

<b>Lesson Plans</b> Monday December 3, 2007	
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar:</b> continue tracking our days of school, date and weather. Count by 10's, 5's, 2's & 1's. Track days to Christmas.
9:00 – 9:15	<b>Read Aloud:</b> Olivia la reina del circo by Ian Falconer.
9:15 – 10:00	<b>Writing: Mini-Lesson Goal:</b> teaching the children to edit their writing for the items on the checklist. <b>Model Writing:</b> You are becoming such good writers that I think it is time to learn how to use the checklist. After I finish writing, you will help me check my writing for the next five items. Name and date, writing makes sense, beginning capital letters, ending punctuation, more than one sentence. <b>Special Project:</b> Write a card (Christmas, Hannukah, Kwanza, Posadas) to a friend in another state, country or continent.
10:00 – 10:15	<b>Shared Reading:</b> <i>Todos mis Juguetes</i> . Today we will preview the big book. I will invite kids to make predictions about the story. Encourage children to describe what they see in the cover. Show illustrations and when children are looking at pages 6-7 ask them. What will the toys do? Record their predictions. <b>Poem &amp; Song:</b> Los elefantes.
10:15 – 11:00	<b>Special</b> Library PE Art Music A B C D
11:00 – 11:50	<b>Guided Reading/CENTERS</b>
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 1:30	<b>Guided Reading/CENTERS</b>
1:30 – 2:00	<b>ESL/Social Studies:</b> Celebrations around the World.
2:00 – 2:15	<b>Recess</b>
2:15 – 3:15	<b>Math (BNS p.116): Reviewing combining situations.</b> Students will solve combining problems, in which they find the total of two amounts. They record their solution strategies and share them with the class. They focus on visualizing what happens in combining situations. Developing strategies for solving combining story problems. <b>Making sense of combining:</b> I will tell them a story. I will ask students to try to see the story in their minds as you tell it. Then, ask students what they remember about the story. More or less, etc. Recording strategies: Students record their solution strategies and share them with the class.
	<b>Homework:</b> Student sheet 15.
3:15 – 3:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b> Tuesday December 4, 2007	
8:10 – 8:40	<b>Staff Meeting</b>
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar:</b> track the weather in the journals and continue tracking our days of school and date. Track days to Christmas.
9:00 – 9:15	<b>Read Aloud:</b> La primera nieve de Clifford.
9:15 – 10:00	<b>Special Project:</b> Write a card (Christmas, Hannukah, Kwanza, Posadas) to a friend in another state, country or continent.
10:00 – 10:15	<b>Shared Reading:</b> <i>Todos mis Juguetes</i> . As I read the story I will encourage children to participate in the reading. Continue asking for predictions. Then review the prediction chart, stopping after each entry to ask if the event happened in the story.
10:15 – 11:00	<b>Specials</b> Library PE Art Music D A B C
11:00 – 11:50	<b>Guided Reading/CENTERS</b>
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 1:30	<b>Guided Reading/CENTERS</b>
1:30 – 2:00	<b>ESL/Social Studies:</b> Celebrations around the World.
2:00 – 2:15	<b>Recess</b>
2:15 – 3:10	<b>Math: ((BNS p.128): Review separating situations.</b> Students solve separating problems, in which they find the result when one quantity is removed from another. They record their solution strategies and share them with the class. Focus on: visualizing what happens in separating situations. Students will understand that when one quantity is removed from another, the result is less than the initial amount. Develop strategies for solving separating story problems. Students will learn how to record strategies for separating story problems. <b>Types of Story problems:</b> <ul style="list-style-type: none"> <li>• Combining.</li> <li>• Separating.</li> </ul>
	<b>Homework:</b> Student sheet 16.
3:15 – 3:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b> Wednesday December 5, 2007	
8:10 – 8:25	<b>Playground Duty</b>
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar:</b> Track of the weather and continue tracking our days of school and date. Count by 10's, 5's, 2's & 1's Track days to Christmas.
9:00 – 9:15	<b>Read Aloud:</b> Olivia forma una banda by Ian Falconer
9:15 – 10:20	<b>Focus Meeting</b> – Students go to Music.
10:20 – 11:00	<b>Writing: Mini-Lesson Goal:</b> To identify vowels and consonant in words. <b>Model Writing:</b> Challenge students to give me a word that does not have vowels by allowing students to call out words as you write them on chart paper. I will choose a volunteer to highlight the vowels in each word. Point out that vowels can come at the beginning, middle, or end of a word. <b>Special Project:</b> Write a card (Christmas, Hannukah, Kwanza, Posadas) to a friend in another state, country or continent.
11:00 – 11:50	<b>Shared Reading:</b> Todos mis juguetes. : Reinforce reading strategies. <b>Decoding:</b> context and print clues. For example, while reading page 14, say barco instead of avión. Then, after children correct my mistake I will model the strategy of using context and print clues to determine the correct word. Does the illustration go with the words? I will ask for volunteers to answer my questions. Who wants to tell me what the little boy will say now? <b>Poem &amp; Song:</b> Los elefantes.
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 1:10	<b>Math (BNS p.137): Review Five-in-a-row and story problem. Session 3</b> Students play Five-in-a-Row, a version of bingo, for practice with single-digit addition pairs. Their focus on: Becoming familiar with single-digit addition pairs. Developing strategies for solving combining and separating story problems. Recording strategies for solving combining and separating story problems. <b>Five-in-a-row:</b> I will roll the number cubes and write the numbers I rolled on the chart paper. Ask students to find their sum and to explain how they found it. Student sheet 18.
1:10 – 1:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b> Thursday December 6, 2007	
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Song:</b> Buenos Dias <b>Attendance, Pledge of Allegiance. Calendar:</b> continue tracking our days of school, date and weather. Count by 10's, 5's, 2's & 1's Track days to Christmas.
9:00 – 9:15	<b>Read Aloud:</b> Is there really a human race? by Jamie Lee Curtis
9:30 – 10:00	<b>Writing: Mini-Lesson Goal:</b> writing and having the children think of the title. <b>Activity:</b> Choosing a title and writing for an informational piece and then decide that the title needs to be changed. <b>Mini-Lesson Goal:</b> To generate writing topics. <b>Special Project:</b> Write a card (Christmas, Hannukah, Kwanza, Posadas) to a friend in another state, country or continent.
9:45 – 10:15	<b>Shared Reading:</b> Todos mis juguetes. <i>Todos mis Juguetes</i> . Echo reading. I will read the sentences of the story one by one, pausing so that children can echo the phases. <b>Poem &amp; Song:</b> Los elefantes.
10:15 – 11:00	<b>Specials</b> Library PE Art Music C D A B
11:00 – 11:50	<b>Guided Reading/Centers</b>
11:50 – 11:59	<b>Getting ready for lunch</b>
12:30 – 1:10	<b>Read Aloud</b>
1:10 – 1:40	<b>Guided Reading/Centers</b>
1:40 – 2:00	<b>ESL/Social Studies:</b> Celebrations around the World. <b>Read Aloud:</b> Is there really a human race? By Jamie Lee Curtis
2:00 – 2:15	<b>Recess</b>
2:15 – 3:00	<b>Math (BNS p.144): Choice Time. Story problems.</b> Combining with an unknown outcome. <ul style="list-style-type: none"> <li>• Story Problems set A.</li> <li>• Story problem set B.</li> <li>• Story problems, set C (challenges)</li> </ul>
3:00 – 3:15	<b>Read Aloud/Intervention/ Closing</b>
3:15 – 3:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b> Friday December 7, 2007	
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Song:</b> Buenos Dias <b>Attendance, Pledge of Allegiance. Calendar:</b> continue tracking our days of school, date and weather. Count by 10's, 5's, 2's & 1's. Track days to Christmas.
9:00 – 9:15	<b>Read Aloud:</b> Olivia's opposites by Ian Falconer.
9:30 – 10:00	<b>Mini-Lesson Goal:</b> To make an individual brainstorm list. <b>Activity:</b> Give each student a magazine that contains pictures of food, animals, people, flowers, etc. Invite them to find pictures of items that interest them. They should be able to write a few words about each pictures. Have students cut their pictures and glue them on a sheet of paper and write a few words or a sentence that will remind them of why the topic is personal to them. Remind them to keep the paper in their writing folders, so they can go back to it and/or repeat the activity whenever they have difficulty identifying writing. <b>Special Project:</b> Write a card (Christmas, Hannukah, Kwanza, Posadas) to a friend in another state, country or continent.
9:45 – 10:15	<b>Shared Reading:</b> Todos mis juguetes. I will encourage children to look carefully at the expressions on the toy's faces. I will ask how do you think the toys feel when the boy pushes them into the closet. <b>Poem &amp; Song:</b> Los elefantes.
10:15 – 11:00	<b>Specials</b> Library PE Art Music B C D A
11:00 – 11:50	<b>Guided Reading/CENTERS</b>
11:50 – 11:59	<b>Getting ready for lunch</b>
12:30 – 1:30	<b>Guided Reading/CENTERS</b>
1:30 – 1:40	<b>Read Aloud:</b> Olivia's opposites by Ian Falconer.
1:40 – 2:00	<b>ESL/Social Studies:</b> Celebrations around the World.
2:00 – 2:15	<b>Recess</b>
2:15 – 3:15	<b>Math (BNS p.144): Choice Time. Story problems.</b> Combining with an unknown outcome. <ul style="list-style-type: none"> <li>• Story Problems set A.</li> <li>• Story problem set B.</li> <li>• Story problems, set C (challenges)</li> </ul> <b>Homework:</b> Student sheet 20.
3:15 – 3:20	<b>Clean up and Dismissal</b>