

Lesson Plans	
Monday September 24, 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: Lily – Kevin Henkes
9:15 – 9:30	Shared Reading: Papalotes Before I read the book I will challenge student to find out the answer of the following riddle: Tengo cola y no soy animal, Y aunque subo muy alto, muy alto, De las alas del ave estoy falto Y no puedo a mi antojo volar. I will read the first page and then I will ask students to predict what the next page will say. What word will change? What words will stay the same? Sentence pattern will help students predict what happens next in the book. Poem: Mi Familia
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	Writing: Mini Lesson Focus: How can I write what I want to say? - What is Prewriting? Skill: I will help the children recall the order in which they saw things (sequence) on the walk. Have children use this order to attach their quick sketches to a large sheet of chart or bulletin board paper. I will label the pictures. I will explain to the students that what they have just completed is called Prewriting. Prewriting is what we do to gather ideas about what we will be writing about.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:45	Read Aloud: Julius – Kevin Henkes
12:45 – 1:40	Word Study: PA 1: Making Rhymes: Picture Match <ul style="list-style-type: none"> ✓ rhyming pictures sheet/cards ✓ corresponding word cards (match pictures) ✓ lined 4-box sheet ✓ magnetic letters HF words: dijo, niño/a, hermano/a, tambien, gusta, quiere
1:40 – 2:00	Social Studies Unit: Families and their Community – Glad Strategy: Inquiry Chart. CCD Word: Familia
2:00 – 2:15	Recess
2:15 – 3:10	Math: MT: Eleven Fruits Review: (p.92) Materials: Today we are going to have an assessment. 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.

	<ul style="list-style-type: none">• How do they know?• Who found an answer in a different way? <p>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.</p>
	Homework: Reading – Math
3:10 – 3:20	Clean up and Dismissal

Lesson Plans Tuesday September 25, 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: Owen - Kevin Henkes
9:15 – 9:30	Shared Reading: Papalotes I will tell kids that certain colors remind us of certain things. What do the colors brown, blue, grey, and red remind them of? I will ask them to work in pair and think about an object they associate with each color. Then I will ask students about if their kite were in the book Papalotes what would it look like? Then they create a kite of that color and shape. Also student will write a description of the kite on lined paper.
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	Writing: How can I write what I want to say? What is Drafting? Mini Lesson: Recall the previous day's activities about the adventure or tour on the school ground, review the picture list and labels from the prewriting step. Tell them that they will be completing the second step in the writing process, called drafting. Drafting is the process we will be using to write sentences to tell about our adventure around the school. To prepare children for writing, have them close their eyes and recall the events from the adventure or tour. Ask them to pay close attention to what they saw, smelled, heard and touched along the way.
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: PA 2: Recognizing Rhymes: Picture Sort ✓ rhyming picture sheet/cards ✓ 2-way sort sheet HF words: dijo, niño/a, hermano/a, tambien, gusta, quiere - PowerPoint
1:40 – 2:00	Social Studies Unit: Families and their Community – Glad Strategy: Observational Charts. CCD Word: Familia – United Streaming Short Video.
2:00 – 2:15	Recess
2:15 – 3:10	Math (MT: Making prediction about a story (p.100) Book: Cuenta con Clifford Modeling: <ul style="list-style-type: none"> • I will explain to the class that we are going to read a book. • Then, I will introduce and read the first half of the book “Cuenta con Clifford”. • While I am reading I will pause one or twice to ask students to predict what they think happens next. • Hear two or three answers, and then continue reading until the five chairs join the group. • Then, stop and explain to the students that we are going to finish reading the book tomorrow. • Then, give details that today their job is to predict what is going to happen next. Ask students to keep the secret if they know the story. • Retell the first part of the story to students asking them to listen carefully. • After reading, ask students to write or draw something to show what they think is going to happen next.

	<p><u>Observations</u> See if students remember any numeric information. Observe how they represent the numeric information. Do they use pictures, words or numbers? Observe if they recognize a pattern.</p> <p><u>Cleaning and Recording</u> I will ring the bell and wait until they are all quiet to give them cleaning and final recording instructions.</p>
3:10 – 3:15	<p>Sharing: Ask for volunteers to share their ideas and predictions in front of the class. Ask if anyone predicted something different</p>
	<p>Homework: Reading – Math</p>
3:15 – 3:20	<p>Clean up and Dismissal</p>

Lesson Plans Wednesday September 26, 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: Crisantemo- Kevin Henkes
9:15 – 9:30	Shared Reading: Papalotes- Wall Story – Students will finish their papalote stories.
9:30 – 10:20	FOCUS MEETING – KIDS GO TO MUSIC
10:20 – 11:30	Guided Reading/Literacy Centers: See attachment *
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:10	<p>Math: (MT: <u>How many in all</u> (p.106))</p> <p>Book: Cuenta con Clifford</p> <p>Modeling:</p> <ul style="list-style-type: none"> • Tell students: Yesterday we read the first part of “Cuenta con Clifford”. • Ask students if they remember what happened in the “Cuenta con Clifford” story so far. • Ask a volunteer to summarize the story. • Brief discussion about the story. • Tell students that they made many interesting predictions about what could happen next. • Then, tell them that now we are going to find out how the story ends. • Then, finish the story. • After that ask a few volunteers to share their thinking about the end of the book. • Ask them some questions: Are you surprised? Do you like the ending? Does the ending match your prediction? • Then explain that for Clifford’s birthday a lot of groups of different things joined him for the party. Tell them that today we are going to figure out how many animals and things in total were at Clifford’s party. • (Then, I might re-read the first part of the story.) • Ask students what thing first joined Clifford? Who joined after the chairs? • On a piece of paper draw a picture of the different kind of things. (draw the pictures in order with the Elmo) • Encourage students to share idea and explain that they need to record their solution using pictures, words, numbers or any combination of these. <p>Observations</p> <ul style="list-style-type: none"> • Do students remember how many things are in each group? • Do students have a way to represent the number in each group? Make sure I have a little drawing on the board. • Do students arrange the things in order? • Check for strategies • Check for recording methods. (picture, words, numbers or combinations) • If students have finished ask them to share their solution with a peer. <p>Cleaning and Recording</p> <p>I will ring the bell and wait until they are all quiet to give them cleaning and final recording instructions.</p> <p>Sharing</p> <ul style="list-style-type: none"> • Gather students together and ask: How did you get the total number of animals? • Ask for a volunteer or two to share some of their solutions. • Ask a volunteer how they kept track of the different groups of things. • Ask if someone else found the solution in the same way? Did anyone find the solution in a different way?
1:10 – 1:20	Clean up and Dismissal

Lesson Plans Thursday September 27 2007 Picture Day	
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 – Kevin Henkes
9:15 – 9:30	<p>Shared Reading: Papalotes</p> <p>I will give each child a piece of tissue paper and ask them to place it on their nose, so that it hangs over their mouth. Then have them repeat these words: papa, papalote, pie. Ask them Does the tissue moves? Then repeat with bote, boca, bicicleta. Ask again: Does the tissue paper moves now? This experiment will help students to distinguish between the /p/ and the /b/ sounds.</p> <p>Then, I will challenge children to repeat this chant without dropping the paper.</p> <p>Pedro, Pablo, pobre pintor portugués, pinta pinturas por poca plata para pagar pasajes para pasear por Paris.</p> <p>Then, In groups of 6 children will take turns reading a page each. Everyone in the group read the last two lines together.</p>
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	<p>Writing: How do I make my writing more interesting?</p> <p>Mini Lesson: I will give students a blank piece of white paper and direct them to draw a line down the middle of the paper. On one side of the paper ask them to draw a picture of a flower. On the other side of the paper, ask the students to draw a picture of a tall, yellow flower with a black center and green leaves. Discuss the difference between the two flowers emphasizing the details. Explain to students that details allow readers to create a picture in their minds.</p> <p>Then I will work with students to complete a web of adjectives (describing words).</p> <ul style="list-style-type: none"> • Using students’ sentences, model how adjectives can be added to sentences to provide the reader with more details. • Ask students to close their eyes while you read the two sentences, one without adjectives and one with adjectives. Once the sentences have been read, ask the students to choose which sentence created a more detailed picture in their minds.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:45	Read Aloud: Prudencia se preocupa – Kevin Henkes
12:45 – 1:40	<p>Word Study: WSA 1: Saying Words Slowly to Predict Letter Sequence: Words in Sentences</p> <ul style="list-style-type: none"> ✓ poem or familiar text written on chart paper ✓ fill-in-the-blank sentence sheets ✓ letter sound boxes (supplemental activity)(sol, gato, casa, los, sus, mesa, no) <p>Spelling Test: HF words: dijo, niño/a, hermano/a, tambien, gusta, quiere</p>
1:40 – 2:00	Social Studies Unit: Families and their Community –CCD Word: Parientes.
2:00 – 2:15	Recess
2:15 – 3:10	<p>Math: (MT: KidPins-Survey (p.116-131)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Kid Pins • Survey boards • Cubes

	<ul style="list-style-type: none"> • Chart paper • Record sheet. <p>The work focuses on: DATA ABOUT OUR CLASS</p> <p>Modeling: Explain to students that they will use their Kid Pins for quick surveys of the class.</p> <p>The survey question is: Are you wearing jeans or not? Ask students from each table to come and take their Kid Pins. Tell them if they are wearing jeans to put their Kid Pins in the white board. Tell them also, if they are not wearing jeans to put their Kid Pins in the blue board.</p> <p>Recording After all students finish, ask them to look at the results. Ask students what they think. Are the numbers of kids that are wearing jeans today bigger than the one that do not wear jeans? How can you tell? Ask them how check to see which is more? Hear suggestions. Ask them to count from their desk. And then record the results on a piece of paper. Survey results: X number of jeans Y number of no jeans Ask them what we can tell from this data? How many Kid Pins are there in all? How do you know?</p>
3:10 – 3:15	<p>Sharing Ask students about their strategies. Ask if anyone did something different. If we have enough time I will repeat the activity with another question. Do you like apples? Yes or no. (Let’s see how the day goes, let’s remember that is Friday.)</p>
	<p>Homework: Reading – Math</p>
3:15 – 3:20	<p>Clean up and Dismissal</p>

Lesson Plans
Friday September 28, 2007
LID DAY

8:00 – 3:40

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
