

Lesson Plans	
Monday November 5, 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. Days to Halloween. Count by 10's, 5's, 2's & 1's
9:00 – 9:15	Read Aloud: Quiero un beso by Carl Norac
9:15 – 10:00	Writing: Mini Lesson: Model how to write about different topics and ideas. Talk about how Bunny runs after Gordito every day. Show pictures. I will introduce question cards: ¿Quién? ¿Cuándo? ¿Cómo? ¿Dónde? ¿Porqué? Skill: Narrative Special project → Make an espantapájaros napking book. Also find all the words that are in the espantapájaros word. Words: es, pájaros, espanta, pan, tapa, paja, aros.
10:00 – 10:15	Shared Reading: <i>El almohadón que hizo mamá:</i> Show the children the cover. Ask questions such as: ¿qué tipo de perro es? ¿Qué hará el perro con el almohadón? ¿Qué hay dentro del almohadón? ¿Qué piensan que va a pasar? Look at the title page: Ask: ¿Qué serán esas cositas blancas?
10:15 – 11:00	Specials
11:00 – 11:50	Guided Reading/Literacy Centers
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:50	Independent Reading/Intervention
12:50 – 1:00	Read Aloud: Neno y el pez volador
1:00 – 1:40	Word Study: HF8: I will monitor the HF words children know. Children are going to practice all the words that they have been learning. Give the children a sheet of HF words and a chart. Explain that they will write all the HF word they know.
1:40 – 2:00	Social Studies Unit: Families and their Community: ESL
2:00 – 2:15	Recess
2:15 – 3:15	Math (BNS p.84): Counting strips. Students will write their names and the number sequence as far as they are able. If they fill up one strip and want them to continue, they can tape on another length of adding machine tape. Their work focuses on: reading numbers, ordering written numbers, writing numbers sequentially, locating numbers on the 100 chart, exploring patterns in the number sequence.
	Homework:
3:15 – 3:20	Clean up and Dismissal

Lesson Plans Tuesday November 6, 2007	
8:10 – 8:40	Staff Meeting
8:40 – 9:00	Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar: track the weather in the journals and continue tracking our days of school and date. Days to Thanksgiving Question: “How many more days until the 70th day of school?” Count by 10’s, 5’s, 2’s & 1’s
9:00 – 9:15	Read Aloud: Siempre te quere/Love you forever by By Robert Munsch
9:15 – 10:00	Writing: Mini Lesson: Expanding one sentence with questions. I will tell children that once they have a good one sentence, thinking of questions will help them think of other sentences. Then, talk about when Gordito came to school. Ask what else do you want to write about Gordito?. I will ask questions: ¿Quién? ¿Cuándo? ¿Cómo? ¿Dónde? ¿Porqué? Write two or three sentences. Show pictures. Skill: Narrative Special project → Make an espantapájaros napking book. Also find all the words that are in the espantapájaros word. Words: es, pájaros, espanta, pan, tapa, paja, aros.
10:00 – 10:15	Shared Reading: <i>El almohadón que hizo mamá</i> Look at the illustrations: Go through the story again discussing each of the illustrations in more depth.
10:15 – 11:00	Specials
11:00 – 11:50	Guided Reading/Literacy Centers: See attachment *
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:50	Independent Reading/Intervention
12:50 – 1:00	Read Aloud: Pequeño Mapache pesca un resfriado
1:00 – 1:40	Word Study: WS2: Making Plurals. Explain that plurals mean more than one and we will add s to some words to show you mean more than one. Pavo, pavos, rata, ratas, gato, gatos, rana, ranas, amigo, amigos, perro, perros. I will explain to the children that they will be matching words that mean one and words that mean more than one, or are plural. Computer → HF words: estaba, estaban, estábamos, corriendo, después, entonces, por ultimo.
1:40 – 2:00	Social Studies Unit: Families and their Community ESL:
2:00 – 2:15	Recess
2:15 – 3:10	Math: (BNS p.84): Counting strips.
	Homework: Practice Page A: 10 Circles and Squares
3:15 – 3:20	Clean up and Dismissal

Lesson Plans Wednesday November 7, 2007	
8:10 – 8:25	Playground Duty
8:40 – 9:00	Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar: Track of the weather and continue tracking our days of school and date. Days to Thanksgiving Count by 10's, 5's, 2's & 1's
9:00 – 9:15	Read Aloud: Clifford es un bombero.
9:15 – 10:00	Writing: Mini Lesson: Work on our story about when Gordito came to class. Beginning, middle and end. Skill: Narrative
10:15 – 11:00	FOCUS MEETING - Kids go to Music
11:00 – 11:50	Shared Reading: <i>El almohadón que hizo mamá</i> Reread the store: Ask the children if they noticed how the store kept growing and growing. Point to the text as you read the first two pages. Invite the children to join in. Guided Reading/Literacy Centers: <ul style="list-style-type: none"> • Leap Frog – Computers (4 leap frogs) • Listening Center (2 students at the time) • Writing Center • Reading Quietly Center • Word Center Help a friend Center (2 pair of students)*
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:10	Math: (BNS p.84): Missing numbers. This game involves locating numbers on the 100 chart. Their work focuses on: reading numbers, ordering written numbers, writing numbers sequentially, locating numbers on the 100 chart, exploring pattern in the number sequence.
1:10 – 1:20	Clean up and Dismissal

Lesson Plans	
Thursday November 8, 2007	
8:40 – 9:00	Greetings and Handshakes, books at tables. Song: Buenos Dias Attendance, Pledge of Allegiance. Calendar: continue tracking our days of school, date and weather. Days to Thanksgiving. Count by 10's, 5's, 2's & 1's
9:00 – 9:15	Read Aloud:
9:30 – 10:00	Writing: Mini Lesson: Read a short story and tell students to pay attention to the beginning, middle and end. I will write those three parts on our board and we will all try to decide what happened in each part. I will ask questions. ¿Qué? ¿Cuándo? ¿Cómo? ¿Dónde? ¿Porqué? Skill: Narrative Special project → Make an espantapájaros napking book. Also find all the words that are in the espantapájaros word. Words: es, pájaros, espanta, pan, tapa, paja, aros.
9:45 – 10:15	Shared Reading: <i>El almohadón que hizo mamá</i> Teaching points: Point out the high frquency words: este, el, es, que and en. Point out the accent marks which give extra emphasis to syllables in the following words: Acostó, Salió, limpió, almohadón. Ex[alin the function of the comma. Remind the children to use picture clues, their common sense, their memories and initial letter clues when rereading.
10:15 – 11:00	Specials
11:00 – 11:50	Guided Reading/Centers <ul style="list-style-type: none"> • Leap Frog – Computers (4 leap frogs) • Listening Center (2 students at the time) • Writing Center • Reading Quietly Center • Word Center • Help a friend Center (2 pair of students)
11:50 – 11:59	Getting ready for lunch
12:30 – 1:10	Read Aloud:
1:10 – 1:40	Word Study: WS2: Making Plurals.
1:40 – 2:00	Social Studies Unit: Families and their Community ESL
2:00 – 2:15	Recess
2:15 – 3:00	Math: Choice Time. <ul style="list-style-type: none"> ▪ Missing Numbers ▪ Counting Strips ▪ Double Compare ▪ Counters in a cup
3:00 – 3:15	Read Aloud/Intervention/ Closing: Medias apestosas.
3:15 – 3:20	Clean up and Dismissal

Lesson Plans	
Friday November 9, 2007	
8:40 – 9:00	Greetings and Handshakes, books at tables. Song: Buenos Dias Attendance, Pledge of Allegiance. Calendar: continue tracking our days of school, date and weather. Days to Thanksgiving. Count by 10's, 5's, 2's & 1's
9:00 – 9:15	Read Aloud: ¿Me quieres mamá?
9:30 – 10:00	Writing: Mini Lesson: Read another short story and tell students to pay attention to the beginning, middle and end. I will write those three parts on our board and we will all try to decide what happened in each part. I will ask questions. ¿Qué? ¿Cuándo? ¿Cómo? ¿Dónde? ¿Porqué? Skill: Narrative Special project → Make an espantapájaros napking book. Also find all the words that are in the espantapájaros word. Words: es, pájaros, espanta, pan, tapa, paja, aros.
9:45 – 10:15	Shared Reading: <i>El almohadón que hizo mamá</i> Children will work in pairs to put some of the store substituting small pictures for the nouns. (they may refer to the story if necessary) Esta es la cara del <ul style="list-style-type: none"> • que fue atado a la _____ • que fue hecha por el _____ • que limpió el _____ • que fue cubierto con _____ • que salió del agujero _____ • que fue mordido por el _____ • que se acostó en el _____ • que hizo _____
10:15 – 11:00	Specials
11:00 – 11:50	Guided Reading/Centers <ul style="list-style-type: none"> • Leap Frog – Computers (4 leap frogs) • Listening Center (2 students at the time) • Writing Center • Reading Quietly Center • Word Center • Help a friend Center (2 pair of students)
11:50 – 11:59	Getting ready for lunch
12:30 – 1:10	Read Aloud: Apolo.
1:10 – 1:40	Word Study: WS2: Making Plurals.
1:40 – 2:00	Social Studies Unit: Families and their Community ESL
2:00 – 2:15	Recess
2:15 – 3:00	Math: Choice Time. <ul style="list-style-type: none"> • Missing Numbers • Counting Strips
3:00 – 3:15	Read Aloud/Intervention/ Closing:
3:15 – 3:20	Clean up and Dismissal