

Lesson Plans	
Monday October 08, 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. Track days to Halloween.
9:00 – 9:15	Read Aloud: Clifford el gran perro colorado
9:15 – 9:30	Shared Reading: <i>Coco ya no espera más.</i> Predicting and setting purposes. Who wants to be Coco? Where is Coco? Remind children that in this story Coco goes by herself to visit her grandmother. Initiate a discussion with children about when it is better to go somewhere alone and when is time to go with someone.
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	Writing: Mini Lesson Focus: Gather students around the carpet. Say, "We've been learning about the different ways that we can tell stories. Say, "We've learned that everyone has stories to share and that they enjoy sharing their stories." Say, "We've talked about telling stories orally." Say, "We've talked about telling stories using pictures." Say, "We will be learning more about writing stories using words." Remind students that authors write the words. Skill: Telling Stories Using Written Words
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: LK 10: Noticing Letters in Words: Magnetic Letters <ul style="list-style-type: none"> ✓ high frequency words written on chart paper ✓ magnetic letters ✓ high frequency word cards ✓ Making Words sheet
1:40 – 2:00	Social Studies Unit: Wants and Needs– Glad Strategy: Inquiry Chart. CCD Word:
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"> • 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

	<p>order with the Elmo)</p> <ul style="list-style-type: none"> • Encourage students to share idea and explain that they need to record their solution using pictures, words, numbers or any combination of these. <p><u>Observations</u></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><u>Cleaning and Recording</u></p> <p>I will ring the bell and wait until they are all quiet to give them cleaning and final recording instructions.</p> <p><u>Sharing</u></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.
	<p>Homework: Reading – Math</p>
<p>3:10 – 3:20</p>	<p>Clean up and Dismissal</p>

Lesson Plans	
Tuesday October 9, 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. Track days to Halloween.
9:00 – 9:15	Read Aloud: Clifford va de viaje.
9:15 – 9:30	Shared Reading: <i>Coco ya no espera más.</i> Ask children to compare the illustration and ask them to describe how the grandmother is feeling in each one. (details in pictures, talk about illustrations and the illustrator)
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	Writing: Mini Lesson: Ask, "What are inside of books?" [pictures and words] Say, "We have started talking about adding more words to our stories, to help us tell more detailed stories." Say, "I'd like you to start thinking about adding even more words to your stories." Say, "Just like these authors (hold up familiar books), you, too, can write more words to tell the story." Say, "Good authors tell stories using pictures and words." Have a brief discussion about how the story, Come to the conclusion that writers share stories that have details. Come to the conclusion that a detailed story has more words than one that has labels. Skill: Sharing our Stories using many Words
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:45	Read Aloud: Clifford el día deportivo.
12:45 – 1:40	Word Study: HF 1: Learning High Frequency Words 1: Making and Writing Words <ul style="list-style-type: none"> ✓ high frequency word cards for pocket chart ✓ magnetic letters ✓ Making words sheet ✓ student copies of high frequency word cards
1:40 – 2:00	Social Studies Unit: Families and their Community – Glad Strategy: Observational Charts. CCD Word:
2:00 – 2:15	Recess
2:15 – 3:10	Math (MT: Making prediction about a story (p.100))
3:10 – 3:15	Sharing:
	Homework: Reading – Math
3:15 – 3:20	Clean up and Dismissal

Lesson Plans	
Wednesday October 10, 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. Track days to Halloween.
9:00 – 9:15	Read Aloud: Clifford: El misterio del ladron de comida.
9:15 – 9:30	Shared Reading: <i>Coco ya no espera más.</i> When reading the store pause on the pages so that children can find a word that begins with the same syllable as the key word. Page 36: moto- morado, page 38-40: mujer, muchas, page 57: mira –minuto, page 64: mira-mitad, page36-40 telefono-techo-tenia; page 65: tomate-todas
9:30 – 10:20	FOCUS MEETING – KIDS GO TO MUSIC
10:20 – 11:30	Guided Reading/Literacy Centers:
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 1:10	Math: ASSESSMENT
1:10 – 1:20	Clean up and Dismissal

Lesson Plans	
Thursday October 11 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. Track days to Halloween.
9:00 – 9:15	Read Aloud: Clifford: el día de la tormenta.
9:15 – 9:30	Shared Reading: <i>Coco ya no espera más.</i> Kids will retell the story. Who wants to make up words that go with this illustration?
9:30 – 10:15	Guided Reading/Literacy Centers: See attachment *
10:15 – 11:00	Specials
11:00 – 11:50	Writing: Mini Lesson: Periods Gather students at the carpet. Say, "Today's book is going to help us to become better writers." Say, "We've been learning that good writers use PUNCTUATION MARKS so that their stories are easier to read." Say, "We also learned that there are three punctuation marks and we learned what they looked like and what they do." Say, "Repeat after me - - 'PUNCTUATION'." Ask, "What are the punctuation marks [or sentence stoppers] that we look for?" – periods, exclamation points, and question marks Ask, "What do periods do?" they stop a TELLING sentence Have the class dictate a TELLING sentence .Highlight the periods. Come to the conclusion that there are three ways to end a sentence: periods, exclamation points, and question marks.
11:50 – 11:59	Getting ready for lunch
11:59 – 12:30	Lunch
12:30 – 12:45	Read Aloud: Clifford: El perro que gritó "¡Socorro!"
12:45 – 1:40	Word Study: WS 2: Making Plurals: Adding "s": Word Match ✓ 30 word cards, 15 pairs of matching singular/plural words ✓ two-way sorting sheet
1:40 – 2:00	Social Studies Unit: Families and their Community –CCD Word:
2:00 – 2:15	Recess
2:15 – 3:10	Math: ASSESSMENT
3:10 – 3:15	Sharing
	Homework: Reading – Math
3:15 – 3:20	Clean up and Dismissal

Lesson Plans Friday October 12, 2007	
8:00 – 3:40	LID DAY