

Lesson Plans	
Monday September 17, 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.
9:00 – 9:15	Read Aloud: If You Give a Mouse a Cookie - Laura Joffe Numeroff
9:15 – 9:30	Shared Reading: Seven Blind Mice- Siete Ratones Ciegos by Ed Young. First I will preview the big book. I will invite kids to make predictions about the story. Explain story sequence using colors, days and mice. As I read, repeat the day of the week, the color of the mouse and what each mouse thought it was. After I finish the story, I will ask questions. Then we will make a chart with three columns on chart paper. I will label the columns: Día de la semana, Color del Ratón y ¿Qué vio el Ratón?" Have students recall the day, mouse color and what each mouse thought it was. Poem/Song: Colores en la Granja. See attachment. *
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	Writing: Mini Lesson Focus: I will review the alphabet with my students and I will point out the vowels and the consonants. Then I will count the vowels and count the consonants. Then, I will explain that in Spanish and in English every word has at least one vowel. I will challenge to give me a word without a vowel. Then, I will choose some volunteers to highlight the vowels in each word. VIP: → I will point out that vowels can come at the beginning, middle or end of a word. Remind students to make sure they include vowels in every word they write. Skill: Every word has a vowel. To identify vowels and consonants in words.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:45	Read Aloud: Cookie's Week –Leo Lionni –Retelling Activity
12:45 – 1:40	Word Study: ELC 4: Recognizing First and Last in Print: Making Sentences HF words: para, casa, dijo, con, de
1:40 – 2:00	Science/Social Studies: Body Unit → Five Senses Review. Sight Experiment.
2:00 – 2:15	Recess
2:15 – 3:05	Math: (MT What comes next (p.78) Materials: <ul style="list-style-type: none"> • Interlocking cubes • Pattern blocks • Geoblocks The work focuses on: <ul style="list-style-type: none"> • Predicting what comes next in a pattern sequence. • Finding and creating patterns. • Describing what a pattern is. 2:15-2:20 Modeling: I will play a demonstration round for the whole class emphasizing making a pattern in one long line, as the fit of pattern blocks tempts students to create radiating patterns that are not suitable for What Comes Next? When the sequence is finished, the student covers it with a sheet of paper leaving only the first two blocks showing. Then, students meet with their partners and take turns trying to predict the next block in process. The block is revealed by sliding the paper. Students continue to guess until the entire pattern is revealed. 2:20-3:00 Observations Are they making a variety of patterns (not just a-b-a-b)) Can they predict a sequence from seeing a few units of the pattern?

	Can they record their patterns accurately? Ask students: <ul style="list-style-type: none">• Is this a pattern?• How do you know? Observe: Can students predict a sequence of patterns? Can they predict a few units of the pattern? Can they record their patterns accurately?
3:05 – 3:10	Sharing: I will call 2 or 3 students and they will share their strategies in front of everybody.
	Homework: Math: Student sheet number 4
3:10 – 3:20	Clean up and Dismissal

Lesson Plans Tuesday September 18, 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: If You Give A Pig A Pancake-Laura Numeroff
9:15 – 9:30	Shared Reading: Siete Ratonos Ciegos. Reread the story. I will have sequence cards written in black and students will match the colors and days. After the story has been reread, distribute the prepared cards to students. Ask them to read their word aloud. Tell students that you are going to reconstruct the story together. "What happens first?" Students will develop an oral retelling of the story while putting the distributed cards in order in the pocket chart.
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	Writing: Mini Lesson: When you are trying to write a word, repeat that word, out loud if necessary, as many times as it takes to hear all the sounds. Skill: To demonstrate the importance of writing a letter for every sound.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:45	Read Aloud: Owen – Kevin Henkes
12:45 – 1:40	Word Study: ELC 3: Matching Spoken Word to Written Word: Cut-Up Sentences #3: HF words: para, casa, dijo, con, de
1:40 – 2:00	Science/Social Studies: Body Unit →Five Senses Review. Smell Experiment.
2:00 – 2:15	Recess
2:15 – 3:10	<p>Math (MT Collect 15 Together (p.84))</p> <p>Materials:</p> <ul style="list-style-type: none"> • Dot cubes (dice) • Counters • Student sheet 5 (Homework) <p>The work focuses on: COUNTING AND COMBINING</p> <p>Modeling: I will introduce the new game to the entire class. I will say: Today we are going to play a game called “Collect 15 Together”. I will ask for two volunteers.</p> <ul style="list-style-type: none"> • I will explain the game step by step: • First you will find a partner and you two will work together. (example with the volunteers) • Players take turns. • The first player rolls the dot cube and takes as many counters as you see dots in you dot cube. • Then, the partner rolls the dot cube and takes as many counters as you see in your dot cube. • Then, count all the counters to see how many do you have. • Do you think you have 15 counters? • The game is over when the players have at least 15 counters. • Record your results on a sheet of white paper. <p>Observations Circulate and observe students</p> <p>Ask students:</p> <ul style="list-style-type: none"> • Do you understand the rules of the game?

	<ul style="list-style-type: none">• How you are finding the total number of counters?• Are you counting all the counters Observe: <ul style="list-style-type: none">• If students have a way of keeping track of the number of counters at the end of each turn.• If they recognize when they have reached 15.
3:10 – 3:15	Sharing: I will call 2 or 3 students and they will share their strategies in front of everybody.
	Homework: Math: Student sheet 5
3:15 – 3:20	Clean up and Dismissal

Lesson Plans	
Wednesday September 19, 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.
9:00 – 9:15	Read Aloud: Lily's Purple Plastic Purse - Kevin Henkes
9:15 – 9:30	Shared Reading: Siete Ratones Ciegos. What happened at the beginning, middle and end of the story? Repeat the retelling stories with more details. Students will create their own Siete Ratones Ciegos wall story.
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Science: Five senses. Hearing and Smell experiments.
11:00 – 11:50	Writing: Mini Lesson: I will explain to my students that I want them to help me using letters to make words. Write four words and ask students if they can create a sentence that makes sense. After they make the sentence I will write the sentence on a sentence strip. Then I will read the sentence again and I will remind them to put letters together to make words and words together to make sentences. Then I will pass out the words to some students and I will ask them to come up and put the sentence together. Skill: To practice using letters to make words and words to make sentences.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:10	Math: (Choice-time pg. 88) <ul style="list-style-type: none"> • Collect 15 Together • What comes next? • Compare or double compare.
1:10 – 1:20	Clean up and Dismissal

Lesson Plans	
Thursday September 20 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: Prudencia se preocupa
9:15 – 9:30	Shared Reading: Siete Ratones Ciegos. I will discuss story elements within the story (character, setting, plot and solution). I will ask questions to check for understanding. Review sequence picture cards. Poem: Colores en la Granja.
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	Writing: Mini Lesson: I will show students how to manage left to right and top to bottom orientation by showing how it is not well done. Then I will ask: Where I should I begin my writing? Where will I go after that? When will I move to a new sheet of paper? What will I do when I come to the end of the first line? Skill: how to manage spaces on a page.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:45	Read Aloud: Mouse Paint- Pintura de Ratón Ellen Stoll Walsh
12:45 – 1:40	Word Study: WSA 1: Saying Words Slowly to Predict Letter Sequence: Words in Sentences
1:40 – 2:00	Science/Social Studies: Body Unit →Five Senses Review. Taste experiment.
2:00 – 2:15	Recess
2:15 – 3:10	Math: (MT: Eleven Fruits (p.92)) Materials: <ul style="list-style-type: none"> • Counters (bags of 20 counters) • Student sheet 6 (Homework) The work focuses on: COUNTING AND COMBINING Modeling: You have eleven fruits in your basket. Some are one kind of fruit and the rest are another kind. This is exactly the same that we did with the carrots and peas but this time we are going to have 11 fruits (record 11 fruits). Record the results using pictures, numbers or words. Record different examples so students can be exposed to a range of representations. (p. 53) Observations <ul style="list-style-type: none"> • How the students are approaching the problems. • Can the students count accurately? • Check strategies • How students record their results on paper. Sharing: Ask students: <ul style="list-style-type: none"> • How they found their answers. • How do they know? • Who found an answer in a different way? Make sure that they are reflecting on their answer. Record results and make clear that students understand that there are many ways of finding solutions to a problem.
3:10 – 3:15	Sharing: Students will share their work with the class.

	Homework: Math: Practice Page A. Review syllables: da, de, di, do, du
3:15 – 3:20	Clean up and Dismissal

Lesson Plans	
Friday September 21, 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: If You Take A Mouse To School-Laura Numeroff Poem: Colores en la Granja.
9:15 – 9:30	Shared Reading: Siete Ratones Ciegos. I will discuss story elements within the story (character, setting, plot and solution). Ask questions. Review sequence.
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	Writing: Mini Lesson: I will remind students that words go together to make a complete thought called a sentence. Then I will explain that at the end of each sentence you need a period. Then I will pass out four sentences without periods and I will tell them that four periods are needed, one for each sentence. Then, I will pass out four periods and I will ask the students holding the periods to see if they can place them into the right places. Then, I will re-read the sentences stopping when I see the periods. Skill: Where do you put a period?
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:45	Read Aloud:
12:45 – 1:40	Word Study: WSA 2: Changing the First Letter of a Word: Magnetic Letters
1:40 – 2:00	Science/Social Studies: Body Unit →Five Senses Assessment.
2:00 – 2:15	Recess
2:15 – 3:10	Math: (Choice-time pg. 88) <ul style="list-style-type: none"> • Collect 15 Together • What comes next? • Compare or double compare. • Number Combinations
3:10 – 3:15	Sharing:
	Homework: Math: Practice Page B
3:15 – 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: 3.1.1. Analyzes ideas, selects topic, adds detail, and elaborates.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Develops ideas for topics orally and visually (e.g., discusses, draws, and/or writes to develop ideas). • Develops and chooses from a list of general topics for writing (e.g., pets, friends, favorite places). <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: 1.1.7 Apply appropriate strategies and use tools for adding whole numbers.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Use appropriate tools including mental math, paper and pencil, manipulatives, or calculator to add or subtract in a given situation. <p>GLE 1.5.1: Understand the concept of patterns.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Describe and construct a variety of repeating patterns using sounds, objects, and symbols. • Describe and extend a repeating pattern. 	<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>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 charts to construct a solution. • Apply strategies to construct a solution with teacher guidance. <p>GLE 4.2.2: Understand how to represent numerical, measurement, and/or geometric information in graphs or other appropriate forms.</p> <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Represent mathematical information in pictures and drawings. • Place mathematical information in tables, charts, pictographs, bar graphs, or other appropriate forms and includes a title and accurate data display. 	
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Communications

<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
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