

Lesson Plans	
Monday September 10, 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. Song: Los Pollitos Dicen pio, pio, pio.
9:00 – 9:15	Read Aloud: Brown Bear Brown Bear.
9:15 – 9:30	Shared Reading: <i>Patito y pollito</i> . Today we will preview the big book. I will invite kids to make predictions about the story. I will cover some words for students to predict. Students need to understand that the hen and the duck each lay an egg, and the hen is the chick's mom and the duck is the duckling's mom. Discuss the art. Poem/Song: Los Sentidos por Armando Nervo. Make emphasis on the sounds of some words. Cover and predict words. Ask children to say words slowly and check the letters.
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment * (click)
10:15 – 11:00	Specials
11:00 – 11:50	Word Study: ELC 2 Cut-up sentences with names.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:15	Science/Social Studies: Body Unit →Five senses Eye illusion Power Point “La Vista”. Sight Station: How do we see colors? Color cards. Variety of objects of different shapes, sizes, and colors (goggles, reading glasses, magnifying glasses, etc) ESL (pg. 97): Making Sense. Open your eyes. What does the girl see? Why people wear glasses? Graph of the day: What is your favorite color?
1:00 – 2:00	Read Aloud: Me gusto como soy yo. Writing: Mini Lesson Focus: How to write a good sentence. I will draw and think aloud: Here is the airplane, and I am flying to Argentina, where I have all my family. I love to go and visit my family. I will write: I went to Argentina to visit my mom and my dad. Then I will ask: Who is the sentence about? Where did I go? Who did I visit? Skill: Writing a good complete sentence.
2:00 – 2:15	Recess
2:15 – 3:10	Math: (Choice-time) <ul style="list-style-type: none"> • Staircases • Compare – Double compare. The work focuses on: <ul style="list-style-type: none"> • combining two quantities • comparing two numbers to find which is larger • counting a set of objects • using numbers to show how many • ordering a set of numbers.
3:10 – 3:15	Sharing: Students will share their work with the class.
3:00 – 3:10	Read Aloud: Copito de Nieve
	Homework: Math: Staircases Cards
3:10 – 3:20	Clean up and Dismissal

Lesson Plans Tuesday September 11, 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.
9:00 – 9:15	Read Aloud: Today I feel Silly.
9:15 – 9:30	Shared Reading: <i>Patito y pollito</i> . I will explain to kids that when I want to figure out a word, I think aloud words that make sense with the pictures and with the story. I also look at the syllables in the word as they give me a clue about the sounds of the words. Review syllables and sounds with children.
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment * (click)
10:15 – 11:00	Specials: Students go to Library
11:00 – 11:50	Word Study: ELC 3 – (Use pocket chart) I will compose sentence with kids using their names and the things they like read them with kids. Write a few sentences with students HF words: una, la, el, los, amigo, amiga, amigos, tu, y, yo Spelling Power Point # 2.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:00	Science/Social Studies: Hearing. Hearing station Students identify the deepest, highest, loudest and softest sounds. Variety of instruments (bells, drums, tuning fork, maracas etc.) ESL (pg. 98): Look, listen and discover. Hearing station. Put seeds in small containers for shaking. Graph of the day: What do you prefer, noise or silence?
1:00 – 2:00	Writing: Mini Lesson: Writing a sentence and focusing on finger spacing between words. I will have a volunteer write the first syllable on the practice paper, then call on another volunteer to add to the word and continue calling on volunteers until we have a complete sentence. Skill: Spaces.
2:00 – 2:15	Recess
2:15 – 3:10	Math (MT pg. p.43): Seven Peas and Carrots (<i>GLE: 1.1.2, GLE: 2.2.2</i>) Materials <ul style="list-style-type: none"> • Counters (green and orange) • Paper: orange, green and white (for the plates) • Carrots and peas. 2:10- 2:20 Modeling: I will draw a big circle on the chart paper to represent a plate. I will explain to the students that we are going to have on our plate peas and carrots, but we can only have seven things in total. I will ask questions; for example: <ul style="list-style-type: none"> • How many of each kind of vegetable could you have on your plate? • How many peas? • How many carrots? I will model students' suggestions with the counters or vegetables. I will explain that there is more than one solution. Note: The main idea is to teach them how to combine quantities and how to order the numbers. Students have to use their counting skills and number sense to find the correct number of peas and carrots to reach a total of seven.

	The work focuses on: <ul style="list-style-type: none">• Finding combinations of 7• Using manipulatives to help solve a problem• Using pictures, numbers and words to record solutions in a problem• Finding more than one solution to a problem
3:10 – 3:15	Sharing: Students will share their solutions and we will discuss their work in class. I will record the solution on the board. I will ask if anyone gets anything different and I will explain that there are different solutions. I will ask if anyone found multiple solutions.
3:00 – 3:10	Read Aloud: Buenas Noches Luna. Explain to students how nighttime is different from daytime.
	Homework: Tracing letters. Practice Page A.
3:10 – 3:20	Clean up and Dismissal

Lesson Plans Wednesday September 12, 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. Opening: Posters with noses.
9:00 – 9:15	Read Aloud: El niño que tenía dos ojos.
9:15 – 9:30	Shared Reading: <i>Patito y pollito</i> . I will discuss with children about what they have learned in the book. Then, ask children to predict what the duck and the chick will do together in the story. I will record the prediction and at the end of the story we will review the predictions and I will circle the events that did happen. Predicciones: ¿Qué harán patito y pollito?
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment * (click)
10:15 – 11:00	FOCUS MEETING – STUDENTS GO TO → MUSIC
11:00 – 11:50	ESL: (pg. 98) Look, listen and discover. Smell station. Students will identify substances given. Six cups with different scents: vinegar, vanilla, cinnamon, onion, cologne, etc. Wall Story: <i>Patito y pollito</i> .
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:10	Math (MT pg. p.43): Review -Seven Peas and Carrots GLE: 1.1.2 Understand sequential relationships among whole numbers. GLE: 2.2.2 Apply mathematical tools to solve the problem with teacher guidance. Materials <ul style="list-style-type: none"> • Counters (green and orange) • Paper: orange, green and white (for the plates) • Carrots and peas. The work focuses on: <ul style="list-style-type: none"> • Finding combinations of 7 • Using manipulatives to help solve a problem • Using pictures, numbers and words to record solutions in a problem • Finding more than one solution to a problem
1:10 – 1:20	Clean up and Dismissal

Lesson Plans	
Thursday September 13, 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. Song: Los Pollitos dicen,
9:00 – 9:15	Read Aloud: La niña invisible.
9:15 – 9:30	Shared Reading: <i>Patito y pollito</i> . Share predictions. Review the story and sequence. Stop after each prediction and ask if that really happened in the story. I will ask students to name other story events that might be missing on our chart. Poem: Pepe Pollo
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment * (click)
10:15 – 11:00	Specials
11:00 – 11:50	Word Study: HF3. Work on our high frequency word grid. In each box write the new HF words I have taught this week and have the children practice reading and writing the words until they can read them. Practice the new words until children are ready for more words. Spelling Power Point # 2.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:00	Science/Social Studies: Touch station. ESL (pg. 98): Look, listen and discover. Touch station: velvet, papers, cotton, rocks, feathers, etc. Graph of the day: soft or rough?
1:00 – 2:00	Writing: Mini Lesson: I will encourage students to reflect on the Patito and Pollito story. Then, model writing in my own journal by choosing to write the most interesting part for me. How did you feel when we read the story? Skill: Beginning Capital letters
2:00 – 2:15	Recess
2:15 – 3:10	Math: (MT . Investigation 2. Session 6. Number Choice. p.43): Choice-time <ul style="list-style-type: none"> • Seven peas and carrots • Compare – Double compare. Materials: number cards, counters, interlocking cubes, staircase cards, sheet #3. The work focuses on: <ul style="list-style-type: none"> • Combining two quantities • Comparing two numbers to find which is larger • Finding combinations of 9 • Counting a set of objects • Using numbers to show how many • Ordering a set of numbers
3:10 – 3:15	Sharing: Students will share their work with the class.
3:00 – 3:10	Read Aloud: David go to school
	Homework: Student Sheet 3. Review syllables: pa, pe, pi, po, pu
3:10 – 3:20	Clean up and Dismissal

Lesson Plans	
Friday September 14, 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.
9:00 – 9:15	Read Aloud: El niño gigante.
9:15 – 9:30	Shared Reading: <i>Patito y pollito</i> . Students will create a script. I will tell children that they are going to dramatize the story, but first we have to recreate the story. I will have a chart paper with the picture of the duckling and a chart paper with the picture of the chick. I will ask children to dictate the words of the duckling and then I will ask a child to say what the chick answered. Then, I will ask children to read it together. Poem: Pepe Pollo
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment * (click)
10:15 – 11:00	Specials
11:00 – 11:50	Word Study: HF3. Continue working on our high frequency word grid. In each box write the new HF words I have taught this week and have the children practice reading and writing the words until they can read them. Continue with the new words until children are ready for more words. Spelling Power Point # 2. Spelling Test.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:15	Science/Social Studies: Taste station. Students will identify substances given: sweet, sour, salty or bitter. (Six cups with sugar, salt, lemon, orange, potato, banana peel, etc) ESL (pg.98): Look, listen and discover. Taste station. Graph of the day: What do you prefer, m&m's or skitters?
1:00 – 2:00	Writing: Mini Lesson: We will continue reflecting on the Patito and Pollito story. I will explain that sometimes I feel like "pollito" and sometimes I feel like "patito". ¿Qué aprendió el pollito? ¿A quién te pareces a pollito o a patito? Skill: Ending Punctuation.
2:00 – 2:15	Recess
2:15 – 3:10	Math: (MT. Investigation 3:Patterns.What Comes Next (pg.60) Materials: interlocking cubes, paper cup, crayons, scissors, pattern blocks, geoblocks, scrap paper. Focus: students play a game in which they try to predict the color of the next cube in a cube pattern. Then they make their own pattern sequence, using interlocking cubes. The work focuses on: <ul style="list-style-type: none"> • Describing pattern sequences • Predicting what comes next in a pattern sequence • Constructing patterns from a variety of materials. • Distinguishing between things with and without patterns.
3:10 – 3:15	Sharing: Students will share their work with the class.
3:00 – 3:10	Read Aloud: No David
	Homework: Math: Student Sheet 4.
3:10 – 3:20	Clean up and Dismissal

Washington State Grade Level Expectations (GLE's)

September 4 -7, 2007

Reading	Writing
<p>GLE: 1.1.1. Understand and apply concepts of print.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Use directionality when reading independently. • Identify title page, table of contents, author, and illustrator of books. • Recognize that print represents spoken language. • Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation). • Identify a word and its beginning and ending letters. <p>GLE: 1.1.2. Understand and apply phonological awareness and phonemic awareness.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Identify syllables in a word auditorially. • Generate words that begin or end with the same sound or different sounds. <p>GLE: 1.1.3. Apply understanding of oral language skills to develop reading skills.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • 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>GLE: 1.1.4. Apply understanding of phonics.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations). • Decode words in isolation and in context following common vowel patterns. 	<p>GLE: 1.1.1. Applies at least one strategy for generating ideas and planning writing.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Brainstorms, makes lists, and sometimes formulates first sentence before writing. • Talks or draws to generate ideas and rehearse writing (e.g., class brainstorm, individual drawing). <p>GLE: 3.3.1. Understands and applies spacing and directionality; writes legibly.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Writes uppercase and lowercase letters. • Uses spaces between words and sentences. • Writes from left to right and top to bottom. <p>GLE: 3.3.2. Spells phonetically using some conventional spelling.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Uses spelling rules and patterns from kindergarten. • Uses classroom resources (e.g., word walls, word banks, word charts, peers).
Math	Science
<p>Number and Numeration:</p> <p>GLE: 1.1.1 Understand different representations of whole numbers to at least 100.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Explain how to group and regroup objects into 1s and 10s. <p>GLE: 2.2.2 Apply mathematical tools to solve the problem with teacher guidance.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Use relevant information from a teacher-led discussion about a problem. <p>GLE: 2.2.3 Apply a variety of strategies to construct solutions.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Use tools such as manipulatives, pictures, or 	<p>Living Systems</p> <p>GLE: 1.2.8. Know the external parts of the body.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Identify the external parts of the body (e. g., head, hands, fingers, eyes, ears). • Draw and name the external parts of the body. <p>Investigating Systems</p> <p>GLE: 2.1.2. Understand how to plan and conduct simple investigations following all safety rules.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations.

<p>charts to construct a solution.</p> <ul style="list-style-type: none"> • Apply strategies to construct a solution with teacher guidance. 	
<p>Communications</p>	
<p>GLE: 1.1.1. 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>Evidence of learning:</p> <ul style="list-style-type: none"> • 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). • Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction). <p>GLE: 1.1.2. Applies listening and observation skills to recall and interpret information.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Follows three-step oral directions for routines. • Recalls oral multicultural stories, familiar tunes, songs, and sounds. • Answers a variety of questions: who, what, when, where, why, whose, yes/no. • Provides feedback pertinent to the observation or active listening situation. • Describes and explains visual information. <p>GLE: 2.2.1 Understands how to show respect for others' input.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Demonstrates when to talk and when to listen 	