

Lesson Plans Monday December 10, 2007	
8:40 – 9:00	Greetings and Handshakes, books at tables. Song: ¡Que llueva! Pledge of Allegiance. Calendar: 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	Read Aloud: Olivia forma una banda by Ian Falconer.
9:15 – 10:00	Mini-Lesson Goal: Punctuation marks: Period. Model Writing: I will end several sentences and think aloud about the different ways to end each of these sentences. Putting a period at the end of a sentence <ul style="list-style-type: none"> • Las personas celebran las fiestas de diciembre de diferentes maneras. • Algunas personas ponen un árbol de navidad. • Otras ponen luces. • Muchas familias tienen comidas especiales. • Las familias se reúnen para celebrar las fiestas.
10:00 – 10:15	Song: ¡Que llueva! Shared Reading: <i>¿Quién llama?</i> Predicting and setting purposes: I will read page 6 and 7 and I will ask them to predict what other animals the boys might imagine are tapping on the window. I will record their predictions. Then, I will read them the rest of the story so that children can see what other animals the two brothers dreamed up. Sharing the story: I will read the story. On pages 4, 9, 13 and 18, 19 I will read plin, plin, plin using a tone similar to the sound of rain falling against a windowpane. Then I'll pause on page 19 to give children a chance to predict who is knocking. Record their prediction. Encourage children to name other animals not already on the chart, and add them to the chart.
10:15 – 11:00	Special Library PE Art Music A B C D
11:00 – 11:50	Guided Reading/CENTERS
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:30	Guided Reading/CENTERS
1:30 – 2:00	Read Aloud: Las matzas secretas de abuela. ESL/Social Studies: Celebrations around the World.
2:00 – 2:15	Recess
2:15 – 3:15	Math (BNS p.137): Review Five-in-a-row and story problem. Session 3 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. Five-in-a-row: 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.
	Homework: Student sheet 15.
3:15 – 3:20	Clean up and Dismissal

Lesson Plans Tuesday December 11, 2007	
8:10 – 8:40	Staff Meeting
8:40 – 9:00	Greetings and Handshakes, books at tables. Song: ¡Que llueva! Attendance, Pledge of Allegiance. Calendar: track the weather in the journals and continue tracking our days of school and date. Track days to Christmas.
9:00 – 9:15	Read Aloud: Inés del revés.
9:15 – 10:00	Mini-Lesson Goal: Punctuation marks: Question Marks. Model Writing: I will end several sentences and think aloud about the different ways to end each of these sentences. Putting a question mark at the beginning and end of a question <ul style="list-style-type: none"> • ¿Cómo celebras tú las vacaciones? • ¿Cómo las celebran tus amigos? Special Project: Write a card (Christmas, Hannukah, Kwanza, Posadas) to a friend in another state, country or continent.
10:00 – 10:15	Song: ¡Que llueva! Shared Reading: <i>¿Quién llama?</i> Personal response: Encourage children to reflect on the story, asking them which of the imaginary animals they World like to invite to their room. Then I will direct them to draw or write about the story in their journals. Sharing Ideas: After writing I will ask children if they would like to share what they wrote with the group. Questions: <ul style="list-style-type: none"> • How do you think the boys felt when they discovered that it was the rain tapping against their window? H • Do you think the boys were really afraid of the animals they imagined? Why?
10:15 – 11:00	Specials Library PE Art Music D A B C
11:00 – 11:50	Guided Reading/CENTERS
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:30	Guided Reading/CENTERS
1:30 – 2:00	ESL/Social Studies: Celebrations around the World. Read Aloud: El muñeco de nieve negro.
2:00 – 2:15	Recess
2:15 – 3:10	Math: Choice time <ul style="list-style-type: none"> • Types of Story problems: Combining, Separating • Five in a Row
	Homework: Student sheet 16.
3:15 – 3:20	Clean up and Dismissal

Lesson Plans Wednesday December 12, 2007	
8:10 – 8:25	Playground Duty
8:40 – 9:00	Greetings and Handshakes, books at tables. Song: ¡Que llueva! Attendance, Pledge of Allegiance. Calendar: 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	Read Aloud: Brilla, brilla linda estrella
9:15 – 10:20	Focus Meeting – Students go to Music.
10:20 – 11:00	Mini-Lesson Goal: Punctuation marks: Exclamation Marks. Model Writing: I will end several sentences and think aloud about the different ways to end each of these sentences. Model Writing: Putting an exclamation mark at the beginning and end to show excitement. <ul style="list-style-type: none"> • ¡Estas fiestas son muy divertidas! • ¡Guau esta comida esta exquisita! • ¡Me encantan los regalos de navidad! Special Project: Write a card (Christmas, Hannukah, Kwanza, Posadas) to a friend in another state, country or continent.
11:00 – 11:50	Song: ¡Que llueva! Shared Reading: ¿Quién llama? Comprehension Strategies: Distinguishing between fantasy and reality: Explain children that, in the story, the brothers imagine animals that do things that real animals cannot do. For example, real cats do not wear shoes. I will show pictures of the real animals upon which the imaginary ones in the story are based. I will ask children to compare the real animals with the ones on the story. Activity: Creating scenery and pull strips: (see attachment) Review the book with children and distribute envelopes with squares (11) and two handles. Help children identify each character. Once children have made their strips ask them to read the words on the strip, and match up the character squares with the corresponding squares on the strip. Then, paste characters squares onto the corresponding squares of the strip. Scenery: students will make the window through which they will thread the strip. (see attachment). <ol style="list-style-type: none"> 1. Fold the sheet along the line with the star. 2. Cut the sheet along the dotted lines up to the large black dots. 3. Unfold the sheet. Story Retelling: when children have completed their strips and scenery, ask them to work with a partner and suggest them that one of them play the part of Luis and the other one play the part if Juan Pablo.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:10	Math: Choice time <ul style="list-style-type: none"> • Types of Story problems: Combining, Separating • Five in a Row • Combinations • Double compare • Hundred chart
1:10 – 1:20	Clean up and Dismissal

Lesson Plans Thursday December 13, 2007	
8:40 – 9:00	Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar: continue tracking our days of school, date and weather. Count by 10's, 5's, 2's & 1's Track days to Christmas. Gustavo's BIRTHDAY
9:00 – 9:15	Read Aloud: Olivia y el juguete desaparecido by Ian Falconer.
9:30 – 10:00	Mini-Lesson Goal: Review: To identify the period as a signal for ending a statement. I will give students a copied text and ask students to highlight the periods. After highlighting, have them count the sentences.
9:45 – 10:15	Song: ¡Que llueva! Shared Reading: ¿Quién llama? Exploring Print: Open syllables with v While reading the book I will ask children to find a word that begins or ends with the same syllable as chivo. When children point out a word, I will say the two words together to confirm the answer. Listen to the words chivo, pavo, centavo (page 11) they have the same ending. You can hear the syllable VO at the end of both words. Then do the same with vaca, vamos and uva, llueva y cueva. (page 20)
10:15 – 11:00	Specials Library PE Art Music C D A B
11:00 – 11:50	Guided Reading/CENTERS <ul style="list-style-type: none"> • Writing – Red Table • Reading – Green Table • Studying – Yellow Table • Word Study – Blue Table
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:30	Guided Reading/CENTERS <ul style="list-style-type: none"> • Writing – Blue Table • Reading – Red Table • Studying – Green Table • Word Study – Yellow Table
1:30 – 2:00	ESL/Social Studies: Celebrations around the World. Read Aloud: My first Kwanzaa.
2:00 – 2:15	Recess
2:15 – 3:00	Math (BNS p.144): Choice Time. Story problems. Combining with an unknown outcome. <ul style="list-style-type: none"> • Story Problems set A. • Story problem set B. • Story problems, set C (challenges)
3:00 – 3:15	Read Aloud/Intervention/ Closing:
3:15 – 3:20	Clean up and Dismissal

Lesson Plans Friday December 14, 2007 – SUB PLANS	
8:40 – 9:00	Greetings and Handshakes, books at tables. Song: ¡Que llueva! Attendance, Pledge of Allegiance. Calendar: 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	Read Aloud: The Magic Dreidels.
9:30 – 10:00	Mini-Lesson Goal: Review → Ending punctuation marks. Model Writing: <ul style="list-style-type: none"> • Putting a period at the end of a sentence • Putting an exclamation mark at the beginning and end to show excitement. • Putting a question mark at the beginning and end of a question Special Project: Write a card (Christmas, Hannukah, Kwanza, Posadas) to a friend in another state, country or continent.
9:45 – 10:15	Song: ¡Que llueva! Shared Reading: <i>¿Quién llama?</i> In groups of three, students will take turns retelling the story. Do they include all the main events? Ask children to pick one of the animals and read the corresponding page with the animal they chose.
10:15 – 11:00	Specials (You must take the entire first grade group C (they align outside our classroom) to PE Library PE Art Music B C D A
11:00 – 11:50	Guided Reading/CENTERS <ul style="list-style-type: none"> • Writing – Yellow Table • Reading – Green Table • Studying – Red Table • Word Study – Blue Table • Listening – Joselynn, Eric, Xitlaly
11:50 – 11:57	Getting ready for lunch – Take kids to the cafeteria. 4 minutes duty (11:59-12:01)
11:58 – 12:30	Lunch
12:30 – 1:30	Guided Reading/CENTERS: 12:30 – 1:00 <ul style="list-style-type: none"> • Writing – Blue Table • Reading – Yellow Table • Studying – Green Table • Word Study – Red Table • Listening – Berenice, Jorge, Yovanny Guided Reading/CENTERS: 1:00 – 1:30 <ul style="list-style-type: none"> • Writing – Red Table • Reading – Blue Table • Studying – Yellow Table • Word Study – Green Table • Listening – Elizabeth, Pedro, Joey
1:30 – 2:00	ESL/Social Studies: Celebrations around the World. Read Aloud: When Mindy Saved Hanukkah
2:00 – 2:15	Recess
2:15 – 3:00	Math (Centers): Choice Time. <ul style="list-style-type: none"> • Story Problems • Double Compare • Combinations

	<ul style="list-style-type: none">• Hundred Chart
3:00 – 3:15	Read Aloud: When Mindy Saved Hanukkah
3:15 – 3:20	Clean up and Dismissal – THANK YOU ☺