Words ⇒ Practice Word Wall Words ⇒ Making Words Folders | Class Book ⇒ Read Book (model book) ⇒ Create Text for Book |
| 9:25 | | Snack | Snack | Snack | Snack |
| 9:35 | | Music | Spelling Assessment | Music | Music |

| | | | | | |
|-------|-----------|---|--|--|---|
| 10:05 | No School | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedures • Tic Tac Toe • Rainbow Writing • Roll – Say – Keep | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedures • Correspondence Corner • Pocket Chart • Word Wall Words | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedures • Listening Center • Cube Toss • Bottled Up Words | <i>Guided Reading</i> ⇒ Practice CENTERS Expectations & Procedures • Writing Center • Browsing Boxes • Read the Room |
| 11:25 | | Lunch & Recess ⇒ <i>Detention: LaCrosse</i> | Lunch & Recess ⇒ <i>Detention: Marchant</i> ⇒ Grade Level Meeting | Lunch & Recess ⇒ <i>Detention: Daoust</i> | Lunch & Recess <i>Detention: LeCaptain</i> |
| 12:10 | | <i>Bathrooms/Drinks</i> | <i>Bathrooms/Drinks</i> | <i>Bathrooms/Drinks</i> | <i>Bathrooms/Drinks</i> |
| 12:15 | | Explain Math Centers/Rotations | Explain Math Centers/Rotations | Explain Math Centers/Rotations | Explain Math Centers/Rotations |
| 12:20 | | MATH #1: Lesson: Quick Review #2: Centers | MATH #1: Lesson: Quick Review #2: Centers | MATH #1: Lesson: Quick Review #2: Centers | MATH #1: Lesson: Quick Review #2: Centers |
| 12:40 | | MATH (continued) #1: Centers: Manips #2: Lesson: Quick Review | MATH (continued) #1: Centers: Manips #2: Lesson: Quick Review | MATH (continued) #1: Centers: Manips #2: Lesson: Quick Review | MATH (continued) #1: Centers: Manips #2: Lesson: Quick Review |
| 1:00 | | <i>Recess</i> ⇒ <i>Duty: LaCrosse</i> | <i>Recess</i> ⇒ <i>Duty: Marchant</i> | <i>Recess</i> ⇒ <i>Duty: Daoust</i> | <i>Recess</i> <i>Duty: LeCaptain</i> |
| 1:30 | | <i>Writer's Workshop</i> All About Me Unit ⇒ TRAIT: Ideas ⇒ <u>All the Places to Love</u> by Patricia MacLachlan | Gym | <i>Writer's Workshop</i> ⇒ TRAIT: Ideas ⇒ <u>All the Places to Love</u> by Patricia MacLachlan | <i>Writer's Workshop</i> ⇒ TRAIT: Ideas ⇒ <u>All the Places to Love</u> by Patricia MacLachlan |
| 2:00 | | Social Studies • Government • Rights/Responsibilities | Social Studies • Government • Rights/Responsibilities | Social Studies • Government • Rights/Responsibilities | Art |
| 2:30 | | <i>Shared Writing</i> ○ Day in Review | <i>Shared Writing</i> ○ Day in Review | <i>Shared Writing</i> ○ Day in Review | |
| 2:45 | | Read Aloud | Read Aloud | Read Aloud | Read Aloud |
| 2:55 | | Go Home | Go Home | Go Home | Go Home |

Standards and Benchmarks

Sept. 7 – 10, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

Writer's Workshop

- Oral Language ST 1 A, C, E, F
- Oral Language ST 2 A, B
- Oral Language ST 3 A, B, C, D, E, G
- Language ST B 1-4
- Oral Language ST 4 B, C, E

- Writing ST E 1, 2, 3, 4
- Writing ST2 C 1, 2
- Writing ST3 A 1

MATH CENTERS

Literacy Centers

MATH

Chapter 1

- Math ST 1 A, B, C, D, E, H
- Math ST 2 A, B
- Math ST 6 C

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Social Studies:

Government Unit Objectives

- History ST B 5, 8
- Political Science and Citizenship ST C 1, 2, 3, 5, 6
- The Behavior Sciences ST E 15
- Economics D 4

All About Me Unit

- The Behavior Sciences ST E 1, 2, 3, 4, 5, 7, 8

Science:

Read Aloud:

Reading ST2 G 4

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|--|---|---|--|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | <i>Wake Up Work</i> 8. Put Down Chair 9. Return BEE Book 10. Return Reading Log and Book 11. Check out New Reading Book 12. Sign In 'Question of the Day' 13. Lunch Count Tallies 14. Complete Calendar Binders 15. Complete a 'Drops in the Bucket' 16. Journal (free write) | <i>Wake Up Work</i> 10. Put Down Chair 11. Return BEE Book 12. Return Reading Log and Book 13. Check out New Reading Book 14. Sign In 'Question of the Day' 15. Lunch Count Tallies 16. Complete Calendar Binders 17. Complete a 'Drops in the Bucket' 18. Journal (free write) | <i>Wake Up Work</i> 1. Put Down Chair 2. Return BEE Book 3. Return Reading Log and Book 4. Check out New Reading Book 5. Sign In 'Question of the Day' 6. Lunch Count Tallies 7. Complete Calendar Binders 8. Complete a 'Drops in the Bucket' 9. Journal (free write) | <i>Wake Up Work</i> 1. Put Down Chair 2. Return BEE Book 3. Return Reading Log and Book 4. Check out New Reading Book 5. Sign In 'Question of the Day' 6. Lunch Count Tallies 7. Complete Calendar Binders 8. Complete a 'Drops in the Bucket' 9. Journal (free write) | <i>Wake Up Work</i> 10. Put Down Chair 11. Return BEE Book 12. Return Reading Log and Book 13. Check out New Reading Book 14. Sign In 'Question of the Day' 15. Lunch Count Tallies 16. Complete Calendar Binders 17. Complete a 'Drops in the Bucket' 18. Journal (free write) |
| 8:40 | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time |
| 8:50 | <i>Shared Reading</i> ⇒ Poem of the Week | <i>Shared Reading</i> ⇒ Scholastic News | <i>Shared Reading</i> ⇒ Poem of the Week | <i>Shared Reading</i> ⇒ Poem of the Week | <i>Shared Reading</i> ⇒ Poem of the Week |
| 8:55 | <i>The Name Game</i> ⇒ Student #9 | <i>The Name Game</i> ⇒ Student #10 | <i>The Name Game</i> ⇒ Student #11 | <i>The Name Game</i> ⇒ Student #12 | <i>The Name Game</i> ⇒ Student #13 |
| 9:05 | <i>Working with Words</i> ⇒ Intro. Word Wall Words | <i>Working with Words</i> ⇒ Practice Word Wall Words | <i>Working with Words</i> ⇒ Practice Word Wall Words | <i>Working with Words</i> ⇒ Practice Word Wall Words | <i>Class Book</i> ⇒ Read Book (model book) |
| 9:25 | Snack | Snack | Snack | Snack | Snack |
| 9:35 | <i>Writer's Workshop</i> All about Me Unit ⇒ TRAIT: <i>Ideas</i> ⇒ <u>All the Places to Love</u> by Patricia MacLachlan | Music | <i>Writer's Workshop</i> All about Me Unit ⇒ TRAIT: <i>Ideas</i> ⇒ <u>All the Places to Love</u> by Patricia MacLachlan | Music | <i>Writer's Workshop</i> All about Me Unit ⇒ TRAIT: <i>Ideas</i> ⇒ <u>All the Places to Love</u> by Patricia MacLachlan |

| | | | | | | |
|---|--|--|--|--|--|---------------------------|
| 10:05 Jake: M-F Dylan: M,W,F Erika: M | Centers <ul style="list-style-type: none"> Explain Centers Star Words & Names <ul style="list-style-type: none"> White Boards Magna Doodles Salt Trays Overhead Projector Bead Lacing Clothesline Magnet Letters Pocket Chart Words Stamp Words | Centers <ul style="list-style-type: none"> Explain Centers Star Words & Names <ul style="list-style-type: none"> White Boards Magna Doodles Salt Trays Overhead Projector Bead Lacing Clothesline Magnet Letters Pocket Chart Words Stamp Words | Centers <ul style="list-style-type: none"> Explain Centers <ol style="list-style-type: none"> Leap Frog Pads Listening Center Writing Center Book Making Pocket Chart Browsing Boxes Cube Toss | Centers <ul style="list-style-type: none"> Explain Centers <ol style="list-style-type: none"> Leap Frog Pads Listening Center Writing Center Book Making Pocket Chart Browsing Boxes Cube Toss | Centers <ul style="list-style-type: none"> Explain Centers <ol style="list-style-type: none"> Leap Frog Pads Listening Center Writing Center Book Making Pocket Chart Browsing Boxes Cube Toss | |
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | Lunch & Recess ⇒ Detention: LaCrosse | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | Lunch & Recess ⇒ Detention: Daoust | Lunch & Recess Detention: LeCaptain | |
| 12:10 | Bathrooms/Drinks | Go Home | Bathrooms/Drinks | Bathrooms/Drinks | Bathrooms/Drinks | |
| 12:15 Keenan: M-F | MATH <ul style="list-style-type: none"> SAGE Testing | | MATH <ul style="list-style-type: none"> Data/Probability Quick Review | MATH <ul style="list-style-type: none"> Measurement Quick Review | MATH <ul style="list-style-type: none"> Geometry Quick Review | |
| | | | | | ☆ Pack up backpacks! | |
| 1:00 | Recess ⇒ Duty: Meacham | | | Recess ⇒ Duty: Marchant | Recess ⇒ Duty: Daoust | Recess Duty: LeCaptain |
| 1:30 | Gym | | | Gym | Social Studies <ul style="list-style-type: none"> Government Our Flag | Gym |
| 2:00 | Social Studies <ul style="list-style-type: none"> Government PowerPoint intro. | | | Shared Writing <ul style="list-style-type: none"> Day in Review | | Art |
| 2:30 | Shared Writing <ul style="list-style-type: none"> Day in Review | | Library (2:15 – 2:45) | Shared Writing <ul style="list-style-type: none"> Day in Review | | |
| 2:45 | Read Aloud | | Read Aloud | Read Aloud | | |
| 2:55 | Go Home | | Go Home | Go Home | Go Home | |

Standards and Benchmarks

Sept. 13 – 17, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

(To begin mid October)

Writer's Workshop

- ★ Oral Language ST 1 A, C, E, F
- ★ Oral Language ST 2 A, B
- ★ Oral Language ST 3 A, B, C, D, E, G
- ★ Language ST B 1-4
- ★ Oral Language ST 4 B, C, E
- ★ Writing ST E 1, 2, 3, 4
- ★ Writing ST2 C 1, 2
- ★ Writing ST3 A 1

MATH CENTERS

MATH

Chapter 1

- Math ST 1 A, B, C, D, E, H
- Math ST 2 A, B
- Math ST 6 C

Literacy Centers

Freaky Friday: Board Games

- ★ Oral Language ST1 A, E, F
- ★ Oral Language ST2 A
- ★ Oral Language ST3 A, B, C, D, E, G, H
- ★ Social Studies: *History* B8
- ★ Social Studies: *Political Science and Citizenship* C1
- ★ Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

Government Unit Objectives

- History ST B 5, 8
- Political Science and Citizenship ST C 1, 2, 3, 5, 6
- The Behavior Sciences ST E 15
- Economics D 4

All about Me Unit

- The Behavior Sciences ST E 1, 2, 3, 4, 5, 7, 8

Science:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|--|--|--|--|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | Wake Up Work 17. Put Down Chair 18. Return BEE Book 19. Return Reading Log and Book 20. Check out New Reading Book 21. Sign In 'Question of the Day' 22. Lunch Count Tallies 23. Complete Calendar Binders 24. Complete a 'Drops in the Bucket' 25. Journal (free write) | Wake Up Work 19. Put Down Chair 20. Return BEE Book 21. Return Reading Log and Book 22. Check out New Reading Book 23. Sign In 'Question of the Day' 24. Lunch Count Tallies 25. Complete Calendar Binders 26. Complete a 'Drops in the Bucket' 27. Journal (free write) | Wake Up Work 10. Put Down Chair 11. Return BEE Book 12. Return Reading Log and Book 13. Check out New Reading Book 14. Sign In 'Question of the Day' 15. Lunch Count Tallies 16. Complete Calendar Binders 17. Complete a 'Drops in the Bucket' 18. Journal (free write) | Wake Up Work 10. Put Down Chair 11. Return BEE Book 12. Return Reading Log and Book 13. Check out New Reading Book 14. Sign In 'Question of the Day' 15. Lunch Count Tallies 16. Complete Calendar Binders 17. Complete a 'Drops in the Bucket' 18. Journal (free write) | Wake Up Work 19. Put Down Chair 20. Return BEE Book 21. Return Reading Log and Book 22. Check out New Reading Book 23. Sign In 'Question of the Day' 24. Lunch Count Tallies 25. Complete Calendar Binders 26. Complete a 'Drops in the Bucket' 27. Journal (free write) |
| 8:15 | Guidance <ul style="list-style-type: none"> • 1st and 3rd • Scissors • Glue • Crayons • Meet in 1st | | | | |
| 8:40 | | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time |
| 8:50 | | <i>Shared Reading</i> ⇒ Poem of the Week | <i>Shared Reading</i> ⇒ Poem of the Week | <i>Shared Reading</i> ⇒ Poem of the Week | <i>Shared Reading</i> ⇒ Poem of the Week |
| 9:00 | | <i>The Name Game</i> ⇒ Student #15 | <i>The Name Game</i> ⇒ Student #16 | <i>The Name Game</i> ⇒ Student #17 | <i>The Name Game</i> ⇒ Student #1 (start over) |
| 9:05 | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time <i>Shared Reading</i> ⇒ Poem of the Week <i>Working with Words</i> ⇒ Intro. Word Wall Words | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Guess the Covered Word | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Be a Mind Reader | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Cross Checking | <i>Class Book</i> ⇒ Read Book (model book) ⇒ Predictable Chart or Student Text for Book |

| | | | | | |
|---|--|---|---|---|---|
| 9:25 | Snack | Snack | Snack | Snack | Snack |
| 9:35 | <i>Writer's Workshop</i> All about Me Unit • <u>Whoever You Are</u> by Mem Fox • All About Me Page (brainstorming) | Music | <i>Writer's Workshop</i> All about Me Unit • <u>Whoever You Are</u> by Mem Fox • All About Me Page for "Jiffy Person" Display | Music | Music |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T | Centers | Centers | Centers | Centers | Centers |
| 11:25 | Lunch & Recess ⇒ <i>Detention: Meacham</i> | Lunch & Recess ⇒ <i>Detention: LaCrosse</i> | Lunch & Recess ⇒ <i>Detention: Marchant</i> ⇒ Grade Level Meeting | Lunch & Recess ⇒ <i>Detention: Daoust</i> | Lunch & Recess <i>Detention: LeCaptain</i> |
| 12:15 Keenan: M-F | MATH Lesson: <i>Ch. One, Lesson 1</i> | MATH Lesson: <i>Ch. One, Lesson 2</i> | MATH Lesson: <i>Ch. One, Lesson 3</i> | MATH Lesson: <i>Ch. One, Lesson 4</i> | MATH Lesson: <i>Ch. One, Lesson 5</i> |
| 1:00 | Recess ⇒ <i>Duty: Meacham</i> | Recess <i>a. Duty: LaCrosse</i> | Recess ⇒ <i>Duty: Marchant</i> | Recess ⇒ <i>Duty: Daoust</i> | Recess <i>Duty: LeCaptain</i> |
| 1:30 | Gym | Social Studies All about Me Unit | Gym | Science | Freaky Friday |
| 2:00 | Social Studies All about Me Unit e. "US" Venn Diagram Comparisons | a. Make Me Displays for Open House b. "Jiffy Person" i. oil pastels and mirrors ii. construction paper iii. glue, crayons, scissors iv. pencils and erasers v. writing paper vi. wiggle eyes, eyelashes, pipe cleaners, yarn, curly hair, felt, ribbon, buttons, etc. | Social Studies All about Me Unit | c. Experiment of the Week: d. How long will it take for the helium balloon to sink to the ground? | Art |
| 2:15 | f. How we are alike, How we are different g. Take Student Pictures | | Library | | |
| 2:45 | Read Aloud | Read Aloud | Read Aloud | Read Aloud | |
| 2:55 | Go Home | Go Home | Go Home | Go Home | Go Home |

Standards and Benchmarks

Sept. 20 – 24, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

Writer's Workshop

- Oral Language ST 1 A, C, E, F
- Oral Language ST 2 A, B
- Oral Language ST 3 A, B, C, D, E, G
- Language ST B 1-4
- Oral Language ST 4 B, C, E

- ★ Writing ST E 1, 2, 3, 4
- ★ Writing ST2 C 1, 2
- ★ Writing ST3 A 1

MATH CENTERS

Literacy Centers

MATH

Chapter 1

- Math ST 1 A, B, C, D, E, H
- Math ST 2 A, B
- Math ST 6 C

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

All about Me Unit

- The Behavior Sciences ST E 1, 2, 3, 4, 5, 7, 8

Science:

- ★ Science ST1 A, B, C, D
- ★ Science ST2 A
- ★ Science ST3 B
- ★ Science ST4 A
- ★ Science ST5 B

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|--|--|--|--|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | <i>Wake Up Work</i> 26. Chair 27. BEE Book 28. Reading Log and Book 29. "Question of the Day" 30. Lunch Count Tallies 31. Calendar Binders 32. "Drops in the Bucket" 33. Journal | <i>Wake Up Work</i> 1. Chair 2. BEE Book 3. Reading Log and Book 4. "Question of the Day" 5. Lunch Count Tallies 6. Calendar Binders 7. "Drops in the Bucket" 8. Journal | <i>Wake Up Work</i> 1. Chair 2. BEE Book 3. Reading Log and Book 4. "Question of the Day" 5. Lunch Count Tallies 6. Calendar Binders 7. "Drops in the Bucket" 8. Journal | <i>Wake Up Work</i> 1. Chair 2. BEE Book 3. Reading Log and Book 4. "Question of the Day" 5. Lunch Count Tallies 6. Calendar Binders 7. "Drops in the Bucket" 8. Journal | <i>Wake Up Work</i> 1. Chair 2. BEE Book 3. Reading Log and Book 4. "Question of the Day" 5. Lunch Count Tallies 6. Calendar Binders 7. "Drops in the Bucket" 8. Journal |
| 8:30 | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues |
| 8:50 | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -ab Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -at Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -am Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -ab, -at, -am Word Families | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -ab, -at, -am Word Families |
| 9:10 | <i>Working with Words</i> ⇒ Intro. Word Wall Words | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Guess the Covered Word | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Be a Mind Reader | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Cross Checking | <i>Class Book</i> ⇒ Read Book (model book) ⇒ Predictable Chart <u>or</u> Student Text for Book |
| 9:25 | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> |
| 9:35 | <i>Writer's Workshop</i> h. Apple Books i. Seasons Writing | <i>Music</i> | <i>Writer's Workshop</i> j. Apple Books k. Seasons Writing | <i>Music</i> | <i>Writer's Workshop</i> l. Apple Books m. Seasons Writing |

| | | | | | |
|---|---|---|---|---|---|
| 10:05 Jake: M-F Dylan: M,T,F Erika: T | Centers <ul style="list-style-type: none"> Listening and Speaking Abby Crab Art and "ab" Words Apple Art and Poem (TLC) Apple Positional Words Book Read the Room | Centers <ul style="list-style-type: none"> Listening and Speaking Abby Crab Art and "ab" Words Apple Art and Poem (TLC) Apple Positional Words Book Read the Room | Centers <ul style="list-style-type: none"> Listening and Speaking Abby Crab Art and "ab" Words Apple Art and Poem (TLC) Apple Positional Words Book Read the Room | Centers <ul style="list-style-type: none"> Listening and Speaking Abby Crab Art and "ab" Words Apple Art and Poem (TLC) Apple Positional Words Book Read the Room | Centers <ul style="list-style-type: none"> Listening and Speaking Abby Crab Art and "ab" Words Apple Art and Poem (TLC) Apple Positional Words Book Read the Room |
| 11:10 | <i>The Name Game</i> <ul style="list-style-type: none"> Classmate Name Books Classmate Name Graph | <i>The Name Game</i> <ul style="list-style-type: none"> Classmate Name Books Classmate Name Graph | <i>The Name Game</i> <ul style="list-style-type: none"> Classmate Name Books Classmate Name Graph | <i>The Name Game</i> <ul style="list-style-type: none"> Classmate Name Books Classmate Name Graph | <i>The Name Game</i> <ul style="list-style-type: none"> Classmate Name Books Classmate Name Graph |
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | Lunch & Recess ⇒ Detention: LaCrosse | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | Lunch & Recess ⇒ Detention: Daoust | Lunch & Recess Detention: LeCaptain |
| 12:15 Keenan: M-F | MATH <ul style="list-style-type: none"> Center: <i>Number Cube Toss</i> Lesson: <i>Ch. One Review</i> | MATH <ul style="list-style-type: none"> Center: <i>Number Cube Toss</i> Lesson: <i>Ch. One Test</i> | MATH <ul style="list-style-type: none"> Center: <i>Estimation Stations</i> Lesson: <i>Ch. Two</i> Chook, Chook Story Shape Compare/Contrast Clocks, Watches, Sun Numbers to 10 | MATH <ul style="list-style-type: none"> Center: <i>Writing Numbers</i> Lesson: <i>Ch. Two</i> Zero Means None Numbers to 10 Sorting Coins | MATH <ul style="list-style-type: none"> Center: <i>Pattern Block Game</i> Lesson: <i>Ch. Two</i> Numbers to 20 Ten Frames (place value) |
| 1:00 | Recess ⇒ Duty: Meacham | Recess a. Duty: LaCrosse | Recess ⇒ Duty: Marchant | Recess ⇒ Duty: Daoust | Recess Duty: LeCaptain |
| 1:30 | Gym | Science Apple Tree Seasons Unit | Gym | Science Apple Tree Seasons Unit | Gym |
| 2:00 | Social Studies d. American Symbols <i>PowerPoint Presentation</i> | a. Apple KWL Chart b. How long will it take for the apple to dry? (Experiment) | Get Ready for Home | c. Apple Seasons Writing and Illustrating | Art |
| 2:15 | e. Discussion | | Library | | |
| 2:45 | Read Aloud | Read Aloud | Read Aloud | Read Aloud | |
| 2:55 | Go Home | Go Home | Go Home | Go Home | Go Home |

Standards and Benchmarks

Sept. 27 – Oct. 1, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

Writer's Workshop

- Oral Language ST 1 A, C, E, F
- Oral Language ST 2 A, B
- Oral Language ST 3 A, B, C, D, E, G
- Language ST B 1-4
- Oral Language ST 4 B, C, E

- ★ Writing ST E 1, 2, 3, 4
- ★ Writing ST2 C 1, 2
- ★ Writing ST3 A 1

MATH CENTERS

MATH

Chapter 1

- Math ST 1 A, B, C, D, E, H
- Math ST 2 A, B
- Math ST 6 C

Chapter 2

- Math ST 1 A, D, E, G
- Math ST 2 A, B, C
- Math ST 3 B

Literacy Centers

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

Government Unit Objectives

- History ST B 5, 8
- Political Science and Citizenship ST C 1, 2, 3, 5, 6
- The Behavior Sciences ST E 15
- Economics D 4

Science:

Apple Tree Seasons Unit

- Science Connections ST 1 D
- Earth and Space Science ST 10 D
- Life & Environmental Science ST 14 A
- Life & Environmental Science ST 15 A
- Writing ST 1A 1, 2, 3, 4, 5
- Writing ST 1B 4, 5, 6
- Writing ST 1C 1, 2, 4
- Writing ST E 3
- Writing ST 2B 1
- Writing ST 3A 1-11

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|--|--|---|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | <i>Guidance</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> |
| 8:40 | | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues |
| 9:00 | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -at Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -ap Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -an Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -ash Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> |
| 9:15 | <i>Working with Words</i> ⇒ Intro. Word Wall Words | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Guess the Covered Word | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Be a Mind Reader | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Cross Checking | <i>Class Book</i> ⇒ Read Book (model book) ⇒ Predictable Chart <u>or</u> Student Text for Book ⇒ <u>What is in my Pocket?</u> |
| 9:25 | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> |
| 9:35 | <i>Writer's Workshop</i> Writer's Tools: <ul style="list-style-type: none"> • Spacer Pals <u>and</u> • Spaghetti Noodles! | <i>Music</i> | <i>Writer's Workshop</i> Writer's Tools: <ul style="list-style-type: none"> • Punctuation Marks: • <i>Will the real punctuation mark please stand?</i> | <i>Music</i> | <i>Music</i> |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T | <i>Guided Reading</i> | <i>Guided Reading</i> | <i>Guided Reading</i> | <i>Guided Reading</i> | <i>Guided Reading</i> |

| | | | | | |
|---|--|---|---|---|---|
| 10:05 Jake: M-F Dylan: M,T,F Erika: T | Centers <ul style="list-style-type: none"> Listening Glyph Working with Words Word Families Station Writing Center Tactile Letter Books | Centers <ul style="list-style-type: none"> Listening Glyph Working with Words Word Families Station Writing Center Tactile Letter Books | Centers <ul style="list-style-type: none"> Listening Glyph Working with Words Word Families Station Writing Center Tactile Letter Books | Centers <ul style="list-style-type: none"> Listening Glyph Working with Words Word Families Station Writing Center Tactile Letter Books | Centers <ul style="list-style-type: none"> Listening Glyph Working with Words Word Families Station Writing Center Tactile Letter Books |
| 11:25 | Lunch & Recess ⇒ <i>Detention: Meacham</i> | Lunch & Recess ⇒ <i>Detention: LaCrosse</i> | Lunch & Recess ⇒ <i>Detention: Marchant</i> ⇒ Grade Level Meeting | Lunch & Recess ⇒ <i>Detention: Daoust</i> | Lunch & Recess <i>Detention: LeCaptain</i> |
| 12:15 Keenan: M-F | MATH <ul style="list-style-type: none"> Center: <i>Writing Numbers</i> Lesson: <i>Ch Two</i> Making Tables Red/Yellow Counters Red/Yellow Crayons Table Frames Practice 2-4 (homework) Workbook pages | MATH <ul style="list-style-type: none"> Center: <i>Place Value Dots</i> Lesson: <i>Ch Two</i> Review Unit Concepts | MATH <ul style="list-style-type: none"> Center: <i>Writing Numbers</i> Lesson: <i>Ch Two</i> Review Unit Concepts | MATH <ul style="list-style-type: none"> Center: <i>Estimation Stations</i> Lesson: <i>Ch Two</i> Unit Assessment | MATH <ul style="list-style-type: none"> "Freaky Friday" GAMES: <ul style="list-style-type: none"> ○ <i>Boggle JR</i> ○ <i>Scrabble JR</i> ○ <i>Monopoly JR</i> ○ <i>Connect Four</i> ○ <i>Trouble</i> ○ <i>Sorry</i> ○ <i>Battleship</i> ○ <i>Checkers</i> |
| 1:00 | Recess ⇒ <i>Duty: Meacham</i> | Recess ⇒ <i>Duty: LaCrosse</i> | Recess ⇒ <i>Duty: Marchant</i> | Recess ⇒ <i>Duty: Daoust</i> | Recess <i>Duty: LeCaptain</i> |
| 1:30 | Gym | MATH Continued | Gym | MATH Continued | MATH Continued |
| 2:00 | MATH Continued | Science Apple Tree Seasons Unit <i>Fiction and Non Fiction Book Discussions</i> | MATH Continued | Science Apple Tree Seasons Unit <i>Fiction and Non Fiction Book Discussions</i> | Art |
| 2:15 | Science Apple Tree Seasons Unit <i>Fiction and Non Fiction Book Discussions</i> | | Library | | |
| 2:45 | Read Aloud | Read Aloud | Read Aloud | Read Aloud | |
| 2:55 | Go Home | Go Home | Go Home | Go Home | Go Home |

Literacy Centers:

Oct. 4 - 8, 2004

| Working With Words | Listening Center Glyph | Word Families Station | Writing Center Activities | Handwriting Station |
|---|---|--|--|--|
| <p>Activities:</p> <ol style="list-style-type: none"> Traceable Words Magna Doodles White Boards Overhead Projector Salt Trays Pocket Chart Lacing Letters Stamp Letters Rainbow Words Magnet Letters Word Configurations | <p>Activities:</p> <ul style="list-style-type: none"> Students listen to the tape and follow the directions. They create an APPLE glyph based on their responses to the directions. | <p>Activities:</p> <ol style="list-style-type: none"> Poetry Books Then Choose: <ul style="list-style-type: none"> Word Configurations Emergent Readers Traceable Words | <p>Activities:</p> <ol style="list-style-type: none"> Sticker Stories Stamp Stories Friendly Letter Book Making | <p>Activities:</p> <p>Students will make <u>Lowercase Tactile Letters</u> in their tactile handwriting books, based on the letters of the week.</p> <ol style="list-style-type: none"> c = Cotton balls o = Oatmeal a = Alphabet cereal d = Dot stickers g = Glitter glue s = Sand t = Triangles (wood) l = Letters (beads) |
| <p>Materials:</p> <ul style="list-style-type: none"> Word Lists Magna Doodles White Boards Expo Markers Erasers Overhead Projector Vis-à-Vis Pens Salt Tray Sheets Pocket Chart Pocket Chart Letters Lacing Letters Lacing/String Stamp Letters Paper Stamps Wet Wipes Rainbow Words Word Lists (non-trace) Crayons Magnet Letters Cookie Sheets Configuration Sheets | <p>Materials:</p> <ul style="list-style-type: none"> Cassette Tape Player Four Head Phones Crayons Apple Glyph Sheet Sample Apple Glyph Completed Table Extension Cord Apple Books (for early finishers) | <p>Materials:</p> <ul style="list-style-type: none"> Traceable Word Lists Word Configuration Sheets Copies of Poems Crayons Glue Sticks Poetry Books Emergent Readers Sample Poetry Book Sample Emergent Readers Sample Traceable Words | <p>Materials:</p> <ul style="list-style-type: none"> Post "Ways we can Write" Post Student Name Chart Post ABC Chart Post Word Wall Words Pencils Pens Markers Crayons Color Pencils Paper Scissors Stapler Hole Punch Rulers Tape Gel Pens Stencils Stamps Stamp Pad Wet Wipes Stickers | <p>Materials:</p> <ul style="list-style-type: none"> Sample Letter Cards Sand Dot stickers Glitter glue Alphabet Cereal Cotton balls Oatmeal Letter books Glue (gel glue bottles) Wet wipes Letter sheets (for early finishers) Alphabet books (for early finishers) |

Math Centers:

Oct. 4 - 8, 2004

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|--|--|
| <p>Writing Numbers: Students will practice correct number formation using a variety of materials.</p> | <p>Ordering Numbers and Writing Numbers: Students use numbered lima beans to complete a row of numbers. There will be 4-8 missing numbers between the start and end numbers. They will glue the lima beans to the math work mat. A 100's grid will be provided; the mini offices will be available, as will the class number line. When finished, students will complete a 100's chart containing numbers they will need to trace.</p> | <p>Writing Numbers: Students will practice correct number formation using a variety of materials.</p> | <p>Estimating and Writing Numbers: Students will estimate quantities of items in various containers. They will then count the items and write the number of objects next to their estimate.</p> | <p>Writing Numbers: Students will practice correct number formation using a variety of materials.</p> |
| <p>Materials:</p> <ul style="list-style-type: none"> ⇒ Gel Baggies ⇒ Magna Doodles ⇒ White Boards ⇒ Salt Trays ⇒ LiteBrites ⇒ Rainbow Writing ⇒ Sandpaper #s ⇒ Play Dough #s ⇒ Number Stamps ⇒ Overhead Projector ⇒ Mini Offices | <p>Materials:</p> <ul style="list-style-type: none"> • Mini Offices • Class Number Line • 100s Grid • Lima Beans • Missing #s Work Mat | <p>Materials:</p> <ul style="list-style-type: none"> ⇒ Gel Baggies ⇒ Magna Doodles ⇒ White Boards ⇒ Salt Trays ⇒ LiteBrites ⇒ Rainbow Writing ⇒ Sandpaper #s ⇒ Play Dough #s ⇒ Number Stamps ⇒ Overhead Projector | <p>Materials:</p> <ul style="list-style-type: none"> ⇒ Mini Offices ⇒ Estimation Bottles ⇒ Recording Sheet | <p>Materials:</p> <ul style="list-style-type: none"> ⇒ Gel Baggies ⇒ Magna Doodles ⇒ White Boards ⇒ Salt Trays ⇒ LiteBrites ⇒ Rainbow Writing ⇒ Sandpaper #s ⇒ Play Dough #s ⇒ Number Stamps ⇒ Overhead Projector |

Standards and Benchmarks

Oct. 4 – 8, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* Before 1, 2, 3, 4, 5
- Reading ST1 *Context* During 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* After 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Writer's Workshop

- ★ Oral Language ST 1 A, C, E, F
- ★ Oral Language ST 2 A, B
- ★ Oral Language ST 3 A, B, C, D, E, G
- ★ Language ST B 1-4
- ★ Oral Language ST 4 B, C, E
- ★ Writing ST E 1, 2, 3, 4
- ★ Writing ST2 C 1, 2
- ★ Writing ST3 A 1

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-5
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

MATH CENTERS

Literacy Centers

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

MATH

Chapter 2

- Math ST 1 A, D, E, G
- Math ST 2 A, B, C
- Math ST 3 B

Social Studies:

Science:

Apple Tree Seasons Unit

- Science Connections ST 1 D
- Earth and Space Science ST 10 D
- Life & Environmental Science ST 14 A
- Life & Environmental Science ST 15 A
- Writing ST 1A 1, 2, 3, 4, 5
- Writing ST 1B 4, 5, 6
- Writing ST 1C 1, 2, 4
- Writing ST E 3
- Writing ST 2B 1
- Writing ST 3A 1-11

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|---|--|---|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> |
| 8:40 | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues |
| 9:00 | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -ash Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -an Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -ad Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> ⇒ -ag Word Family | <i>Shared Reading</i> ⇒ <i>This is Apple Happy</i> |
| 9:15 | <i>Working with Words</i> ⇒ Intro. Word Wall Words | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Guess the Covered Word | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Be a Mind Reader | <i>Working with Words</i> ⇒ Practice Word Wall Words ⇒ Cross Checking | <i>Class Book</i> ⇒ Read Book (model book) ⇒ Predictable Chart <u>or</u> Student Text for Book ⇒ <u>What is in my Pocket?</u> |
| 9:25 | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> |
| 9:35 | <i>Writer's Workshop</i> <ul style="list-style-type: none"> • Compare and Contrast Apples to Oranges • Orange Web and Paragraph • Apple Web and Paragraph | <i>Music</i> | <i>Writer's Workshop</i> <ul style="list-style-type: none"> • Compare and Contrast Apples to Oranges • Orange Web and Paragraph • Apple Web and Paragraph | <i>Music</i> | <i>Writer's Workshop</i> Writer's Tools: <ul style="list-style-type: none"> • Mini Offices |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T, F | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> |

| | | | | | |
|-----------------------------|--|---|--|---|---|
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | Lunch & Recess ⇒ Detention: LaCrosse | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | Lunch & Recess ⇒ Detention: Daoust | Lunch & Recess Detention: LeCaptain |
| 12:15 Keenan: M-F | MATH Numbers to 31 | MATH Comparing #s | MATH Greater/Less Than | MATH Ordering #s | MATH <ul style="list-style-type: none"> Freaky Friday Boggle JR Checkers Scrabble JR Connect Four |
| 1:00 | Recess ⇒ Duty: Meacham | Recess ⇒ Duty: LaCrosse | Recess ⇒ Duty: Marchant | Recess ⇒ Duty: Daoust | Recess Duty: LeCaptain |
| 1:30 | Gym | MATH Comparing #s | Gym | MATH Ordering #s | Gym |
| 2:00 | Science Apple Tree Seasons Unit ★ Apple KWL Chart ★ <u>An Apple a Day</u> ★ <u>Arnold's Apple Tree</u> | Science Apple Tree Seasons Unit <i>Fiction and Non Fiction Book Discussions</i> ★ Changing Seasons: <i>Apple Trees & Humans</i> | MATH Greater/Less Than | Science Apple Tree Seasons Unit <i>Fiction and Non Fiction Book Discussions</i> ★ Changing Seasons: <i>Apple Trees & Humans</i> | Art |
| 2:15 | | | Library | | |
| 2:45 | Read Aloud | Read Aloud | Read Aloud | Read Aloud | |
| 2:55 | Go Home | Go Home | Go Home | Go Home | Go Home |

Literacy Centers:

Oct. 11-15, 2004

| Names Center | Top 10 List | JR Look Alikes | Names Center | Handwriting Center |
|--|---|---|---|---|
| <p>Activities:</p> <ul style="list-style-type: none"> * Bottled Up Names * Envelope Names * In My Name, Not In My Name * Name Book (boys/girls) * Name Graphs | <p>Activities:</p> <p>Students list their top 10 for a predetermined topic. This week's topic is: <i>animals</i>.</p> <p>After they list the top 10, students:</p> <ul style="list-style-type: none"> * draw a picture for each of the 10 * write two words to describe each of the 10 * write a story about top 10 * use each word in a sentence * write a book about their top 10 | <p>Activities:</p> <p>Students view a page from <u>Look Alikes</u> or <u>JR Look Alikes</u> and write sentences based on what they see. The key sentences for this week will include:</p> <p>I see the _____.</p> <p>I see _____ that is/are used for the _____.</p> | <p>Activities:</p> <ol style="list-style-type: none"> a. Traceable Names b. Magna Doodles c. White Boards d. Overhead Projector e. Salt Trays f. Pocket Chart g. Lacing Letters h. Stamp Letters i. Rainbow Words j. Magnet Letters k. Name Configurations | <p>Activities:</p> <p>Students will make <u>Lowercase Tactile Letters</u> in their tactile handwriting books, based on the letters of the week.</p> <ol style="list-style-type: none"> 9. b = buttons 10. h = heart confetti 11. k = Kix cereal 12. j = jelly beans 13. u = umbrella punches 14. w = wood chips 15. y = yarn 16. i = Indian corn |
| <p>Materials:</p> <ol style="list-style-type: none"> a. Name Bottles b. Recording Sheet #1, 2, 3 c. Name Book d. Envelope Names e. Name Graphs (boys, girls) (# of letters) (freq. letter) | <p>Materials:</p> | <p>Materials:</p> | <p>Materials:</p> <ul style="list-style-type: none"> • Word Lists • Magna Doodles • White Boards • Expo Markers • Erasers • Overhead Projector • Vis-à-Vis Pens • Salt • Tray Sheets • Pocket Chart • Pocket Chart Letters • Lacing Letters • Lacing/String • Stamp Letters • Paper • Stamps • Wet Wipes • Rainbow Words • Word Lists (non-trace) • Crayons • Magnet Letters • Cookie Sheets • Configuration Sheets | <p>Materials:</p> <ul style="list-style-type: none"> • Sample Letter Cards • buttons • heart confetti • jelly beans • umbrella punches • wood chips • yarn • Indian corn • Kix cereal • Letter cards • Glue (gel glue bottles) • Letter sheets (for early finishers) • Alphabet books (for early finishers) |

Math Centers:

Oct. 11-15, 2004

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------|--|---|---|---|
| <p>Finish Centers from "sub" Day!</p> | <p>Ordering Numbers and Writing Numbers: Students will use the recording sheet and glue on lima beans for the missing numbers on the number line: 12, ____, ____, ____, 16.</p> <p>Students will use the recording sheet and number cubes to order numbers rolled.</p> | <p>Place Value: Students will read a number (between 10 and 31) and use a Bingo marker to show the number using a place value mat. They will then write how many 10s and how many 1s.</p> | <p>Writing Numbers: Students will practice writing numbers using receipt, play dough, salt, magna doodles, hair gel (Ziploc), and white boards.</p> | <p>Freaky Friday: Students will play games, while focusing on the following skills:</p> <ul style="list-style-type: none"> ★ cooperation ★ following rules ★ sportsmanship ★ strategic thinking ★ spelling, math, oral language, and reading |
| | <p>Materials:</p> <ul style="list-style-type: none"> ★ Lima beans ★ Number cubes. ★ Recording sheets ★ Gel glue ★ 100s chart grids | <p>Materials:</p> <ul style="list-style-type: none"> ★ Bingo markers ★ Place value recording sheets (mats) ★ Wet wipes | <p>Materials:</p> <ul style="list-style-type: none"> ★ Hair gel Ziploc bags ★ White boards ★ Salt trays ★ Magna doodles ★ Play dough ★ Receipt tape ★ 10 sided dice | <p>Materials:</p> <ul style="list-style-type: none"> ★ Connect Four ★ Boggle JR ★ Scrabble JR ★ Checkers |

Standards and Benchmarks

Oct. 11 – 15, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* Before 1, 2, 3, 4, 5
- Reading ST1 *Context* During 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* After 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Writer's Workshop

- * Oral Language ST 1 A, C, E, F
- * Oral Language ST 2 A, B
- * Oral Language ST 3 A, B, C, D, E, G
- * Language ST B 1-4
- * Oral Language ST 4 B, C, E
- * Writing ST E 1, 2, 3, 4
- * Writing ST2 C 1, 2
- * Writing ST3 A 1-11

MATH CENTERS

Literacy Centers

MATH

Chapter 2

- Math ST 1 A, D, E, G
- Math ST 2 A, B, C
- Math ST 3 B

Chapter 3

ST1 A, C, D, E
ST 2 A
ST 3 B, D
ST5 C
ST8 C

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

Science:

Apple Tree Seasons Unit

- Science Connections ST 1 D
- Earth and Space Science ST 10 D
- Life & Environmental Science ST 14 A
- Life & Environmental Science ST 15 A
- Writing ST 1A 1, 2, 3, 4, 5
- Writing ST 1B 4, 5, 6
- Writing ST 1C 1, 2, 4
- Writing ST E 3
- Writing ST 2B 1
- Writing ST 3A 1-11

Mrs. Meacham

Oct. 18-22, 2004

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|---|---|---|
| 7:45 | Recess | Recess | Recess | Recess | Recess |
| 8:00 | Guidance | Wake Up Work | Wake Up Work | Wake Up Work | Wake Up Work |
| 8:40 | | Class Meeting ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | Class Meeting ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | Class Meeting ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | Class Meeting ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues |
| 9:00 | | Guided Reading & Centers | Shared Reading ⇒ <i>This is ___ Happy</i> ⇒ -an Word Family ⇒ <i>Special Apples</i> (Poetry Books, too) | Shared Reading ⇒ <i>This is ___ Happy</i> ⇒ -ad Word Family ⇒ <i>Down in the Orchard</i> (Poetry Books, too) | Shared Reading ⇒ <i>This is ___ Happy</i> ⇒ -ag Word Family ⇒ <i>Scarecrow</i> (Poetry Books, too) |
| 9:15 | Vision & Hearing | | | | |
| 9:25 | Snack | | | | |
| 9:35 | Shared Reading ⇒ -ash Word Family (Poetry Books, too) | Music | Writer's Workshop ★ Ideas Traits Poster ★ Brainstorm Ideas ★ Write and then gather to discuss writing pieces...sticking to the topic | Music | Music |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T, F | Guided Reading & Centers | Snack | Guided Reading & Centers | Guided Reading & Centers | Guided Reading & Centers |
| | | (10:15 – 11:15) Outdoor Education | | | |

| | | | | | |
|-----------------------------|--|---|---|---|---|
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | Lunch & Recess ⇒ Detention: LaCrosse | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | Lunch & Recess ⇒ Detention: Daoust | Lunch & Recess ⇒ Detention: LeCaptain |
| 12:15 Keenan: M-F | MATH ★ Lesson 3.5 ★ Ordinal Numbers ★ Workbook 41/42 | MATH ★ Lesson 3.6 ★ Reading for Math ★ Workbook 43/44 | MATH ★ Chapter 3 ★ Problem Solving ★ Workbook 45/46 | MATH ★ Chapter 3 ★ Assessment ★ Workbook 47/48 | MATH ★ Lesson 4.1 ★ Number Stories ★ Workbook 51/51 |
| 1:00 | <i>Recess</i> ⇒ Duty: Meacham | <i>Recess</i> ⇒ Duty: LaCrosse | <i>Recess</i> ⇒ Duty: Marchant | <i>Recess</i> ⇒ Duty: Daoust | <i>Recess</i> Duty: LeCaptain |
| 1:30 | Gym | Science Apple Tree Seasons Unit <i>Interactive Writing for Four Seasons Display.</i> | Gym | Science Apple Tree Seasons Unit <i>Interactive Writing for Four Seasons Display.</i> | <i>Freaky Friday:</i> Board Games |
| 2:00 | Science Apple Tree Seasons Unit <i>Interactive Writing for Four Seasons Display.</i> | | Bathroom Break and Pack Up | | Art |
| 2:15 | <i>Working with Words</i> ⇒ Introduce Weeks Words <i>Handwriting</i> Lowercase: c, o, a, d, g, s, t, l | <i>Working with Words</i> ⇒ Play "I have ____" <i>Handwriting</i> Lowercase: c, o, a, d, g, s, t, l | Library | <i>Working with Words</i> ⇒ Play "Two Words" <i>Handwriting</i> Lowercase: c, o, a, d, g, s, t, l | |
| 2:45 | Read Aloud | Read Aloud | Read Aloud | Read Aloud | |
| 2:55 | Go Home | Go Home | Go Home | Go Home | Go Home |

Standards and Benchmarks

Oct. 18 – 22, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST 2 B, C, D, E, F
- Oral Language ST 3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* Before 1, 2, 3, 4, 5
- Reading ST1 *Context* During 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* After 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Writer's Workshop

- * Oral Language ST 1 A, C, E, F
- * Oral Language ST 2 A, B
- * Oral Language ST 3 A, B, C, D, E, G
- * Language ST B 1-4
- * Oral Language ST 4 B, C, E
- * Writing ST E 1, 2, 3, 4
- * Writing ST2 C 1, 2
- * Writing ST3 A 1

MATH CENTERS

- * Math ST1 A
- * Math ST 1 B
- * Math ST1 C
- * Math ST1 E
- * Math ST2 A
- * Math ST2 B
- * Math ST3 A
- * Math ST3 B
- * Math ST5 B
- * Math ST5 C

Literacy Centers

- Writing ST1 A 4
- Writing ST1 B 1, 4
- Writing ST E 3
- Writing ST2 C 1, 2
- Writing ST3 A 3, 6, 10, 11

MATH

- * Chapter 3 Lessons:
ST1 A, C, D, E
ST 2 A
ST 3 D
ST5 C
ST8 C
- * Chapter 3 Assessment:
ST 2 A, B, C
ST 3 B
- * Chapter 4 Lessons:
ST1 A, C, D, E, G
ST2 A
ST3 D
- * Chapter 4 Assessment:
ST1 D
ST2 A, B
ST3 B

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

Science:

Apple Tree Seasons Unit

- Science Connections ST 1 D
- Earth and Space Science ST 10 D
- Life & Environmental Science ST 14 A
- Life & Environmental Science ST 15 A
- Writing ST 1A 1, 2, 3, 4, 5
- Writing ST 1B 4, 5, 6
- Writing ST 1C 1, 2, 4
- Writing ST E 3
- Writing ST 2B 1
- Writing ST 3A 1-11

Literacy Centers:

Oct. 18-22, 2004

| Spiderama | Write the Room | Alphabet Avenue | Listening Post | Silly Scarecrows |
|---|---|--|--|---|
| <p>What & How:</p> <ul style="list-style-type: none"> ★ Spider Books ★ Black Paper ★ Gel Glue ★ Wiggle Eyes ★ Yellow Crayons ★ Paper ★ Pencil ★ Spider Stickers <p>Students will make a spider hat. When done, they will read spider books and/or write spider stories.</p> | <p>What & How:</p> <ul style="list-style-type: none"> ★ Recording Books ★ Clipboards ★ Pencils <p>Students will write words from print that is posted/displayed around the room.</p> | <p>What & How:</p> <ul style="list-style-type: none"> ★ ABC Books ★ Magazines ★ Glue Sticks ★ Scissors ★ ABC Books <p>Students will locate items from magazines for each letter of the alphabet and glue them into their ABC books. They will be encouraged to label the items.</p> | <p>What & How:</p> <ul style="list-style-type: none"> ★ Books on Tape ★ Clip Boards ★ Recording Sheets ★ Crayons ★ Pencils <p>Students will listen to books on tape. While listening, they will fill out the record keeping sheet using a clip board and pencil/crayons, etc.</p> | <p>What & How:</p> <ul style="list-style-type: none"> ★ Scarecrow Books ★ Scarecrow Pattern ★ Student Heads ★ Tissue Paper ★ Gel Glue ★ Scissors <p>Students will cut their heads out of the photograph, cut the scarecrow patten out, glue both the pattern and head blue construction paper and decorate their scarecrow clothes using tissue paper. When finished, students will read scarecrow books.</p> |

Math Centers:

Oct. 18-22, 2004

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|--|
| <p>Parking Lot #s: Students will play with a partner. They will roll the die to determine how many times they need to write the number. They will then "drive" their car into the parking spot they select, read the number, and write the parking spot's number on their recording sheet. Once finished, they will place a game piece in the parking spot they selected. Once the board is filled with game pieces, students may play again, or switch game boards.</p> | <p>Pattern Block Pictures: Students will create pictures using pattern blocks. Once completed, they may then write a story about one of the pictures they completed, or create a new pattern block picture for me to solve.</p> | <p>Estimating and Writing Numbers: Students will estimate quantities of items in various containers. They will then count the items and write the number of objects next to their estimate.</p> | <p>Writing Numbers: Students will practice writing numbers using receipt, play dough, salt, magna doodles, hair gel (Ziploc), and white boards.</p> | <p>Freaky Friday: Students will play games, while focusing on the following skills:</p> <ul style="list-style-type: none"> ★ cooperation ★ following rules ★ sportsmanship ★ strategic thinking ★ spelling, math, oral language, and reading |
| <p>Materials:</p> <ul style="list-style-type: none"> ★ Parking Lot Game Boards ★ Cars ★ Recording Sheet ★ Game Pieces | <p>Materials:</p> <ul style="list-style-type: none"> ★ Pattern Blocks ★ Pencil ★ Crayons ★ Pattern Block Patterns ★ White Paper ★ Writing Paper | <p>Materials:</p> <ul style="list-style-type: none"> ⇒ Mini Offices ⇒ Estimation Bottles ⇒ Recording Sheet | <p>Materials:</p> <ul style="list-style-type: none"> ★ Hair gel Ziploc bags ★ White boards ★ Salt trays ★ Magna doodles ★ Play dough ★ Receipt tape ★ 10 sided dice | <p>Materials:</p> <ul style="list-style-type: none"> ★ Connect Four ★ Boggle JR ★ Scrabble JR ★ Clue JR ★ Guess Who ★ Guess Where ★ Spell Down |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--|--|---|----------|--------|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | | |
| 8:00 | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | | |
| 8:40 | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | | |
| 9:00 | <i>Shared Reading</i> ⇒ <i>This is ___ Happy</i> | <i>Shared Reading</i> ⇒ <i>Leaves are Falling</i> | <i>Shared Reading</i> ⇒ -ag Word Family: <i>The Puppy</i> | | |
| 9:25 | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | | |
| 9:35 | <i>Writer's Workshop</i> ✎ Brainstorm ways others bully (are mean, not respectful of others and property). ✎ Illustrate how it feels to be bullied on chart paper. ✎ List key words that share how we feel under each face on the chart. ✎ Write about how we can stop bullying at our school. What can <u>we</u> do about it as an individual? ✎ Focus on spaces between words, capitalized first letters, spelling word wall words correctly, and adding sentence stoppers! | <i>Music</i> | <i>Writer's Workshop</i> ✎ Review ways others bully (are mean, not respectful of others and property). ✎ Share a "bully" story and discuss the story, characters, plot, setting... ✎ Write about how _____ the main character felt. ✎ Focus on spaces between words, capitalized first letters, spelling word wall words correctly, and adding sentence stoppers! | | |

| | | | | | | |
|--|--|---|---|----------------|--|--|
| 10:05 Jake: M-F Dylan: M,T,F Erika: T, F | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | | | |
| 11:25 | Lunch & Recess ⇒ <i>Detention: Meacham</i> | Lunch & Recess ⇒ <i>Detention: LaCrosse</i> | Lunch & Recess ⇒ <i>Detention: Marchant</i> ⇒ Grade Level Meeting | | | |
| 12:15 Keenan: M-F | MATH ★ Hands on <i>Halloween</i> Number Stories | MATH ★ Hands on <i>Halloween</i> Number Stories | movie | | | |
| 1:00 | Football Game | <i>Recess</i> ⇒ <i>Duty: LaCrosse</i> | <i>Recess</i> ⇒ <i>Duty: Marchant</i> | | | |
| 1:30 | | Social Studies: ★ Bullying ★ Poster ★ Book ★ Role Playing | Gym | | | |
| 2:00 | | | Bathroom Break and Pack Up | | | |
| 2:15 | | <i>Working with Words</i> <i>Handwriting</i> | Library | | | |
| 2:45 | | Read Aloud | Read Aloud | | | |
| 2:55 | | Go Home | Go Home | Go Home | | |

Standards and Benchmarks

Oct. 25-27, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-5
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context Before* 1, 2, 3, 4, 5
- Reading ST1 *Context During* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context After* 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Writer's Workshop

Cross-Curricular: Writing and Social Studies

Writing:

- ST1 A 1, 2, 3, 4
- ST1 B 3, 4, 5, 6
- ST1 C 1, 4
- ST3 A 1-11

Oral Language

- ST1 A, C, F
- ST3 A, B, C, D, E

History

- ST B8

Political Science and Citizenship

- ST C1, C2, C3, C6

Behavior Sciences

- ST E8, E9, E15

MATH CENTERS

- Math ST1 D
- Math ST2 A, B, E
- Math ST3 B
- Math ST4 A

MATH

- * Chapter 4 Lessons:
ST1 A, C, D, E, G
ST2 A
ST3 D
- * Chapter 4 Assessment:
ST1 D
ST2 A, B
ST3 B

Literacy Centers

- Writing ST1 B 1, 2, 3, 4
- Writing ST E 3
- Writing ST2 C 2
- Writing ST3 A 3, 4, 5, 8
- Math ST5 C
- Reading ST2 G 5, 6

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, P, E, G, H
- * Social Studies: *History* 88
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

Cross-Curricular: Writing and Social Studies

Writing:

- ST1 A 1, 2, 3, 4
- ST1 B 3, 4, 5, 6
- ST1 C 1, 4
- ST3 A 1-11

Oral Language

- ST1 A, C, F
- ST3 A, B, C, D, E

History

- ST B8

Political Science and Citizenship

- ST C1, C2, C3, C6

Behavior Sciences

- ST E8, E9, E15

Science:

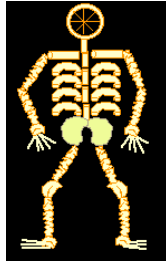
Literacy Centers:

Oct. 25-27, 2004

Scary Skeleton

What & How:

- ★ Skeleton Poem
- ★ Gel Glue
- ★ Black Construction Paper
- ★ Pasta Noodles
- ★ Skeleton Books



Students will create a skeleton using pasta shapes. When finished, they will DEAR, using Halloween books.

Halloween Stories

What & How:

- ★ Paper
- ★ Mini Books (white, precut and stapled)
- ★ Pencils
- ★ Halloween Stamps and Stickers
- ★ Ink
- ★ Color Pencils

Students will choose 1-3 Halloween stamps and write a Halloween story. They may choose to write their story on writing paper or in book format. If students finish early, they DEAR, using Halloween books.

Halloween Patterns

What & How:

- ★ Halloween Confetti Shapes
- ★ Gel Glue
- ★ Strips of Black Construction Paper
- ★ Halloween Books

Students will create Halloween patterns using confetti shapes. When finished, they will DEAR, using Halloween books. Suggested patterns to make include:

- ★ AB
- ★ ABB
- ★ AAB
- ★ ABC
- ★ AABBCC

Math Centers:

Oct. 25-27, 2004

| Monday | Tuesday |
|---|--|
| <p data-bbox="52 427 525 472">"Yummy for my Tummy"</p> <ul data-bbox="105 527 667 727" style="list-style-type: none"><li data-bbox="105 527 667 576">✎ <i>Harry Ghost Cube Toss Sheet</i><li data-bbox="105 576 273 625">✎ <i>Pencils</i><li data-bbox="105 625 399 673">✎ <i>Number Cubes</i><li data-bbox="105 673 336 722">✎ <i>Cube Cups</i> | <p data-bbox="1050 427 1612 472">Pumpkin Seed Measurements</p> <ul data-bbox="1102 511 1621 657" style="list-style-type: none"><li data-bbox="1102 511 1417 560">✎ <i>Pumpkin Seeds</i><li data-bbox="1102 560 1621 609">✎ <i>Measurement Work Mat</i><li data-bbox="1102 609 1270 657">✎ <i>Pencils</i> |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|--|--|---|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | <i>Guidance</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> |
| 8:40 | | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues |
| 9:00 | | <i>Shared Reading</i> ⇒ -ack Word Family: <i>The Snack</i> | <i>Shared Reading</i> ⇒ -ad Word Family: <i>Tadpole, Tadpole</i> | Guided Reading & Centers | <i>Shared Reading</i> ⇒ -ang Word Family |
| 9:15 | <i>Wake Up Work</i> | | | | |
| 9:25 | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | | |
| 9:35 | <i>Shared Reading</i> ⇒ <i>Leaves are Falling</i> ⇒ -ag Word Family: <i>The Puppy</i> | <i>Music</i> | <i>Writer's Workshop</i> <ul style="list-style-type: none"> Brainstorm feelings Read <u>Today I Feel Silly</u> by Jamie Lee Curtis Discuss how feelings lead us to act . . . Share examples Write about feelings (happy, glad, etc) | <i>Music</i> | <i>Writer's Workshop</i> <ul style="list-style-type: none"> Review feelings Read <u>Feelings</u> by Alikei Discuss how feelings lead us to act . . . Share examples Write about feelings (sad, mad, etc) |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T, F | Guided Reading & Centers | Guided Reading & Centers | Guided Reading & Centers | <i>Snack</i> | Guided Reading & Centers |
| | | | | 10:15 – 11:15 <i>Outdoor Education</i> | |

| | | | | | |
|-----------------------------|---|--|--|--|---|
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | Lunch & Recess ⇒ Detention: LaCrosse | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | Lunch & Recess ⇒ Detention: Daoust | Lunch & Recess ⇒ Detention: LeCaptain |
| 12:15 Keenan: M-F | MATH ✎ Algebra Addition Sentences | MATH ✎ Algebra Subtraction Sentences | MATH ✎ Drawing a Picture to Problem Solve | MATH ✎ Chapter Four Wrap Up | MATH ✎ Chapter Four Assessment |
| 1:00 | Recess ⇒ Duty: Meacham | Recess ⇒ Duty: LaCrosse | Recess ⇒ Duty: Marchant | Recess ⇒ Duty: Daoust | Recess Duty: LeCaptain |
| 1:30 | Gym | Social Studies: • Bullying • Role Playing | Gym | Science • Science Experiment of the Week: Introduction - - make Lab Books | Gym |
| 2:00 | Social Studies: • Bullying • Role Playing | | Bathroom Break and Pack Up | | Art |
| 2:15 | Working with Words ❖ Week 10 Words ❖ Handwriting: <input type="checkbox"/> Letter I,i <input type="checkbox"/> Ice Cream Cones <input type="checkbox"/> Indian Corn | Working with Words ❖ Week 10 Words ❖ Handwriting <input type="checkbox"/> Letter T,t <input type="checkbox"/> Train <input type="checkbox"/> Triangles | Library | Working with Words ❖ Week 10 Words ❖ Handwriting <input type="checkbox"/> Letter J,j <input type="checkbox"/> Jack-O-Lantern <input type="checkbox"/> Jewels | |
| 2:45 | Read Aloud | Read Aloud | Read Aloud | Read Aloud | |
| 2:55 | Go Home | Go Home | Go Home | Go Home | Go Home |

Standards and Benchmarks

Nov. 1 – 5, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context Before* 1, 2, 3, 4, 5
- Reading ST1 *Context During* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context After* 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Writer's Workshop

Cross-Curricular: Writing and Social Studies

Writing:

- ST1 A 1, 2, 3, 4
- ST1 B 3, 4, 5, 6
- ST1 C 1, 4
- ST3 A 1-11

Oral Language

- ST1 A, C, F
- ST3 A, B, C, D, E

History

- ST B8
- Political Science and Citizenship
- ST C1, C2, C3, C6
- Behavior Sciences
- ST E8, E9, E15

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

MATH CENTERS

- Math ST1 A, C, D, E
- Math ST2 A, B, C
- Math ST3 B, D

Literacy Centers

- Reading ST2 E 3, ST2 G 5
- Writing ST1 B 3, 4
- Writing ST1 D 4
- Writing ST E 3
- Writing ST3 A 6

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

MATH

- * Chapter 4 Lessons:
ST1 A, C, D, E, G
ST2 A
ST3 D
- * Chapter 4 Assessment:
ST1 D
ST2 A, B
ST3 B

Social Studies:

Cross-Curricular: Writing and Social Studies

Writing:

- ST1 A 1, 2, 3, 4
- ST1 B 3, 4, 5, 6
- ST1 C 1, 4
- ST3 A 1-11

Oral Language

- ST1 A, C, F
- ST3 A, B, C, D, E

History

- ST B8
- Political Science and Citizenship
- ST C1, C2, C3, C6
- Behavior Sciences
- ST E8, E9, E15

Science:

- Science ST1 A
- Science ST2 A
- Science ST3 B

Literacy Centers:

Nov. 1 – 5, 2004

| Writing Center | Listening Center | Read the Room | Leap Pads | Handwriting Center |
|---|---|---|--|---|
| <p>Activities: Students will choose from a variety of "free" writing activities including:</p> <ul style="list-style-type: none"> • friendly letters • books • stories • stencil letters | <p>Activities: Students will listen to and read from a selection of books on tape and respond to them on the Listening Center recording sheet.</p> | <p>Activities: Students will read the room. Ideas of things to read:</p> <ul style="list-style-type: none"> • charts • alphabet • word walls • number line • color words • boxes • books • furniture • pocket charts • calendar • schedule • job chart | <p>Activities: Students will work through one or more of the following Leap Pad cartridges</p> <ul style="list-style-type: none"> • ----- • ----- • ----- • ----- | <p>Activities: Students will make <u>Lowercase Tactile Letters</u> in their tactile handwriting books, based on the letters of the week.</p> <p>17. e = egg paper punches 18. f = footprint stickers 19. m = marshmallows 20. n = newspaper 21. p = paper clips 22. q = q-tip "tips" 23. r = rice 24. v = velcro 25. x = x-rays 26. z = zeros</p> |

Math Centers:

Nov. 1 – 5, 2004

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|--|---|
| TAPATAN <ul style="list-style-type: none">❖ 1 Game Board per Team❖ 3 Game Pieces per Player | Uncover 10 <ul style="list-style-type: none">❖ 1 Game Board per Team❖ 10 Game Pieces per Player❖ # Cubes or Dice | Domino Addition <ul style="list-style-type: none">❖ Domino Recording Sheet❖ Dominos | Domino Subtraction <ul style="list-style-type: none">❖ Domino Recording Sheet❖ Dominos | Friday Math Game Day <ul style="list-style-type: none">❖ Board Games |

Mrs. Meacham

Nov. 8 – 12, 2004

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|---|--|--|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> |
| 8:40 | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues |
| 9:00 | Shared Reading ⇒ <i>Leaves are Falling</i> | Shared Reading ⇒ -ack Word Family: <i>The Snack</i> | Shared Reading ⇒ -ad Word Family: <i>Tadpole, Tadpole</i> | Shared Reading ⇒ -ag Word Family: <i>The Puppy</i> | Shared Reading ⇒ -ang Word Family |
| 9:25 | Snack | Snack | Snack | Snack | Snack |
| 9:35 | <i>Writer's Workshop</i> and Social Studies: <u>Odd Velvet</u> by Mary E. Whitcomb Describe how you are special (unique) in your Writing Notebook. Skills Focus: <i>SPACING, SENTENCE STOPPERS, and CAPITALIZATION.</i> | Music | <i>Writer's Workshop</i> and Social Studies: <u>How to Loose All Your Friends</u> by Nancy Carlson Describe 8 Ways to Loose Your Friends on a Basketball your in Writing Notebook Skills Focus: <i>Using a GRAPHIC ORGANIZER to Display Information.</i> | Music | Music |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T, F | Guided Reading & Centers | Guided Reading & Centers | Guided Reading & Centers | Guided Reading & Centers | Guided Reading & Centers |

| | | | | | | | | | | |
|-----------------------------|---|---|--|--|---|--|--|---|---|-------------------------|
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | | Lunch & Recess ⇒ Detention: LaCrosse | | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | | Lunch & Recess ⇒ Detention: Daoust | | Lunch & Recess ⇒ Detention: LeCaptain | |
| 12:15 Keenan: M-F | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.5, Lesson 3 <input type="checkbox"/> Hands On Ways To Make 10 | MATH Group #2 <input type="checkbox"/> Addition and Subtraction Math Mats (Practice) | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.5, Lesson 4 <input type="checkbox"/> Prob. Solving: Reading for Math | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.5, Lesson 1 <input type="checkbox"/> Hands On Ways To Make 4, 5, 6 | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.5, Assessment <input type="checkbox"/> Chapter 5 Test | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.5, Lesson 2 <input type="checkbox"/> Hands On Ways To Make 7, 8, 9 | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 1 <input type="checkbox"/> Adding Across and Down | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.5, Lesson 3 <input type="checkbox"/> Hands On Ways To Make 10 | MATH Group #1 <input type="checkbox"/> Students Work in Centers QUIETLY and INDEPENDENTLY <input type="checkbox"/> Students will be Called back to Teaching Table for Report Card Assessments | MATH Group #2 |
| 1:00 | <i>Recess</i> ⇒ Duty: Meacham | | <i>Recess</i> ⇒ Duty: LaCrosse | | <i>Recess</i> ⇒ Duty: Marchant | | <i>Recess</i> ⇒ Duty: Daoust | | <i>Recess</i> Duty: LeCaptain | |
| 1:30 | Gym | | Science: ABC Science Lessons: <input type="checkbox"/> Distribute New Notebooks <input type="checkbox"/> Distribute "B,b" Poem <input type="checkbox"/> Ask Question <input type="checkbox"/> Make Prediction <input type="checkbox"/> Conduct Experiment <input type="checkbox"/> Draw Results | | Gym | | Social Studies: <u>Perfect pigs : an introduction to manners</u> by Marc Brown Create "Bee Polite" journal entries using yellow dot stickers (body), black markers (stripes), wiggle eyes, tissue paper (wings), toothpicks (antenna), pom poms (antenna). Write a list of how to be polite (children may use word bank for help). | | Freaky Friday: Board Games | |
| 2:00 | Science: ABC Science Lessons: <input type="checkbox"/> Distribute New Notebooks <input type="checkbox"/> Distribute "A,a" Poem <input type="checkbox"/> Review Experiment <input type="checkbox"/> Draw Results | | | | Bathroom Break and Pack Up | | | | Art | |
| 2:15 | Working with Words <i>there, some, out, one, am</i> <input type="checkbox"/> Introduce Words <input type="checkbox"/> Play "I have ____" <input type="checkbox"/> Add Words to W.W. <i>Handwriting</i> <input type="checkbox"/> Letter A,a <input type="checkbox"/> Apples <input type="checkbox"/> Ants | | Working with Words <i>there, some, out, one, am</i> <input type="checkbox"/> ABC Chant <input type="checkbox"/> Word Wall Chant <input type="checkbox"/> Play "I have ____" <i>Handwriting</i> <input type="checkbox"/> Letter D,d <input type="checkbox"/> Ducks <input type="checkbox"/> Dots | | Library | | Working with Words <i>there, some, out, one, am</i> <input type="checkbox"/> ABC Chant <input type="checkbox"/> Word Wall Chant <input type="checkbox"/> Play "Two Words" <i>Handwriting</i> <input type="checkbox"/> Letter G,g <input type="checkbox"/> Girls <input type="checkbox"/> Glitter | | | |
| 2:45 | Read Aloud | | Read Aloud | | Read Aloud | | Read Aloud | | | |
| 2:55 | Go Home | | Go Home | | Go Home | | Go Home | | Go Home | |

Standards and Benchmarks

Nov. 8 – 12, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* Before 1, 2, 3, 4, 5
- Reading ST1 *Context* During 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* After 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Writer's Workshop

Cross-Curricular: Writing and Social Studies

Writing:

- ST1 A 1, 2, 3, 4
- ST1 B 3, 4, 5, 6
- ST1 C 1, 4
- ST3 A 1-11

Oral Language

- ST1 A, C, F
- ST3 A, B, C, D, E

History

- ST B8

Political Science and Citizenship

- ST C1, C2, C3, C6

Behavior Sciences

- ST E8, E9, E15

MATH CENTERS

- Math ST1 A, C, D, E
- Math ST2 A, B
- Math ST3 B, D
- Math ST6 C
- Reading ST3 A 3

Literacy Centers

- Writing ST1 B 1-6
- Writing ST3 A 1-11

MATH

- * Chapter 5 Lessons:
ST1 A, C, D, E, G
ST2 A, B
ST3 D
ST8 C
- * Chapter 5 Assessment:
ST1 C, D
ST2 E
ST3 D

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

- Reading ST2 G 4

Social Studies:

Cross-Curricular: Writing and Social Studies

Writing:

- ST1 A 1, 2, 3, 4
- ST1 B 3, 4, 5, 6
- ST1 C 1, 4
- ST3 A 1-11

Oral Language

- ST1 A, C, F
- ST3 A, B, C, D, E

History

- ST B8

Political Science and Citizenship

- ST C1, C2, C3, C6

Behavior Sciences

- ST E8, E9, E15

Science:

- Science ST1 A, B, C
- Science ST2 A
- Science ST3 B
- Science ST5 B

Literacy Centers:

Nov. 8 – 12, 2004

| Leaves | Pen Pals | Working with Words | I See a... | Fact Book |
|---|---|---|--|---|
| <ol style="list-style-type: none">1. Leaf Letters2. Word Bank3. Leaf Booklets4. Leaf Books | <ol style="list-style-type: none">1. Pen Pal Letters2. Pen Pal Pictures3. Pen Pal Books | <ol style="list-style-type: none">1. Word Lists2. Pocket Chart3. Pocket Chart Letters | <ol style="list-style-type: none">1. Look Alike Books2. Cook Book Stands3. Recording Paper4. Prompt: "I see a _____ for a _____." | <ol style="list-style-type: none">1. I Can Draw (books)2. Crayons3. Pencils4. Word Bank5. Fact Booklets |

Math Centers:

Nov. 8 – 12, 2004

| Place Value | Addition | Counting | Graphing | Addition & Subtraction |
|---|---|--|--|--|
| Students will complete a place value packet (tens and ones). They will use Bingo markers to show the number and then write how many tens and how many ones. | Students will add numbers using dominoes. They will write a number sentence for each addition problem they complete, and draw a picture of the domino to represent the problem. | Students will work with area and determine how many cubes fit within a given shape's area. They will count the cubes and then write the numeral and number (word). | Students will sort a given set of objects and create a graph for the objects. They will be encouraged to fill in the graph components independently and to answer questions about their graph. | Students will solve addition and subtraction problems using manipulatives. They will have a recording sheet that will give them the addition or subtraction number sentence. |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|--|--------|
| 7:45 | Recess | Recess | Recess | Recess | |
| 8:00 | Wake Up Work | Wake Up Work | Wake Up Work | Wake Up Work | |
| 8:40 | Class Meeting ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | Class Meeting ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | Class Meeting ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | Class Meeting ⇒ Morning Message ⇒ Calendar Time ⇒ Surprise Box Clues | |
| 9:00 | Shared Reading ⇒ <i>The Wishbone</i> ⇒ -ad Word Family: <i>Tadpole, Tadpole</i> | Shared Reading ⇒ <i>The Wishbone</i> ⇒ -ank Word Family: <i>Wind up Toys</i> | Shared Reading ⇒ -op Word Family: <i>Drip, Drop, Slip, Slop</i> | Shared Reading ⇒ <i>This is Turkey Happy</i> ⇒ -ot Word Family: <i>One Cool Tot</i> | |
| 9:15 | | | Library | | |
| 9:25 | Snack | Snack | | Snack | |
| 9:35 | Writer's Workshop <input type="checkbox"/> Making Books <input type="checkbox"/> Elements of a Book: AUTHOR, TITLE, PAGE NUMBERS, ILLUSTRATIONS, TEXT, PUNCTUATION, . . . <input type="checkbox"/> Brainstorm elements of a book in groups (provide chart paper and sample books). | Music | Writer's Workshop <input type="checkbox"/> Brainstorm Types of Sentences <input type="checkbox"/> Play "Will the Real Punctuation Mark Please Stand Up?" <input type="checkbox"/> Write and Create "Kinds of Sentences" Booklets | Music | |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T, F | Guided Reading & Centers | Centers | Guided Reading & Centers | Guided Reading & Centers | |
| 10:45 | | Special Guest Presentation! | | | |

| | | | | | | | | |
|-----------------------------|---|--|--|---|--|---|--|---|
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | | Lunch & Recess ⇒ Detention: LaCrosse | | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | | Lunch & Recess ⇒ Detention: Daoust | |
| 12:15 Keenan: M-F | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.5, Assessment <input type="checkbox"/> Chapter 5 Test | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.5, Lesson 2 <input type="checkbox"/> Hands On Ways To Make 7, 8, 9 | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 1 <input type="checkbox"/> Adding Across and Down | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.5, Lesson 3 <input type="checkbox"/> Hands On Ways To Make 10 | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 2 <input type="checkbox"/> Adding 0 (zero) | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.5, Assessment <input type="checkbox"/> Chapter 5 Test | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 3 <input type="checkbox"/> Adding in Order | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.6, Lesson 1 <input type="checkbox"/> Adding Across and Down |
| 1:00 | Recess ⇒ Duty: Meacham | | Recess ⇒ Duty: LaCrosse | | Recess ⇒ Duty: Marchant | | Recess ⇒ Duty: Daoust | |
| 1:30 | Gym | | Science: ABC Science Lessons: <input type="checkbox"/> Distribute Notebooks <input type="checkbox"/> Distribute "C,c" Poem <input type="checkbox"/> Make Crystals <input type="checkbox"/> Ask Question <input type="checkbox"/> Make Prediction <input type="checkbox"/> Conduct Experiment <input type="checkbox"/> Draw Results | | Gym | | Science: ABC Science Lessons: <input type="checkbox"/> Distribute Notebooks <input type="checkbox"/> Distribute "D,d" Poem <input type="checkbox"/> Observe Drops of H ₂ O <input type="checkbox"/> Ask Question <input type="checkbox"/> Make Prediction <input type="checkbox"/> Conduct Experiment <input type="checkbox"/> Draw Results | |
| 2:00 | Science: ABC Science Lessons: <input type="checkbox"/> Distribute Notebooks <input type="checkbox"/> Distribute "B,b" Poem <input type="checkbox"/> Make Bubbles <input type="checkbox"/> Ask Question <input type="checkbox"/> Make Prediction <input type="checkbox"/> Conduct Experiment <input type="checkbox"/> Draw Results | | | | Art | | | |
| 2:15 | Working with Words <i>then, were, from, could, this</i> <input type="checkbox"/> Introduce Words <input type="checkbox"/> Play "I have ____" <input type="checkbox"/> Add Words to W.W. Handwriting <input type="checkbox"/> Letter D,d <input type="checkbox"/> Ducks <input type="checkbox"/> Dots | | Working with Words <i>then, were, from, could, this</i> <input type="checkbox"/> ABC Chant <input type="checkbox"/> Word Wall Chant <input type="checkbox"/> Play "Two Words" Handwriting <input type="checkbox"/> Letter G,g <input type="checkbox"/> Girls <input type="checkbox"/> Glitter | | | | Working with Words <i>then, were, from, could, this</i> <input type="checkbox"/> ABC Chant <input type="checkbox"/> Word Wall Chant <input type="checkbox"/> Play "____" Handwriting <input type="checkbox"/> Letter H,h <input type="checkbox"/> Horses <input type="checkbox"/> Hearts (confetti) | |
| 2:45 | Read Aloud | | Read Aloud | | | | Read Aloud | |
| 2:55 | Go Home | | Go Home | | Go Home | | Go Home | |

Standards and Benchmarks

Nov. 15 – 19, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* Before 1, 2, 3, 4, 5
- Reading ST1 *Context* During 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* After 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Writer's Workshop

- Oral Language ST 1 A, C, E, F
- Oral Language ST 2 A, B
- Oral Language ST 3 A, B, C, D, E, G
- Language ST B 1-4
- Oral Language ST 4 B, C, E
- Writing ST1 A 4, 5
- Writing ST1 B 4, 5, 6
- Writing ST2 B 1, 2, 3
- Writing ST2 C 1
- Writing ST3 A 1 – 11

MATH CENTERS

- Math ST1 A, C, D, E
- Math ST2 A, B, C
- Math ST3 B, D

Literacy Centers

- Writing ST1 A 4, 5
- Writing ST1 B 4, 5, 6
- Writing ST2 B 1, 2, 3
- Writing ST2 C 1
- Writing ST3 A 1 – 11

MATH

Unit 2, Chapter 5

- Math ST1 A, C, D, E, G
- Math ST2 A, B
- Math ST3 D
- Math ST8 C

Unit 2, Chapter 6

- Math ST1 A, C, D, E, G
- Math ST2 A, B, E
- Math ST3 D

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

Pilgrims and Native Americans

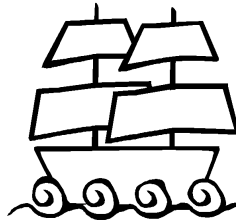



- Geography ST A 4
- History ST B 1, 4, 5, 6

Science:

- Science ST1 A, B, C
- Science ST2 A
- Science ST3 B

Literacy Centers:

Nov. 15 – 19, 2004

| I am thankful BOOKS | The First Thanksgiving Books | | |
|--|--|---|---|
| <p>Students will create "I am Thankful" booklets for Ms. Kasten.</p> <p>I brainstorm things we are thankful for (about the library and about Ms. Kasten), write the text for the book, add illustrations, edit, color, and deliver on Wednesday!</p> | <p>Students will create a <i>The First Thanksgiving</i> book.</p> <p>They will illustrate their book using TLC art projects.</p> <p>They will write their book using the ABC word wall and Thanksgiving words chart.</p> | <p>Mayflower:</p> <ul style="list-style-type: none"> <input type="checkbox"/> blue, brown, white construction paper <input type="checkbox"/> craft sticks <input type="checkbox"/> black crayons <input type="checkbox"/> scissors, glue |  |
| | | <p>Pilgrims:</p> <ul style="list-style-type: none"> <input type="checkbox"/> white, gray, black, yellow, brown, green, blue construction paper <input type="checkbox"/> black crayons <input type="checkbox"/> scissors, glue <input type="checkbox"/> wiggle eyes |  |
| | | <p>Corn:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maroon, yellow, brown, black, gray, tan construction paper <input type="checkbox"/> corn husks <input type="checkbox"/> scissors, glue |  |
| | | <p>Native Americans:</p> <ul style="list-style-type: none"> <input type="checkbox"/> black, tan, and brown construction paper <input type="checkbox"/> lunch sacks <input type="checkbox"/> ribbon, scissors, glue, feathers, beads, wiggle eyes |  |

Math Centers:

Nov. 15 – 19, 2004

| Monday | Tuesday | Wednesday | Thursday |
|---|--|--|--|
| <u>I Show</u> booklets: <ul style="list-style-type: none"><input type="checkbox"/> <u>I Show</u> booklets<input type="checkbox"/> Storage Boxes<input type="checkbox"/> Drawing Books<input type="checkbox"/> Ideas Chart (for items to draw) | Pattern Block Puzzlers: <ul style="list-style-type: none"><input type="checkbox"/> Pattern Blocks<input type="checkbox"/> Puzzle Templates<input type="checkbox"/> Recording Sheets | Writing Numbers: <ul style="list-style-type: none"><input type="checkbox"/> Magna Doodles<input type="checkbox"/> Receipt Tape<input type="checkbox"/> White Boards<input type="checkbox"/> 100s Grids | Addition and Subtraction: <ul style="list-style-type: none"><input type="checkbox"/> Counters<input type="checkbox"/> Number Lines<input type="checkbox"/> Addition Fact Sheets<input type="checkbox"/> Subtraction Fact Sheets<input type="checkbox"/> Pencils |

Mrs. Meacham

Nov. 22 - 23, 2004

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|-----------|----------|--------|
| 7:45 | <i>Recess</i> | <i>Recess</i> | | | |
| 8:00 | <i>Wake Up Work</i> | <i>Wake Up Work</i> | | | |
| 8:40 | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Homework Bags | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Time ⇒ Homework Bags | | | |
| 9:00 | Shared Reading ⇒ <i>The Wishbone</i> ⇒ -ad Word Family: <i>Tadpole, Tadpole</i> | Shared Reading ⇒ <i>Turkey Happy</i> ⇒ -ank Word Family: <i>Wind up Toys</i> | | | |
| 9:25 | <i>Snack</i> | <i>Snack</i> | | | |
| 9:35 | <i>Writer's Workshop</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Work on Pilgrim and Native American Books.</i> <input type="checkbox"/> <i>Create Text for all SEVEN pages!</i> <input type="checkbox"/> <i>Use WORD BANKS</i> | <i>Music</i> | | | |
| 10:05 <small>Jake: M-F Dylan: M,T,F Erika: T, F</small> | Guided Reading & Centers | Guided Reading & Centers | | | |

| | | | | | |
|-----------------------------|--|--|--|--|--|
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | Lunch & Recess ⇒ Detention: LaCrosse | | | |
| 12:15 Keenan: M-F | Fun Day Monday | Math: 1. Addition and Subtraction using Manipulatives 2. Number Cube Toss | | | |
| 1:00 | Recess ⇒ Duty: Meacham | Recess ⇒ Duty: LaCrosse | | | |
| 1:30 | Gym | Social Studies Pilgrims and Native Americans: <input type="checkbox"/> Scholastic News <input type="checkbox"/> Pilgrim and Native American Read Aloud Books <input type="checkbox"/> Discuss and make a Class Venn Diagram comparing <i>First Feast</i> with <i>Traditional Thanksgiving Feasts</i> | | | |
| 2:00 | Science ABC Science Lessons: <input type="checkbox"/> Distribute Notebooks <input type="checkbox"/> Distribute Letter Poem <input type="checkbox"/> Ask Question <input type="checkbox"/> Make Prediction <input type="checkbox"/> Conduct Experiment <input type="checkbox"/> Draw Results | | | | |
| 2:30 | Working with Words <input type="checkbox"/> Words: then, were, from, could, this <input type="checkbox"/> Rainbow Write <input type="checkbox"/> Play "I have..." | Working with Words <input type="checkbox"/> Words: then, were, from, could, this <input type="checkbox"/> Sentence Write <input type="checkbox"/> Play "I have..." | | | |
| 2:45 | Read Aloud | Read Aloud | | | |
| 2:55 | Go Home | Go Home | | | |

Standards and Benchmarks

Nov. 22 - 23, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-5
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* Before 1, 2, 3, 4, 5
- Reading ST1 *Context* During 1, 2, 3, 4, 5, 6
- Reading ST1 *Context* After 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Writer's Workshop

- Oral Language ST 1 A, C, E, F
- Oral Language ST 2 A, B
- Oral Language ST 3 A, B, C, D, E, G
- Language ST B 1-4
- Oral Language ST 4 B, C, E
- Writing ST1 A 4, 5
- Writing ST1 B 4, 5, 6
- Writing ST2 B 1, 2, 3
- Writing ST2 C 1
- Writing ST3 A 1 – 11

MATH CENTERS

Literacy Centers

MATH

- * Chapter 4 Lessons:
ST1 A, C, D, E, G
ST2 A
ST3 D
- * Chapter 4 Assessment:
ST1 D
ST2 A, B
ST3 B

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

Pilgrims and Native Americans

- Geography ST A 4
- History ST B 1, 4, 5, 6

Science:

- Science ST1 A, B, C
- Science ST2 A
- Science ST3 B

Literacy Centers:

Nov. 22 - 23, 2004

I am Thankful Turkey



Students will construct a turkey by tearing or cutting construction paper for the body, legs, wings, head, wattle, etc. Wiggle eyes and fake eyelashes will be applied. After, they will write FIVE things for which they are thankful.

Several ways to do this will be demonstrated:

- Fill in the blank style:
I am thankful for _____.
- Copy, and then fill in the blank style:
I am thankful for _____.
- Free-write style, using a word bank.

Center Work Board Descriptions

1. **I am Thankful Turkey:** *Students may work on their I am Thankful turkeys from yesterday's center activity.*
2. **Handwriting:** *Students will work with the five word wall words of the week. They will write them (lined paper) and rainbow write them. Students will also work with classmate names (lined paper) and the numerals 1 - 9 (lined paper).*
3. **Roll-Say-Keep:** *Students will play in partnerships. They shuffle the cards and put one card on each of the open spaces on the game board. Once they roll a number, they must read the card. If they read it correctly, they keep the card, if they don't read it correctly, they don't keep the card. The game ends when all the cards have been read. Once a card is taken, the empty spot is filled with another card from the "not yet read" pile of word cards.*

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|---|--|---|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | <i>Guidance</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> |
| 8:30 | | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Day</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Day</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Day</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Day</i> |
| 9:10 | | <i>Shared Reading</i> ⇒ <i>My Shoelace Blues</i> ⇒ -ad Word Family: <i>Tadpole, Tadpole</i> | <i>Shared Reading</i> ⇒ <i>My Shoelace Blues</i> ⇒ -ank Word Family: <i>Wind up Toys</i> | <i>Shared Reading</i> ⇒ <i>My Shoelace Blues</i> ⇒ -op Word Family: <i>Drip, Drop, Slip, Slop</i> | <i>Shared Reading</i> ⇒ <i>My Shoelace Blues</i> ⇒ -ock Word Family: <i>Grandpa's Clock</i> |
| 9:15 | <i>Wake Up Work</i> | | | | |
| 9:25 | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> |
| 9:35 | <i>Writer's Workshop</i> We can write about... <ul style="list-style-type: none"> <input type="checkbox"/> Memories! <input type="checkbox"/> <u>Aunt Flossie's Hats</u> by Elizabeth Fitzgerald Howard <input type="checkbox"/> Binoculars (details) <input type="checkbox"/> Conventions: <i>capital letters, periods, etc!</i> <input type="checkbox"/> Homework: <i>bring in three items that elicit a memory for us...</i> | <i>Music</i> | <i>Writer's Workshop</i> <ul style="list-style-type: none"> <input type="checkbox"/> Memories! <input type="checkbox"/> <u>Aunt Flossie's Hats</u> by Elizabeth Fitzgerald Howard <input type="checkbox"/> Review: Binoculars (details) Conventions: <i>capital letters, periods, etc!</i> <input type="checkbox"/> Begin drafting stories (students) | <i>Music</i> | <i>Writer's Workshop</i> <ul style="list-style-type: none"> <input type="checkbox"/> People! <input type="checkbox"/> <u>My Mother's Chair</u> <input type="checkbox"/> <u>My Great Aunt Arizona</u> <input type="checkbox"/> Review: Binoculars (details) Conventions: <i>capital letters, periods, etc!</i> <input type="checkbox"/> Begin drafting stories (students) |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T, F | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> |

| | | | | | | | | | |
|-----------------------------|---|--|--|--|---|--|---|--|---|
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | Lunch & Recess ⇒ Detention: LaCrosse | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | Lunch & Recess ⇒ Detention: Daoust | Lunch & Recess ⇒ Detention: LeCaptain | | | | |
| 12:15 Keenan: M-F | Funday Monday: Pencils & Crayons | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.5, Assessment <input type="checkbox"/> Chapter 5 Test | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.5, Lesson 2 <input type="checkbox"/> Hands On Ways To Make 7, 8, 9 | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 1 <input type="checkbox"/> Adding Across and Down | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.5, Lesson 3 <input type="checkbox"/> Hands On Ways To Make 10 | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 2 <input type="checkbox"/> Adding 0 (zero) | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.5, Assessment <input type="checkbox"/> Chapter 5 Test | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 3 <input type="checkbox"/> Adding in Order | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.6, Lesson 1 <input type="checkbox"/> Adding Across and Down |
| 1:00 | <i>Recess</i> ⇒ Duty: Meacham | <i>Recess</i> ⇒ Duty: LaCrosse | <i>Recess</i> ⇒ Duty: Marchant | <i>Recess</i> ⇒ Duty: Daoust | <i>Recess</i> Duty: LeCaptain | | | | |
| 1:30 | Gym | Social Studies Me On the Map Unit: <input type="checkbox"/> KWL Chart - - "What do we know about maps?" <input type="checkbox"/> Browse Maps <input type="checkbox"/> Maps - - Discuss their <i>purpose</i> , <i>format</i> , and <i>types</i> <input type="checkbox"/> <u>As the Crow Flies</u> by Gail Hartman <input type="checkbox"/> Create a Map of Our Classroom | Gym | Social Studies Me On the Map Unit: <input type="checkbox"/> KWL Chart - - Review <input type="checkbox"/> Map Symbols <input type="checkbox"/> <i>Running Bear's Map Symbols</i> (create clay map) <input type="checkbox"/> Assign Homework: <i>Bedroom Map</i> | Gym | | | | |
| 2:00 | Working with Words 1. intro. words: then, were, from, could, this 2. chant words 3. write words 4. assemble folders | Working with Words <i>Handwriting</i> <input type="checkbox"/> Letter G,g <input type="checkbox"/> Girls <input type="checkbox"/> Glitter | Bathroom Break, Cleaning, & Pack Up | Working with Words <i>Handwriting</i> <input type="checkbox"/> Letter H,h <input type="checkbox"/> Horses <input type="checkbox"/> Hearts (confetti) | Art | | | | |
| 2:15 | | | Library | | | | | | |
| 2:45 | Read Aloud | Read Aloud | Read Aloud | Read Aloud | | | | | |
| 2:55 | Go Home | Go Home | Go Home | Go Home | Go Home | | | | |

Standards and Benchmarks

Nov. 29 – Dec. 3, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-5
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context Before* 1, 2, 3, 4, 5
- Reading ST1 *Context During* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context After* 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Writer's Workshop

- Writing ST1A 4
- Writing ST1B 1, 2, 3, 4, 5, 6
- Writing ST1C 1, 2, 4
- Writing ST1 E 3
- Writing ST1G 1
- Writing ST2A 3
- Writing ST2B 1, 2, 3, 4,
- Writing ST2C 1, 2, 3
- Writing ST3A 3 - 11
- Oral Language ST1A 1

MATH CENTERS

MATH

Unit 2, Chapter 5

- Math ST1 A, C, D, E, G
- Math ST2 A, B
- Math ST3 D
- Math ST8 C

Unit 2, Chapter 6

- Math ST1 A, C, D, E, G
- Math ST2 A, B, E
- Math ST3 D

Literacy Centers

Social Studies:

(Me on the Map Unit Objectives)

- Geography ST A1, A2, A3, A5
- Writing ST1 A 1, 2, 3, 4, 5
- Writing ST1 B 1, 2, 3, 4, 5, 6
- Writing ST1 C 1, 2
- Writing ST2 B 1, 2, 3, 4
- Writing ST2 C 1, 2
- Writing ST3 A 1 - 11
- Oral Language ST1 A, C, E, F
- Oral Language ST2 A, E
- Oral Language ST3 A, B, C, D, E, G, H

Science:

- Science ST1 A, B, C
- Science ST2 A
- Science ST3 B

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Literacy Centers:

Nov. 29 – Dec. 3, 2004

| Leap Pads | Listening and Speaking Center | Write the Room | Word Games | Names Center |
|--|--|---|---|---|
| <p>Students will choose from 4 different books and cassettes. They may rotate the books and cassettes as needed.</p> | <p>Students will visit both the listening and speaking center. While at the listening center, students will select a book on tape to listen to. They will fill out a listening center recording sheet. While at the speaking center, students will read a book and record their reading into the voice recorder. They will fill out a speaking center recording sheet.</p> | <p>Students search the room for words to write. They will count the letters in each word, write it under the correct heading (according to letters in the word), and write it neatly using guidelines, paying close attention to letter spacing, letter size, and letter formation.</p> | <ul style="list-style-type: none"><input type="checkbox"/> Connect Four<input type="checkbox"/> Wiggle Worm<input type="checkbox"/> Cube Toss | <ul style="list-style-type: none"><input type="checkbox"/> Classmate Name and Picture Match Up Book<input type="checkbox"/> When done:<ol style="list-style-type: none">1. Name Bottles2. Name Envelopes3. Name Configurations |

Math Centers:

Nov. 29 – Dec. 3, 2004

| "Color Caper:" | "Pattern Puzzler" | "One Up" | "Slide Tic Tac Toe" | "Uncover" |
|--|--|--|--|--|
| <p>Players take turns rolling the die and coloring in the corresponding number of cells on their game board. The player to cover their game board first, wins.</p> | <p>Students work to cover three different designs in three different ways. Each time they discover a new way to cover a design they record the number of each pattern block used on the recording sheet.</p> | <p>Players shuffle and deal the four different colored cards. The player who has RED 1 begins the game. Going clockwise, the next player then must place a RED 2 or begin a new pile (ORANGE, GREEN, or BLUE). The first player to play all their cards correctly, wins.</p> | <p>Players place their three counters on the game board. Once all six pieces are placed they take turns sliding their pieces into cells. The player to position their three pieces in a row first, wins.</p> | <p>Players cover their game board completely with their game pieces. They then take turns rolling the die to determine how many pieces to remove. The player to remove all pieces from their game board first, wins.</p> |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|---|--|--|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | <i>Guidance</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> |
| 8:30 | | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Day</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Day</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Day</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Day</i> |
| 8:45 | | | | | <i>Art</i> |
| 9:10 | | <i>Shared Reading</i> ⇒ <i>My Shoelace Blues</i> ⇒ -ank Word Family: <i>Wind up Toys</i> | <i>Shared Reading</i> ⇒ <i>My Shoelace Blues</i> ⇒ -op Word Family: <i>Drip, Drop, Slip, Slop</i> | <i>Shared Reading</i> ⇒ <i>My Shoelace Blues</i> ⇒ -ock Word Family: <i>Grandpa's Clock</i> | |
| 9:25 | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> |
| 9:35 | <i>Writer's Workshop</i> <i>We can write...</i> <input type="checkbox"/> Letters! <input type="checkbox"/> Write letter to Santa. <input type="checkbox"/> Make a Letter to Santa Clause Word Wall Display | <i>Music</i> | <i>Writer's Workshop</i> <i>We can write about...</i> <input type="checkbox"/> Memories! <input type="checkbox"/> <u>Aunt Flossie's Hats</u> by Elizabeth Fitzgerald Howard <input type="checkbox"/> Review: Binoculars (details) Conventions: <i>capital letters, periods, etc!</i> <input type="checkbox"/> Begin drafting stories (students) | <i>Music</i> | <i>Music</i> |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T, F | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> |

| | | | | | | | | | |
|-----------------------------|--|--|--|---|--|--|--|--|--|
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | | Lunch & Recess ⇒ Detention: LaCrosse | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | | Lunch & Recess ⇒ Detention: Daoust | | Lunch & Recess ⇒ Detention: LeCaptain | |
| 12:15 Keenan: M-F | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 4 | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.6, Lesson 2 | Go Home | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 4 | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.6, Lesson 3 | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Lesson 5 | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.6, Lesson 4 | MATH Group #1 <input type="checkbox"/> Unit 2, Ch.6, Review | MATH Group #2 <input type="checkbox"/> Unit 2, Ch.6, Lesson 5 |
| 1:00 | Recess ⇒ Duty: Daoust | | | Recess ⇒ Duty: Marchant | | PRACTICE FOR CONCERT | | WINTER MUSIC CONCERT | |
| 1:30 | Gym | | | Gym | | | | | |
| 2:00 | Working with Words 5. intro. words: will, so, that, see, him 6. chant words 7. write words | | | Bathroom Break, Cleaning, & Pack Up | | Bathroom Break, Cleaning, & Pack Up | | Bathroom Break, Cleaning, & Pack Up | |
| 2:15 | Social Studies Me On the Map Unit: <input type="checkbox"/> KWL Chart -- "What do we know about maps?" <input type="checkbox"/> Browse Maps <input type="checkbox"/> Maps -- Discuss their purpose, format, and types <input type="checkbox"/> As the Crow Flies by Gail Hartman <input type="checkbox"/> Create a Map of Our Classroom | | | Library | | Recess ⇒ Duty: Meacham | | Recess ⇒ Duty: LeCaptain | |
| 2:45 | Read Aloud | | | Read Aloud | | Read Aloud | | Read Aloud | |
| 2:55 | Go Home | | | Go Home | | Go Home | | Go Home | |

Standards and Benchmarks

Dec. 6 - 10, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-6
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context Before* 1, 2, 3, 4, 5
- Reading ST1 *Context During* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context After* 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Writer's Workshop

- Oral Language ST 1 A, C, E, F
- Oral Language ST 2 A, B
- Oral Language ST 3 A, B, C, D, E, G
- Language ST B 1-4
- Oral Language ST 4 B, C, E
- Writing ST1A 4
- Writing ST1B 1, 2, 3, 4, 5, 6
- Writing ST1C 1, 2, 4
- Writing ST1 E 3
- Writing ST1G 1
- Writing ST2A 3
- Writing ST2B 1, 2, 3, 4,
- Writing ST2C 1, 2, 3
- Writing ST3A 3 - 11

MATH CENTERS

Literacy Centers

- Reading ST2 E 3, ST2 G 5
- Writing ST1 B 3, 4
- Writing ST1 D 4
- Writing ST E 3
- Writing ST3 A 6

MATH

Unit 2, Chapter 5

- Math ST1 A, C, D, E, G
- Math ST2 A, B
- Math ST3 D
- Math ST8 C

Unit 2, Chapter 6

- Math ST1 A, C, D, E, G
- Math ST2 A, B, E
- Math ST3 D

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

(Me on the Map Unit Objectives)

- Geography ST A1, A2, A3, A5, A8
- Writing ST1 A 1, 2, 3, 4, 5
- Writing ST1 B 1, 2, 3, 4, 5, 6
- Writing ST1 C 1, 2
- Writing ST2 B 1, 2, 3, 4
- Writing ST2 C 1, 2
- Writing ST3 A 1 - 11
- Oral Language ST1 A, C, E, F
- Oral Language ST2 A, E
- Oral Language ST3 A, B, C, D, E, G, H

Science:


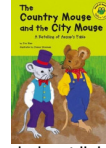
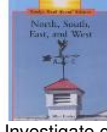
- Science ST1 A, B, C
- Science ST2 A
- Science ST3 B

Literacy Centers:

Dec. 6 - 10, 2004

| Word Games | My Top Ten | Word Families | Shapes | 10 Silly Sentences |
|---|---|---|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Word Lists<input type="checkbox"/> Scrabble Recording Sheets and Work Mats<input type="checkbox"/> Scrabble Tiles<input type="checkbox"/> Pencils | <ul style="list-style-type: none"><input type="checkbox"/> Topic: <i>Things at School</i><input type="checkbox"/> Top Ten Booklets<input type="checkbox"/> School Words Portable File Folder<input type="checkbox"/> Word Walls<input type="checkbox"/> Mini Office Dividers<input type="checkbox"/> Crayons<input type="checkbox"/> Color Pencils<input type="checkbox"/> Pencils | <ul style="list-style-type: none"><input type="checkbox"/> Spin a Word Spinners<input type="checkbox"/> Spin a Word Recording Sheets | <ul style="list-style-type: none"><input type="checkbox"/> Shapes Sorting Activity<input type="checkbox"/> Shape Monster Book<input type="checkbox"/> Shape Picture & Story | <ul style="list-style-type: none"><input type="checkbox"/> Word Cubes<input type="checkbox"/> Writing Notebooks<input type="checkbox"/> Blank Booklets |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|---|---|
| 7:45 | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> | <i>Recess</i> |
| 8:00 | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> | <i>Wake Up Work</i> |
| 8:30 | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Week</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Week</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Week</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Week</i> | <i>Class Meeting</i> ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science <i>Lab of the Week</i> |
| 9:10 | <i>Shared Reading</i> ⇒ <i>My Shoelace Blues</i> ⇒ -ank Word Family: <i>Wind up Toys</i> | <i>Shared Reading</i> ⇒ <i>My Shoelace Blues</i> ⇒ -op Word Family: <i>Drip, Drop, Slip, Slop</i> | <i>Shared Reading</i> ⇒ <i>A Sled for Christmas</i> ⇒ -ot Word Family: <i>One Cool Tot</i> | <i>Shared Reading</i> ⇒ <i>A Sled for Christmas</i> ⇒ -ock Word Family: <i>Grandpa's Clock</i> | Outdoor Education w/ Mr. S |
| 9:25 | <i>Snack</i> | <i>Snack</i> | <i>Snack</i> | | |
| 9:35 | <i>Writer's Workshop</i> <ul style="list-style-type: none"> ● Read and a book determine Elements of a Story ● characters, where, problem, solution | <i>Music</i> | <i>Writer's Workshop</i> <ul style="list-style-type: none"> ● Read a book and determine Elements of a Story ● characters, where, problem, solution | <i>Music</i> | |
| 10:05 Jake: M-F Dylan: M,T,F Erika: T, F | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> | <i>Guided Reading & Centers</i> |

| | | | | | | | | | |
|-----------------------------|---|---|--|---|--|--|---|--|---|
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | Lunch & Recess ⇒ Detention: LaCrosse | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | Lunch & Recess ⇒ Detention: Daoust | Lunch & Recess ⇒ Detention: LeCaptain | | | | |
| 12:15 Keenan: M-F | <i>Fun</i> day Monday: | MATH Group #1 <input type="checkbox"/> Chapter 7 <input type="checkbox"/> Lesson 1 <input type="checkbox"/> Subtracting from 4, 5, 6 | MATH Group #2 <input type="checkbox"/> Chapter Five Assessment | MATH Group #1 <input type="checkbox"/> Chapter 7 <input type="checkbox"/> Lesson 2 <input type="checkbox"/> Subtracting from 7, 8, 9 | MATH Group #2 <input type="checkbox"/> Chapter 6 <input type="checkbox"/> Lesson 1 <input type="checkbox"/> Add Across and Add Down | MATH Group #1 <input type="checkbox"/> Chapter 7 <input type="checkbox"/> Lesson 3 <input type="checkbox"/> Subtracting from 10 | MATH Group #2 <input type="checkbox"/> Chapter 6 <input type="checkbox"/> Lesson 2 <input type="checkbox"/> Add Zero | MATH Group #1 <input type="checkbox"/> Chapter 7 <input type="checkbox"/> Lesson 4 <input type="checkbox"/> Algebra (Missing #s) | MATH Group #2 <input type="checkbox"/> Chapter 6 <input type="checkbox"/> Lesson 2 <input type="checkbox"/> Add in Any Order |
| 1:00 | <i>Recess</i> ⇒ Duty: Meacham | <i>Recess</i> ⇒ Duty: LaCrosse | <i>Recess</i> ⇒ Duty: Marchant | <i>Recess</i> ⇒ Duty: Daoust | <i>Recess</i> Duty: LeCaptain | | | | |
| 1:30 | Gym | <i>Handwriting</i> | Gym | <i>Handwriting</i> | Gym | | | | |
| 2:00 | <i>Working with Words</i> Introduce Words: <i>very, don't, little, went, big</i> (Chant and Write Words) | <i>Working with Words</i> Review Words: <i>very, don't, little, went, big</i> PLAY: "Guess the Covered Word" | <i>Bathroom Break, Cleaning, & Pack Up</i> | <i>Working with Words</i> Review Words: <i>very, don't, little, went, big</i> PLAY: "I Have" | <i>Art</i> | | | | |
| 2:15 | Social Studies Me On the Map Unit: <input type="checkbox"/> Add to KWL Chart <input type="checkbox"/> Share bedroom maps. <input type="checkbox"/> <u>The Little House</u> by Virginia Lee Burton.  <input type="checkbox"/> Compare/contrast CITY to COUNTRY in small groups, then large group (Venn) <input type="checkbox"/> Assign street map. | Social Studies Me On the Map Unit: <input type="checkbox"/> Add to KWL Chart <input type="checkbox"/> <u>The City Mouse and the Country Mouse</u> by Eric Blair  <input type="checkbox"/> Journal about living in the city/country. <input type="checkbox"/> Assign "learn street address" homework. | Library | Social Studies Me On the Map Unit: <input type="checkbox"/> Add to KWL Chart <input type="checkbox"/> Children will look for the star to locate their home and will share and compare their map with a partner's map. <input type="checkbox"/> <u>North, East, South, and West</u> by Allan Fowler  <input type="checkbox"/> Investigate compasses. <input type="checkbox"/> Label class walls with N, E, W, S. | | | | | |
| 2:45 | Read Aloud | Read Aloud | Read Aloud | Read Aloud | | | | | |
| 2:55 | Go Home | Go Home | Go Home | Go Home | Go Home | | | | |

Standards and Benchmarks

Dec. 13 – 17, 2004

Wake Up Work

- ⇒ Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- ⇒ Reading: *Context* ST1 5
- ⇒ Reading: *Before Reading* ST1 3
- ⇒ Reading ST3 A 3
- ⇒ Writing ST1 B 1, 2, 3, 4, 5, 6
- ⇒ Writing ST2 B 1, 2, 3, 4
- ⇒ Writing ST2 C 2
- ⇒ Writing ST3 A 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- ⇒ Language ST A 1
- ⇒ Math ST1 D
- ⇒ Math ST2 A, D
- ⇒ Math ST6 C
- ⇒ Math ST8 C
- ⇒ Science ST1 C
- ⇒ Science ST10 D
- ⇒ Social Studies (Economics) ST1 D7

Class Meeting

Calendar/Morning Message/Surprise Box

- Math ST1 A, B, C, D, E, G
- Math ST2 A, B, C, D
- Math ST3 B, D
- Math ST4 D
- Math ST6 C
- Math ST8 C
- Science ST1 C
- Science ST10 D
- Reading ST3A 3
- Oral Language ST1 A, C, E, F
- Oral Language ST3 C, D
- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Writing B, F
- Writing ST2 C 2
- Writing ST3 A 1-11
- Oral Language ST1 A, C, E, F

Shared Reading

- Reading: *Phonemic Awareness* ST1 A 1-6
- Reading: *Phonics and Word Structure* ST1 A 1-6
- Reading: *Context* ST1 A 1-5
- Reading: *Before Reading* ST1 A 1-5
- Reading: *During Reading* ST1 A 1-5
- Reading: *After Reading* ST1 A 1-4
- Reading ST2 A 1-4
- Reading ST2 B, C
- Reading ST2 D 1-3
- Reading ST2 E 1-3
- Reading ST2 F 1-2
- Reading ST2 G 1-4
- Writing ST1 C 1-4
- Writing ST1 D 1-5
- Writing ST1 G 1
- Writing ST2 A 1-3
- Writing ST2 D 1
- Writing ST2 E 1-2
- Oral Language ST1 A, B, C, D, E, F
- Oral Language ST2 B, C, D, E, F
- Oral Language ST3 A, B, C, D, E, F, G

Working with Words

- Reading: *Phonemic Awareness* ST1 1, 2, 3, 4, 5, 6
- Reading: *Phonics and Word Structure* ST1 1, 2, 3, 4, 5, 6
- Reading: *Context* ST1 1, 2, 3, 4, 5
- Oral Language ST2 A
- Oral Language ST3 D

Handwriting

- Writing ST3 A 2, 3, 6, 8

Guided Reading

- Reading ST1 *Phonemic Awareness* 1, 2, 3, 4, 5, 6
- Reading ST1 *Phonics and Word Structure* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context Before* 1, 2, 3, 4, 5
- Reading ST1 *Context During* 1, 2, 3, 4, 5, 6
- Reading ST1 *Context After* 1, 2, 3, 4
- Reading ST2 A 1, 2, 3, 4
- Reading ST2 B, C (Scope and Sequence)
- Reading ST2D 1, 2, 3
- Reading ST2E 1, 2, 3
- Reading ST2F 1, 2
- Reading ST2G 1, 2, 3, 4, 5, 6
- Reading ST3A 1, 2, 3

The above standards and benchmarks will be covered at various times during Guided Reading groups. Each group will meet weekly with me, and cover a variety of skills over the course of the school year. Standards and Benchmarks for Guided Reading include the above standards, and also cover writing, oral language, and listening Standards and Benchmarks (as follows):

- * Writing ST1 B 1, 2, 3, 4, 5, 6
- * Writing ST1 C 1, 2, 3, 4
- * Writing ST1 D 3, 5
- * Writing ST2 A 1, 2, 3
- * Writing ST2 C 1
- * Oral Language ST1 A, B, C, D, E, F
- * Oral Language ST2 A, B, C, D, E, F
- * Oral Language ST3 A, B, C, D, E, G
- * Language ST A 1, 2, 3, 4

Writer's Workshop

- Oral Language ST 1 A, C, E, F
- Oral Language ST 2 A, B
- Oral Language ST 3 A, B, C, D, E, G
- Language ST B 1-4
- Oral Language ST 4 B, C, E
- Writing ST1A 4
- Writing ST1B 1, 2, 3, 4, 5, 6
- Writing ST1C 1, 2, 4
- Writing ST1 E 3
- Writing ST1G 1
- Writing ST2A 3
- Writing ST2B 1, 2, 3, 4,
- Writing ST2C 1, 2, 3
- Writing ST3A 3 - 11

MATH CENTERS

MATH

Unit 2, Chapter 5

- Math ST1 A, C, D, E, G
- Math ST2 A, B
- Math ST3 D
- Math ST8 C

Unit 2, Chapter 6

- Math ST1 A, C, D, E, G
- Math ST2 A, B, E
- Math ST3 D

Unit 2, Chapter 7

- Math ST1 A, C, D, E
- Math ST2 A, B
- Math ST3 D

Literacy Centers

- Reading ST2 E 3, ST2 G 5
- Writing ST1 B 3, 4
- Writing ST1 D 4
- Writing ST E 3
- Writing ST3 A 6

Freaky Friday: Board Games

- * Oral Language ST1 A, E, F
- * Oral Language ST2 A
- * Oral Language ST3 A, B, C, D, E, G, H
- * Social Studies: *History* B8
- * Social Studies: *Political Science and Citizenship* C1
- * Social Studies: *The Behavior Sciences* E15

Read Aloud:

Reading ST2 G 4

Social Studies:

(Me on the Map Unit Objectives)

- Geography ST A1, A2, A3, A5, A8
- Writing ST1 A 1, 2, 3, 4, 5
- Writing ST1 B 1, 2, 3, 4, 5, 6
- Writing ST1 C 1, 2
- Writing ST2 B 1, 2, 3, 4
- Writing ST2 C 1, 2
- Writing ST3 A 1 - 11
- Oral Language ST1 A, C, E, F
- Oral Language ST2 A, E
- Oral Language ST3 A, B, C, D, E, G, H

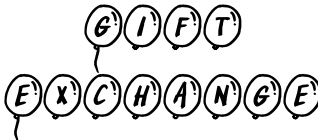

Science:

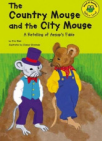
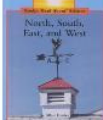
- Science ST1 A, B, C
- Science ST2 A
- Science ST3 B

Literacy Centers:

Dec. 13 – 17, 2004

| Word Games | My Top Ten | Word Families | Shapes | 10 Silly Sentences |
|---|---|---|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Word Lists<input type="checkbox"/> Scrabble Recording Sheets and Work Mats<input type="checkbox"/> Scrabble Tiles<input type="checkbox"/> Pencils | <ul style="list-style-type: none"><input type="checkbox"/> Topic: <i>Things at School</i><input type="checkbox"/> Top Ten Booklets<input type="checkbox"/> School Words Portable File Folder<input type="checkbox"/> Word Walls<input type="checkbox"/> Mini Office Dividers<input type="checkbox"/> Crayons<input type="checkbox"/> Color Pencils<input type="checkbox"/> Pencils | <ul style="list-style-type: none"><input type="checkbox"/> Spin a Word Spinners<input type="checkbox"/> Spin a Word Recording Sheets | <ul style="list-style-type: none"><input type="checkbox"/> Shapes Sorting Activity<input type="checkbox"/> Shape Monster Book<input type="checkbox"/> Shape Picture & Story | <ul style="list-style-type: none"><input type="checkbox"/> Word Cubes<input type="checkbox"/> Writing Notebooks<input type="checkbox"/> Blank Booklets |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|---|----------|--------|
| 7:45 | Recess | Recess | Recess | | |
| 8:00 | Guidance | Wake Up Work | Wake Up Work | | |
| 8:30 | | Class Meeting ⇒ Morning Message ⇒ Calendar Math ⇒ Homework Bags ⇒ Science Lab of the Week: <i>D is for Drops</i> |  <p style="text-align: center;">G I F T E X C H A N G E</p> | | |
| 9:10 | | | | | |
| 9:25 | Snack | Snack | Snack | | |
| 9:35 | <i>Writer's Workshop</i> We can write about... <ul style="list-style-type: none"> <input type="checkbox"/> Our Memories: <i>Hat Stories</i> <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Draft, edit, revise, publish, etc... | Music | <i>Writer's Workshop</i> We can write about... <ul style="list-style-type: none"> <input type="checkbox"/> Our Memories: <i>Hat Stories</i> <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Draft, edit, revise, publish, etc... | | |
| 10:05 <small>Jake: M-F Dylan: M,T,F Erika: T, F</small> | Guided Reading & Centers | Guided Reading & Centers |  | | |
| 11:25 | Lunch & Recess ⇒ Detention: Meacham | Lunch & Recess ⇒ Detention: LaCrosse | Lunch & Recess ⇒ Detention: Marchant ⇒ Grade Level Meeting | | |

| | | | | | | | |
|-----------------------------|---|---|---|--|--|--|--|
| 12:15 Keenan: M-F | <i>Funday Monday!</i> | MATH Group #1 <input type="checkbox"/> Chapter 7 <input type="checkbox"/> Lesson 5 <input type="checkbox"/> Problem Solving <input type="checkbox"/> Assessment | MATH Group #2 <input type="checkbox"/> Chapter Five Assessment | MATH Group #1 <input type="checkbox"/> Chapter 6 <input type="checkbox"/> Lesson 1 & 2 <input type="checkbox"/> + across/down <input type="checkbox"/> = 0 (zero) | MATH Group #2 <input type="checkbox"/> Chapter 8 <input type="checkbox"/> Lesson 1 & 2 <input type="checkbox"/> - across/down <input type="checkbox"/> - zero/all | | |
| 1:00 | <i>Recess</i> ⇒ <i>Duty: Meacham</i> | <i>Recess</i> ⇒ <i>Duty: Daoust</i> | <i>Recess</i> ⇒ <i>Duty: Marchant</i> | | | | |
| 1:30 | <i>Gym</i> | <i>Writer's Workshop</i> <i>We can write about...</i> <input type="checkbox"/> <i>Our Memories:</i> <i>Hat Stories</i> <input type="checkbox"/> <i>Think-Pair-Share</i> <input type="checkbox"/> <i>Draft, edit, revise,</i> <i>publish, etc...</i> | <i>Gym</i> | | | | |
| 2:00 | <i>Working with Words</i> Introduce Words: <i>where, play, favorite, your, tell</i> (Chant and Write Words) | <i>Working with Words</i> Review Words: <i>where, play, favorite, your, tell</i> PLAY: "I Have" | <i>Bathroom Break,</i> <i>Cleaning, &</i> <i>Pack Up</i> | | | | |
| 2:15 | Social Studies Me On the Map Unit: <input type="checkbox"/> Add to KWL Chart <input type="checkbox"/> <u>The City Mouse and the Country Mouse</u> by Eric Blair  <input type="checkbox"/> Journal about living in the city/country. <input type="checkbox"/> Assign "learn street address" homework. | Social Studies Me On the Map Unit: <input type="checkbox"/> Add to KWL Chart <input type="checkbox"/> Children will look for the star to locate their home and will share and compare their map with a partner's map. <input type="checkbox"/> <u>North, East, South, and West</u> by Allan Fowler  | | | | | |

ERROR: stackunderflow
OFFENDING COMMAND: ~

STACK: