

<b>Lesson Plans</b> Tuesday September 04, 2007	
8:10 – 8:40	<b>Staff Meeting</b>
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Song:</b> Buenos Dias <b>Attendance, Pledge of Allegiance. Calendar:</b> Introduce keeping track of the weather in the journals and continue tracking our days of school and date. <b>Graph of the day:</b> Vowels in your name.
9:00 – 9:15	<b>Read Aloud:</b> Yo solito. <b>Song:</b> Somos amigos
	<b>Social Contract: “Nuestra Promesa”</b> Review from last week. <b>Review questions and consequences:</b> ¿Qué estas haciendo? ¿Qué se supone que deberías estar haciendo? ¿Lo estas haciendo? ¿Qué vas a hacer ahora? At the end students will sign the social contract.
9:15 – 9:30	<b>Shared Reading:</b> ¿Es un elefante? HF words: un, es, no, si, mi, papá, <ul style="list-style-type: none"> <li>• Point to the title. How many letters are in the title? How many words? Everybody reads the vowels. Explain that the story is about a baby elephant who hears sounds in the night and wants to know if an elephant is making them.</li> <li>• Allow children to guess what animal produces each sound.</li> <li>• Ask predictions. Who could this hidden animal be? Create cards with the names of the animals on them and have the kids help spell the names.</li> </ul> <b>Reading Strategy:</b> Say and Slide
9:30 – 10:15	<b>Literacy Centers:</b> Introduce the “Reading Center: <b>Activity:</b> Read a Poem: Poem/Song: “Somos amigos”. Explain that during this time they can read any poem in the poem box and/or can create and read their own poetry books. Materials for this activity: Large print poem, small print poems, copies of the week poem to read and illustrate, pencil, pointers, crayons, markers.
10:15 – 11:00	<b>Specials:</b> Students go to Library
11:00 – 11:50	<b>Word Study: ELC 2</b> Recognizing Your Name in Text: Poems and Songs: <b>Song:</b> “Somos Amigos” song on sentence strips for pocket chart (or any other “name” song/poem) <b>HF words:</b> Make a HF words chart starting with the HF words that students can find in ¿Es un elefante? un, es, no, si
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 1:00	<b>Science/Social Studies:</b> Body parts. Las partes del cuerpo. <b>Glad Strategy:</b> Body Parts Pictorial. <b>Song:</b> Hockey Pockey (English)
1:00 – 2:00	<b>Writing: Mini Lesson Focus:</b> Many ways to write a Story. Some people use pictures when they write, some use words and draw a picture, too. Use what will help you to tell me and the class what you want to tell. <b>Skill:</b> Understand that prints carry a message. Tells details about a picture.
2:00 – 2:15	<b>Recess</b>
2:15 – 3:10	<b>Math (MT pg. 13): Exploring materials.</b> Review all materials: calculators. Do they know how to turn it on? Do they recognize the digits?
3:10 – 3:15	<b>Sharing:</b> students share something they noticed about the calculator or something they did with it.
3:00 – 3:10	<b>Read Aloud:</b> No hay nadie como tú.
	<b>Homework:</b> Repaso de las vocales. Hoja de actividades. <b>Math:</b> contar los números del 1 al 20 en la casa.
3:10 – 3:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b>				
Wednesday September 05, 2007				
8:10 – 8:25	<b>Playground Duty</b>			
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Song:</b> Buenos Dias <b>Attendance, Pledge of Allegiance. Calendar:</b> Introduce keeping track of the weather and continue tracking our days of school and date. <b>Graph of the day:</b> Teddy Grahams or Goldfish? <b>Song:</b> Somos amigos			
9:00 – 9:15	<b>Read Aloud:</b> Si le das un panqueque a una cerdita. <b>Song:</b> Diez deditos.			
	<b>Social Contract: “Nuestra Promesa”</b> Ask if somebody did not sign our promise yesterday and indicate the most important ideas. <b>Review questions and consequences:</b> ¿Qué estas haciendo? ¿Qué se supone que deberías estar haciendo? ¿Lo estas haciendo? ¿Qué vas a hacer ahora?			
9:15 – 9:30	<b>Shared Reading:</b> Es un elefante? Re-read and sequence the story using the cards of the animals from yesterday. I will call on volunteers to hold cards in the front of the class. Draw picture of animals on a chart and label it with their names. <b>Poem:</b> Mi carita			
9:30 – 10:15	<b>Literacy Centers:</b> Review “Reading Center” and introduce “Listening Center”. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>Word Center</b> ¿A quién ves tú?</td> <td style="text-align: center;"><b>Reading Center</b> Somos Amigos</td> <td style="text-align: center;"><b>Listening Center</b> ¿Es un elefante?</td> </tr> </table>	<b>Word Center</b> ¿A quién ves tú?	<b>Reading Center</b> Somos Amigos	<b>Listening Center</b> ¿Es un elefante?
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10:15 – 11:00	Students don't go to specials – <b>Introduce Wall Stories</b>			
11:00 – 11:50	<b>Wall Story:</b> ¿Es un elefante? Show the kids how to make our own big books. Show the kids in the big book the words that we will be practicing in our story this week. Show title page, my page and the final page of our own big book version. Each group will have a different animal and a different vowel. Model to kids how to write the correct sequence and size of letters. Review how to use “El señor espacio”.			
11:50 – 11:59	<b>Getting ready for lunch</b>			
11:59 – 12:30	<b>Lunch</b>			
12:30 – 1:10	<b>Math (MT pg. 26): Exploring Numbers:</b> The Game of Compare. Students play the game. Compare in pairs, in which they find the larger of two numbers. <b>Materials:</b> Interlocking Cubes, Number Cards, Student Sheet 1, Counters. Introduce the game to the entire class on the carpet. I will call on two volunteers to demonstrate the game. Circulate to observe how students are playing the game and to offer support. <b>Focus:</b> <ul style="list-style-type: none"> <li>• Do students understand the rules of the game?</li> <li>• What strategies do students have for determining which number is larger?</li> </ul>			
1:10 – 1:20	<b>Clean up and Dismissal</b>			

<b>Lesson Plans</b>				
Thursday September 06, 2007				
8:40 – 9:00	<p><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. Introduce months and students' birthdays.</p> <p><b>Graph of the day:</b> Color del cabello. <b>Song:</b> Diez dedos.</p>			
9:00 – 9:15	<b>Read Aloud:</b> Frida.			
9:15 – 9:30	<p><b>Shared Reading:</b> ¿Es un elefante? Identify the vowels. For example ask children to say /a/ Ask children to pay attention and find the letter that has that sound. Do the same with the different sounds.</p> <p>Ask children to name the animals from the story and make their sounds. Ask questions about the different sounds.</p> <p><b>Poem:</b> Mi carita</p>			
9:30 – 10:15	<p><b>Guided Reading/Literacy Centers:</b> Review Following Centers</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Word Center</b> ¿A quién ves tú?</td> <td style="width: 33%;"><b>Reading Center</b> Somos amigos</td> <td style="width: 33%;"><b>Listening Center</b> ¿Es un elefante?</td> </tr> </table>	<b>Word Center</b> ¿A quién ves tú?	<b>Reading Center</b> Somos amigos	<b>Listening Center</b> ¿Es un elefante?
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10:15 – 11:00	<b>Specials</b>			
11:00 – 11:50	<b>Word Study:</b> HF words chart: un, es, no, si, mi			
11:50 – 11:59	<b>Getting ready for lunch</b>			
11:59 – 12:30	<b>Lunch</b>			
12:30 – 1:00	<p><b>Science/Social Studies:</b> Body parts. Las partes del cuerpo.</p> <p><b>Song:</b> Hockey Pockey (English)</p>			
1:00 – 2:00	<p><b>Writing: Mini Lesson:</b></p> <p><b>Skill:</b> Knows the difference between a letter and a word.</p>			
2:00 – 2:15	<b>Recess</b>			
2:15 – 3:10	<p><b>Math (MT pg. 26): Exploring Numbers:</b> Compare and Double Compare. Students play the game Compare in pairs, in which they find the larger of two numbers.</p> <p><b>Materials:</b> Interlocking Cubes, Number Cards, Student Sheet 1, Counters.</p> <ul style="list-style-type: none"> <li>• Introduce the game to the entire class on the carpet. I will call on two volunteers to demonstrate the game.</li> <li>• Circulate to observe how students are playing the game and to offer support.</li> </ul> <p><b>Focus:</b> Do students understand the rules of the game? What strategies do students have for determining which number is larger.</p> <p><b>The work focuses on:</b></p> <ul style="list-style-type: none"> <li>• playing a mathematical game with a partner</li> <li>• comparing two numbers to find which is larger combining two quantities.</li> </ul>			
3:10 – 3:15	<b>Sharing</b>			
3:00 – 3:10	<b>Read Aloud:</b> Clifford, el día de las sorpresas.			
	<b>Homework: Review syllables:</b> ma, me, mi, mo, mu.			
3:10 – 3:20	<b>Clean up and Dismissal</b>			

<b>Lesson Plans</b>				
Friday September 07, 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. Introduce months and students' birthdays. <b>Graph of the day:</b> Color favorito. <b>Song:</b> Diez deditos.			
9:00 – 9:15	<b>Read Aloud:</b> No dejes que la paloma conduzca el autobus. <b>Song:</b> Diez deditos.			
9:15 – 9:30	<b>Shared Reading:</b> ¿Es un elefante? Show kids the Big Book they made on Wednesday and explain to them that they will have many opportunities to read their own book when they go to the “Drama and Puppet centers” Invite volunteers to come up and read pages of our story. Review rules at the Drama center. <b>Poem:</b> Mi carita.			
9:30 – 10:15	<b>Guided Reading/Literacy Centers:</b> Review Procedures. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Word Center</b> ¿A quién ves tú?</td> <td style="width: 33%;"><b>Poetry Center</b> Somos amigos</td> <td style="width: 33%;"><b>Listening Center</b> ¿Es un elefante?</td> </tr> </table>	<b>Word Center</b> ¿A quién ves tú?	<b>Poetry Center</b> Somos amigos	<b>Listening Center</b> ¿Es un elefante?
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10:15 – 11:00	<b>Specials</b>			
11:00 – 11:50	<b>Word Study:</b> HF words chart: un, es, no, si, mi, una			
11:50 – 11:59	<b>Getting ready for lunch</b>			
11:59 – 12:30	<b>Lunch</b>			
12:30 – 1:15	<b>Science/Social Studies:</b> Body parts. Las partes del cuerpo. Watch 3 min. video from United Streaming. Review body parts. <b>Song:</b> Hockey Pockey.			
1:00 – 2:00	<b>Writing: Mini Lesson:</b> Brainstorm a list. First I will review the alphabet strip with my students and I will point out the vowels and the consonants, I will count the vowels and then count the consonants. Then I will make a list by naming all body parts and representing that body part with a matching illustration. Cabeza, ojos, nariz, orejas etc. I will ask students to make their own matching illustration and count the number of vowels and consonants in each word. <b>Skill:</b> To identify vowels and consonants in words.			
2:00 – 2:15	<b>Recess</b>			
2:15 – 3:10	<b>Math (MT pg. 34): Exploring Numbers:</b> Introducing Staircases and choice time. <b>Materials:</b> Interlocking Cubes, Staircases Cards, Student Sheet 2, Counters. Introduce the game to the entire class on the carpet. I will call on two volunteers to demonstrate the game. Circulate to observe how students are playing the game and to offer support. <b>Focus:</b> Do students understand the rules of the game? What strategies do students have for determining which number is larger? <b>The work focuses on:</b> <ul style="list-style-type: none"> <li>• combining two quantities</li> <li>• comparing two numbers to find which is larger</li> <li>• counting a set of objects</li> <li>• using numbers to show how many</li> <li>• ordering a set of numbers.</li> </ul>			
3:10 – 3:15	<b>Sharing:</b> Students will share their work with the class.			
3:00 – 3:10	<b>Read Aloud:</b> No me gusta mi moño.			
	<b>Homework: Math:</b> Double compare. Student sheet 2. <b>Word Study:</b> initial sounds and HF words.			
3:10 – 3:20	<b>Clean up and Dismissal</b>			

## Washington State Grade Level Expectations (GLE's)

September 4 -7, 2007

<b>Reading</b>	<b>Writing</b>
<p><b>GLE: 1.1.1.</b> Understand and apply concepts of print.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Use directionality when reading independently.</li> <li>• Identify title page, table of contents, author, and illustrator of books.</li> <li>• Recognize that print represents spoken language.</li> <li>• Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation).</li> <li>• Identify a word and its beginning and ending letters.</li> </ul> <p><b>GLE: 1.1.3.</b> Apply understanding of oral language skills to develop reading skills.</p> <p><b>Evidence of learning:</b> Participate orally in discussions about stories listened to and read (e.g., contribute who, what, when, where in retells; contribute explanations; generate and answer questions; and make comparisons).</p>	<p><b>Writing Process</b> (Prewrites to generate ideas and plan writing)</p> <p><b>GLE: 1.1.1.</b> Applies at least one strategy for generating ideas and planning writing.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Brainstorms, makes lists, and sometimes formulates first sentence before writing.</li> <li>• Talks or draws to generate ideas and rehearse writing (e.g., class brainstorm, individual drawing).</li> </ul>
<b>Math</b>	<b>Science</b>
<p><b>Number and Numeration:</b></p> <p><b>GLE: 1.1.1</b> Understand different representations of whole numbers to at least 100.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Explain how to group and regroup objects into 1s and 10s.</li> </ul>	<p><b>Living Systems</b></p> <p><b>GLE: 1.2.8.</b> Know the external parts of the body.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Identify the external parts of the body (e. g., head, hands, fingers, eyes, ears).</li> <li>• Draw and name the external parts of the body.</li> </ul>
<b>Communications</b>	
<p><b>GLE: 1.1.1.</b> Understands how to adapt attentive behavior to accommodate the listening situation. With teacher prompt, adapts listening behavior to attend to a task (e.g., class discussion, small group communication, listening to a story or an oral presentation).</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Attends to the task in group activities (e.g., student is seated in a chair or on the floor, appropriate to the activity, eyes are focused on speaker, hands are still, child does not interrupt).</li> <li>• Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction).</li> </ul>	