

<b>Lesson Plans</b>	
Monday October 1, 2007	
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar:</b> continue tracking our days of school, date and weather. New Month: October Days to Halloween.
9:00 – 9:15	<b>Read Aloud:</b> Tell the students that they are going to get to hear about a story in which Clifford the Big Red Dog disrespected his friend T-Bone. <a href="http://pbskids.org/clifford/kids/emily/ee_leafpg1.html">http://pbskids.org/clifford/kids/emily/ee_leafpg1.html</a> After students have heard the story explain that even though Clifford wasn't very respectful when he ruined T-Bone's leaf pile he figured out a way to fix it. Ask the students to think about an incident in which they weren't very respectful to a family member and how it made that person feel. Then ask the students to think about what they did (or could have done) to let that person know that they were sorry for their behavior. Distribute the attached sheet for students to complete independently. After the students are finished, allow them to share their work with the rest of the class. I will make the how respect look and sound charts. (yellow paper )
9:15 – 10:00	<b>Writing: Mini Lesson:</b> Say, "When I don't have the 'right' shoes on for my job, I can't do my job correctly. I need my shoes to <u>match</u> my job. Say, "When my socks don't match, I have a problem. I need my socks to <u>match</u> each other." Say, "Having shoes that <u>match</u> my job, and having socks that <u>match</u> each other, <i>reminds</i> me of my writing." Ask, "What do books have in them?" [words & pictures] Say, "Good writer's make sure that their pictures <u>match</u> their words!" <b>Skill: Do my words match my illustration?</b>
10:00 – 10:15	<b>Shared Reading:</b> Mi mama es una llama Say to the students: Think of your family. Do you look alike? Do members of your family sometime sound alike? Briefly encourage appropriate answers before saying that word families are much like you and your family. They look alike and sound alike. Who can give me some examples? Now I am going to read one of my favorite books. Listen for words we can use to create specific word families. Expressively read Is Your Mama a Llama? and start word family lists from your book on chart paper. Brainstorm words in large group to add to the list. Read and discuss the lists out loud. If you have a word that is not spelled the same, list it out to the side. Discuss how the word rhymes even if it is not spelled the same.
10:15 – 11:00	<b>Specials</b>
11:00 – 11:50	<b>Guided Reading/Literacy Centers:</b> See attachment *
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 12:50	<b>Independent Reading/Intervention</b>
12:50 – 1:00	<b>Read Aloud:</b> Guess How Much I Love You by Sam McBratney
1:00 – 1:40	<b>Word Study:</b> WSA 1: Saying Words Slowly to Predict Letter Sequence: Words in Sentences <ul style="list-style-type: none"> <li>✓ poem or familiar text written on chart paper</li> <li>✓ fill-in-the-blank sentence sheets</li> <li>✓ letter sound boxes (supplemental activity)( sol, gato, casa, los, sus, mesa, no)</li> </ul>
1:40 – 2:00	<b>Social Studies Unit: Families and their Community – CCD Word:</b> Parientes. <b>Activity:</b> Book <b>How My Family Has Changed:</b> Show the students the chart paper with the pictures of

	the baby and the little boy and ask them to tell you to describe the capabilities of both boys in the picture. Write their responses underneath the pictures and explain the changes that occurred from being a baby to growing into a little boy. Ask the students to think about how they have changed since they were a baby regarding the things that they did then and what they can do now. Allow the students to share their experiences and describe the limitations of each stage of life. Book.
2:00 – 2:15	<b>Recess</b>
2:15 – 3:15	<b>Math:</b> Review Kid-Pins-Survey (p.116-131)
	<b>Homework: Math:</b> Game record sheet. Student sheet #7. Writing: D practice page.
3:15 – 3:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b> Tuesday October 2, 2007	
8:10 – 8:40	<b>Staff Meeting</b>
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar:</b> track the weather in the journals and continue tracking our days of school and date.
9:00 – 9:15	<b>Read Aloud:</b> La primera luna llena de gatita by Kevin Henkes.
9:15 – 10:00	<b>Writing: Mini Lesson:</b> Ask, "Why do we have little and big [uppercase and lowercase] letters in our alphabet?" Discuss as needed. Do a whole class ABC sort. Display the letter tiles, magnets, cards, etc. on the board, pocket chart, etc. Display the category cards - uppercase and lowercase. Allow students to sort letters according to two traits: UPPERCASE <u>and</u> lowercase. Come to the conclusion that letters are either written in UPPERCASE <u>or</u> lowercase format. Come to the conclusion that we need both upper and lower case letters. <b>Skill:</b> Did I start my sentences with a capital letter?"
10:00 – 10:15	<b>Shared Reading:</b> Mi mama es una llama <b>Teacher Preparation:</b> Construct zoo cages by taking a rectangular piece of construction paper and paste brown strips vertically on it to form bars. Label the top of the cage with the kind of animal and post the cage to the wall. Take another piece of construction paper and make a hamburger fold to create a pocket. Put it under the cage. Provide index cards near the cage. Explain to the children that we are going to find the name of the animals on the cages and read their names. Each child will take a card and write a word that is in the same word family as the name of the animal and place it in the envelope below the cage. When the child has rotated through all the stations, the class will gather into large group and so they can list the words on chart paper. Let students know nonsense words are fine even though they aren't real words.
10:15 – 11:00	<b>Specials</b>
11:00 – 11:50	<b>Guided Reading/Literacy Centers:</b> See attachment *
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 12:50	<b>Independent Reading/Intervention</b>
12:50 – 1:00	<b>Read Aloud:</b> One hungry caterpillar
1:00 – 1:40	<b>Word Study: HF 1: Learning High Frequency Words 1: Making and Writing Words</b> <ul style="list-style-type: none"> <li>✓ high frequency word cards for pocket chart</li> <li>✓ magnetic letters</li> <li>✓ Making words sheet</li> <li>✓ student copies of high frequency word cards</li> </ul>
1:40 – 2:00	<b>Social Studies Unit: Families and their Community –CCD Word:</b> Antepasados <b>Activity:</b> Timeline <b>How My Family Has Changed:</b> Explain to the students that just like they changed from being a baby and growing into "big" kids, families change as well. Ask the students to think of some ways that families can change and allow them to respond. Explain that families can change in numerous ways. Families can change in size when a new baby is born, when new members join the family through marriage, or when an older sibling graduates from school and moves out of the house. Think of some other ways families change that are relevant to the make-up of your class and share them with the students.
2:00 – 2:15	<b>Recess</b>
2:15 – 3:10	<b>Math:</b> (MT pg. p.116-131)Survey How we got to school today. Attendance. Make graph.

	<p><b>Materials:</b></p> <p><b>Book:</b> This is the way to go to school.</p> <ul style="list-style-type: none"> <li>• Drawing Materials</li> <li>• Kid Pins and Survey Boards</li> <li>• Student Sheet 9</li> <li>• Class lists</li> </ul> <p><b>The work focuses on:</b></p> <ul style="list-style-type: none"> <li>• Determining how to categorize data</li> <li>• Making sense of data involving more than two categories</li> <li>• Inventing and constructing data representations</li> <li>• Explaining and interpreting results of surveys</li> </ul>
	<p><b>Homework: Math:</b> Math: Student sheet #8.</p>
<p>3:15 – 3:20</p>	<p><b>Clean up and Dismissal</b></p>

<b>Lesson Plans</b>	
Wednesday October 3., 2007	
8:10 – 8:25	<b>Playground Duty</b>
8:40 – 9:00	<b>Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar:</b> Track of the weather and continue tracking our days of school and date.
9:00 – 9:15	<b>Read Aloud:</b> Un caso grave de rayas by David Shannon.
9:15 – 9:30	<b>Shared Reading:</b> Mi mama es una llama – WALL STORY
9:30 – 10:15	<b>Guided Reading/Literacy Centers:</b> See attachment *
10:15 – 11:00	<b>Social Studies Unit: Families and their Community –CCD Word:</b>
11:00 – 11:50	<p><b>Writing: Mini Lesson:</b></p> <p>Remind students that good writers make sure that their pictures <u>match</u> their words. Say, "We can use this picture of a sun, with the word 'sun' under it to help us remember what good writers do."</p> <p>Remind students that good writers start their sentences with a capital letter. Say, "We can use this picture of a GO sign, with the capital 'A' under it to help us to remember what good writers do."</p> <p>Remind students that good writers leave spaces between their words. Say, "We can use this picture of a pointing finger to help us to remember what good writers do."</p> <p>Conclude that spaces should be put between letters and words. <b>Skill:</b> Did I use finger spaces?</p>
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 1:10	<p><b>Math:</b> Choice Time. Review Counting and Combining Strategies.</p> <ul style="list-style-type: none"> <li>• Collect 15</li> <li>• Surveys</li> <li>• What comes next?</li> <li>• Double Compare</li> </ul>
1:10 – 1:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b>	
Thursday October 4, 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.
9:00 – 9:15	<b>Read Aloud:</b> Stلالuna
9:15 – 10:15	<p><b>Shared Reading/Writing:</b> Mi mama es una llama</p> <p>Gather students into large group. Take the envelopes off the wall and tell the children you are going to write a silly riddle using the words in the word family. The answer to the riddle should be the name of the animal. Explain to the students all the words may not be used. Write the riddle on chart paper. Lead them by question and answer to create the riddles</p> <p>Then, put students into pairs. Have them write a riddle and answer it. They must use at least three words belonging to the same word family in their riddle. Instruct students to begin the riddle with "I am" and end with "What am I?" Students should use at least three clues in the riddle. Write these questions on the board as a guide for students as they write their riddle. Have students read questions when they complete their riddle to make sure they used all steps.</p> <ol style="list-style-type: none"> <li>1. Did I start my riddle with "I am?"</li> <li>2. Did I use three clues?</li> <li>3. Did I use three words in the same word family?</li> <li>4. Did I answer my riddle? Monitor students as they work.</li> </ol>
10:15 – 11:00	<b>Specials</b>
11:00 – 11:50	<b>Guided Reading/Literacy Centers:</b> See attachment *
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 12:50	<b>Independent Reading/Intervention</b>
12:50 – 1:00	<b>Read Aloud:</b> Stلالuna
1:00 – 1:40	<p><b>Word Study: LK 5: Forming Letters 1: Verbal Path</b></p> <p style="padding-left: 40px;">✓ laminated letter cards with dots and arrows</p>
1:40 – 2:00	<p><b>Social Studies Unit: Families and their Community –CCD Word:</b> Antepasados.</p> <p><b>Pictorial:</b> Family Tree</p>
2:00 – 2:15	<b>Recess</b>
2:15 – 3:10	<b>Math:</b> Assessment Part 1
3:10 – 3:15	<b>Sharing:</b>
	<b>Homework: Math:</b> Student class sheet # 9.
3:15 – 3:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b>	
Friday October 5,, 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.
9:00 – 9:15	<b>Read Aloud:</b> ¿Me quieres mamá?
9:15 – 10:00	<b>Writing: Mini Lesson:</b> Say, "We've been leaning about how to make our writing better Show your arm, a piece of gum, and a rubber band. Ask, "How do these things help us to spell better?" Facilitate discussion... <ul style="list-style-type: none"> <li>• we can use them to help us stretch out words</li> <li>• they are tools to help us remember to stretch out words</li> </ul> Remind students that good writers stretch out their words to hear as many sounds in the word as possible. <b>Skill: Did I stretch my words?</b>
10:00 – 10:15	<b>Shared Reading:</b> Mi mama es una llama. Discuss and define story elements. Can you name one or two characters in this story?
10:15 – 11:00	<b>Specials</b>
11:00 – 11:50	<b>Guided Reading/Literacy Centers:</b> See attachment *
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 12:50	<b>Independent Reading/Intervention</b>
12:50 – 1:00	<b>Read Aloud:</b> Diez puntos negros
1:00 – 1:40	<b>Word Study: LK 6: Forming Letters 2: Handwriting Book</b> <ul style="list-style-type: none"> <li>✓ handwriting books</li> <li>✓ student rainbow letter pages</li> </ul>
1:40 – 2:00	<b>Social Studies Unit: Families and their Community – Pictorial:</b> Family Tree
2:00 – 2:15	<b>Recess</b>
2:15 – 3:10	<b>Math:</b> Assessment Part 2
	<b>Homework: Math:</b>
3:15 – 3:20	<b>Clean up and Dismissal</b>

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

October 1-5, 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: 1.1.2.</b> Understand and apply phonological awareness and phonemic awareness.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Identify syllables in a word auditorially.</li> <li>• Generate words that begin or end with the same sound or different sounds.</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></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> <p><b>GLE: 1.1.4.</b> Apply understanding of phonics.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations).</li> <li>• Decode words in isolation and in context following common vowel patterns.</li> </ul> <p><b>GLE: 2.1.1.</b> Understand how to use questioning when reading.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions before, during, and after read aloud, instruction/practice time, and independent reading.</li> </ul> <p><b>GLE: 2.1.2.</b> Understand how to create mental imagery.</p> <p><b>Evidence of learning:</b> Compose visual images from what is read aloud and/or read by self (e.g., draw a picture to represent something that was read in a story).</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> <p><b>GLE: 3.1.1.</b> Analyzes ideas, selects topic, adds detail, and elaborates.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Develops ideas for topics orally and visually (e.g., discusses, draws, and/or writes to develop ideas).</li> <li>• Develops and chooses from a list of general topics for writing (e.g., pets, friends, favorite places).</li> </ul> <p><b>GLE: 3.3.1.</b> Understands and applies spacing and directionality; writes legibly.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Writes uppercase and lowercase letters.</li> <li>• Uses spaces between words and sentences.</li> <li>• Writes from left to right and top to bottom.</li> </ul> <p><b>GLE: 3.3.2.</b> Spells phonetically using some conventional spelling.</p> <p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Uses spelling rules and patterns from kindergarten.</li> <li>• Uses classroom resources (e.g., word walls, word banks, word charts, peers).</li> </ul>

Math	Social Studies
<p><b>Number and Numeration:</b>  <b>GLE: 1.1.1</b> Understand different representations of whole numbers to at least 100.  <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>GLE: 1.1.7</b> Apply appropriate strategies and use tools for adding whole numbers.  <b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate tools including mental math, paper and pencil, manipulatives, or calculator to add or subtract in a given situation.</li> </ul> <p><b>GLE 1.5.1:</b> Understand the concept of patterns.  <b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Describe and construct a variety of repeating patterns using sounds, objects, and symbols.</li> <li>• Describe and extend a repeating pattern.</li> </ul> <p><b>GLE: 2.2.2</b> Apply mathematical tools to solve the problem with teacher guidance.  <b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Use relevant information from a teacher-led discussion about a problem.</li> </ul> <p><b>GLE: 2.2.3</b> Apply a variety of strategies to construct solutions.  <b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Use tools such as manipulatives, pictures, or charts to construct a solution.</li> <li>• Apply strategies to construct a solution with teacher guidance.</li> </ul> <p><b>GLE 4.2.2:</b> Understand how to represent numerical, measurement, and/or geometric information in graphs or other appropriate forms.  <b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Represent mathematical information in pictures and drawings.</li> <li>• Place mathematical information in tables, charts, pictographs, bar graphs, or other appropriate forms and includes a title and accurate data display.</li> </ul>	<p><b>Civics:</b>  <b>GLE: 1.1.1</b> Understands the key ideals of individual rights to life, liberty, property, and the pursuit of happiness within the context of the family..  <b>Geography:</b>  <b>GLE: 3.2.1</b> Understands that the way families live is shaped by the environment.  <b>GLE: 3.2.2</b> Understands the cultural universal of family life.  <b>GLE: 3.2.3</b> Understands that families make decisions to move based on size and location of homes and job opportunities.  <b>History:</b>  <b>GLE: 4.1.1</b> Understands and creates family timelines to show events in a sequential manner.  <b>GLE: 4.3.2</b> Understands the multiple causes that change families.  <b>GLE: 4.4.1</b> Understands how knowledge of family history can be used to make current choices.  <b>Social Studies Skills:</b>  <b>GLE: 5.1.1</b> Understands point of view of one's family in relation to other families.  <b>GLE: 5.1.2</b> Evaluates the clarity of information on families in our community.  <b>GLE: 5.2.1</b> Creates and uses questions to find out facts about families.  <b>GLE: 5.2.2</b> Understands that visuals and texts are used as resources to study family life.  <b>GLE: 5.3.1</b> Understands how own viewpoints are different from or the same as other individual's viewpoints.  <b>GLE: 5.4.1</b> Identifies similarities and differences among families.  <b>GLE: 5.4.2</b> Identifies author and title of a resource.</p>
<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).  <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> <p><b>GLE: 1.1.2.</b> Applies listening and observation skills to recall and interpret information.  <b>Evidence of learning:</b></p> <ul style="list-style-type: none"> <li>• Follows three-step oral directions for routines.</li> <li>• Recalls oral multicultural stories, familiar tunes, songs, and sounds.</li> <li>• Answers a variety of questions: who, what, when, where, why, whose, yes/no.</li> <li>• Provides feedback pertinent to the observation or active listening situation.</li> </ul>	

- Describes and explains visual information.

**GLE: 2.2.1** Understands how to show respect for others' input.

**Evidence of learning:**

- Demonstrates when to talk and when to listen