

<b>Lesson Plans</b>	
Monday October 15, 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. Days to Halloween.
9:00 – 9:15	<b>Read Aloud:</b> Un vecino fabuloso
9:15 – 10:00	<p><b>Writing: Mini Lesson:</b>            Gather the class at the carpet area.            Say, "Today I'd like to talk about telling stories."            Ask, "Do any of you like to tell stories to your parents, family, and/or friends?"            Say, "I like to tell stories, too."            Say, "One of my favorite stories to tell is about the time that I learned how to drive a car."            Briefly share the story with the class.            Ask,            • Who did I tell my story to?            • How did I tell my story? - {using my mouth/words}            • What did I do to tell my story? - {went in my head to remember the story}            Ask, "What kinds of stories do you like to share?"            Briefly allow for a few students to share topics of stories (not the actual stories themselves...!).            Come to the conclusion that people tell stories using their words/mouths [oral language].            Dismiss for Writer's Workshop  <b>Skill:</b> We Tell Stories With our Words</p>
10:00 – 10:15	<p><b>Shared Reading:</b> <i>Paloma y sus bromas</i>            Predicting and setting purposes. <u>Predictions:</u> What can you see in this picture that helps you understand the story? Form what you have read before; can you predict what will happen next in the story? Pause in page 15 and ask children what they think is going to happen. Then read page 16 to check predictions and ask questions such as: ¿Qué le paso a Paloma? ¿Por qué no vinieron a ayudarla sus maestros o los niños?</p>
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> Una fiesta con pizza
1:00 – 1:40	<p><b>Word Study:</b> LS6: Noticing vowels in words. Let the children know that they are going to review what they know about vowels. Review that some letters are consonants and some letters are vowels. Review that every word in Spanish and in English has a vowel. Give the children a sheet of HF words and a chart. Explain that they will build the graph from the bottom writing each HF word in the column above the vowel contained in the word.  <b>LS 6: Notice Vowels in Words: HF word Graph</b>            ✓ vowel sort sheets            ✓ high frequency word cards (words w/ 1 vowel)            vowel graph on chart paper</p>
1:40 – 2:00	<b>Social Studies Unit: Families and their Community –</b> What is a map?
2:00 – 2:15	<b>Recess</b>
2:15 – 3:15	<p><b>Math: (BNS) (p. 4) INVESTIGATION 1: Visualization Numbers:</b>  <b>Session 1: Quick Images</b>  <b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Cubes (at least 30 per student)</li> <li>• Pattern blocks (1 per table)</li> <li>• Small plastic bags</li> <li>• Counters</li> </ul>

	<ul style="list-style-type: none"> <li>• Dot cards</li> </ul> <p><b><u>Modeling</u></b>  I will explain that we are going to do a different activity called Quick Images.  I'll ask students if anyone knows what an image is.  Hear their answers and explain that an image is another name for a picture.  I'll explain that we are going to see some pictures, or images, of little black dots.  I'll explain that I will cover the image and they will try to make a copy of the picture they saw.  I will remind them to look carefully because they will only see the picture for a few seconds.  I will explain that they should only look at the picture and they should not do anything else while they are looking at the picture.  Then, I will tell them to sit at their tables and I will distribute paper and counters.  I will show the first picture and I will cover it.  Then, after students have made their first attempt, I will explain that I will show the picture again. I will tell students to study very carefully the picture.  Call for a volunteer to show their results.  Reassure students that I know that it can be difficult. Encourage them to explain their strategies.</p>
	<p><b>Homework:</b> Formacion de Imagenes rapidas. Hoja # 4 + tarjetas de puntos. Reading assignment.</p>
3:15 – 3:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b> Tuesday October 16, 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. Days to Halloween.
9:00 – 9:15	<b>Read Aloud:</b> Somos un arco iris
9:15 – 10:00	<b>Writing: Mini Lesson:</b> Gather the class at the carpet area. Briefly review the facts... <ul style="list-style-type: none"> <li>• stories can be told using our oral language (words)</li> <li>• stories have been told for many, many years (oral story telling)</li> <li>• stories that are told orally are told from one person to another</li> <li>• stories can be passed on from one person to another</li> <li>• we can tell stories using our oral language</li> <li>• we enjoy telling stories using our oral language</li> </ul> <b>Skill:</b> We Tell Stories With our Words
10:00 – 10:15	<b>Shared Reading:</b> <i>Paloma y sus bromas</i> Vocabulary development, fluency, directionality, self-monitoring. Cover word and ask students: can you think of another word that would make sense in the sentence? Discuss each of the illustrations more in depth. Talk about the children's experiences swimming, riding at the park, etc. Point out the text that says ayuda ayuda.
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> Vamos a trabajar
1:00 – 1:40	<b>Word Study: SP 3: Learning Phonograms: Closed Word Sort (modified)</b> <ul style="list-style-type: none"> <li>✓ word cards</li> <li>✓ word ending sort sheet</li> <li>✓ large word cards (to use in pocket chart)</li> </ul>
1:40 – 2:00	<b>Social Studies Unit: Families and their Community – Mapping their houses</b>
2:00 – 2:15	<b>Recess</b>
2:15 – 3:10	<b>Math: (BNS pg.8) <u>INVESTIGATION 1: Visualization Numbers</u></b> <b><u>Session 2: Compare Dots</u></b> Compare Dots. <b><u>Materials:</u></b> <ul style="list-style-type: none"> <li>• Cubes (at least 30 per student)</li> <li>• Pattern blocks (1 per table)</li> <li>• Small plastic bags</li> <li>• Counters</li> <li>• Dot cards</li> </ul> <b><u>Modeling:</u></b> I will call students to the carpet and I will explain that they will play the game Compare Dots. I will tell them that they will play with a partner and each player gets half the cards in the deck. Demonstrate how they have to deal with the cards. Explain that both players turn at the same time the top card and the player with more dots says "ME". Ask kids if they understand the procedure. Demonstrate the game with a volunteer. Then, tell kids to go back to their table and sit with a partner. <b><u>Observations</u></b>

	<ul style="list-style-type: none"><li>• Observe how students deal out the cards.</li><li>• See how the students find the number of dots on a card.</li><li>• Ask for strategies.</li><li>• Are students playing cooperatively?</li></ul>
	<b>Homework:</b> Tarjetas de puntos. HF words assignment.
3:15 – 3:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b> Wednesday October 17, 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. Days to Halloween.
9:00 – 9:15	<b>Read Aloud:</b> Stinky Face I love you. by Lisa McCourt
9:15 – 10:00	<p><b>Writing: Mini Lesson:</b> Remind students that writers tell stories that are near and dear to their hearts. Say, "You have stories that are near and dear to your hearts, and I've enjoyed listening to them." Share that today we are all going to be authors, just like Helen Lester and we are going to write. Share that today we are going to tell a story that is near and dear to our hearts by writing about it. Model how to tell a story by illustrating it [first]. Think out loud as you illustrate. When finished, share the story with the class. Say, "This story is near and dear to my heart. I'm glad I was able to share it with you." Say, "But - I want to also write about my story. Not just illustrate it. I'm going to use words, too." Say, "I will help you write the words. Soon you'll be writing your own words, but for today, I'll help." Say, "I've already illustrated my story, now I'm going to tell "the teacher" what to write." Remind the class that they can also write stories that are near and dear to their hearts. Encourage students to think of a story, and to illustrate it and then ask for help for the writing part. <b>Skill:</b> You are an Author</p>
10:00 – 10:15	<b>Shared Reading:</b> <i>Paloma y sus bromas</i> . Reread the story inviting to join in with Paloma's cries for help. Point out high frequency words: un día, la, su and al.
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 – 1:10	<p><b>Math: (BNS pg.13): INVESTIGATION 1: Visualization Numbers (BNS)</b> <b>Session 3: Copying Cubes</b> <b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Cubes</li> <li>• Identical object built from 10-15 cubes. (1 per table)</li> <li>• Dot cards.</li> </ul> <p><b>Modeling.</b> On the carpet explain that we are going to copy something that I have built out of cubes. Show the object to the kids. Explain that each table will have one and they cannot take the object apart. Tell them that each one of them has to build an exact copy of the model. Explain that the colors don't matter but I do want an exact copy of the shape and size of the object. Emphasize that I want them to use the same number of cubes. Remind them to keep the model in the center of the group, so they all can see it. Then, tell students to go back to their tables and distribute materials and objects to each group.</p>
1:10 – 1:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b> Thursday October 18, 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. Days to Halloween.
9:00 – 9:35	<b>Read Aloud: The Napping House</b>
9:35 – 10:00	<p><b>Writing: Mini Lesson:</b> Gather students at the carpet. Say, "The book I will read to you today is about a mouse, a strawberry, and a bear." Say, "Today's book will help us to become better illustrators." Ask, "What does an illustrator do?"</p> <ul style="list-style-type: none"> <li>• draws/makes/takes the pictures</li> </ul> <p>Read <i>The Little Mouse, the Red Ripe Strawberry, and THE BIG HUNGRY BEAR</i> by D. and A. Wood. Say, "This book is written by Audrey and Don Wood." Say, "This book is illustrated by Don Wood." Say, "Don and Audrey Wood are partners - - they write and illustrate books together." Say, "When Don illustrated this book, he used wonderful colors." Say, "Don Wood tried to use colors that would help tell the story." Ask, "Can you help me find pages where the colors helped tell the story?" Take a picture walk - - page by page - - and discuss how the colors help tell the story.</p> <ul style="list-style-type: none"> <li>• the strawberry is bright red to show that it is ripe</li> <li>• the mouse looks just right because he has pink ears, gray fur, and a white tummy</li> <li>• the leaves on the bush are green and the leaves are lots of different shades of green</li> <li>• the colors he uses are true to the colors we would see in real life (strawberry, leaves, mouse, bear, etc)</li> </ul> <p>Come to the conclusion that</p> <ul style="list-style-type: none"> <li>• colors show the reader what is happening</li> <li>• colors give the picture more detail</li> <li>• colors should be real to life (closely match what color the object is in real life)</li> </ul> <p>Encourage students to use colors that closely match what color the object is in real life. Dismiss for Writer's Workshop. <b>Skill:</b> Detail to Color</p>
10:00 – 10:15	<p><b>Shared Reading:</b> <i>Paloma y sus bromas</i> Discuss and define story elements. Can you name one or two characters in this story? Explain the function of exclamation marks, speech dashes, and speech bubbles. Ask the children to read the speech bubbles.</p>
10:15 – 11:00	<b>Specials</b>
11:00 – 11:50	<p><b>Centers – Students go to centers</b></p> <ul style="list-style-type: none"> <li>• Leap Frog – Computers (4 leap frogs)</li> <li>• Listening Center (2 students at the time)</li> <li>• Writing Center</li> <li>• Reading Quietly Center</li> <li>• Word Center</li> <li>• Help a friend Center (2 pair of students)</li> </ul> <p>PARAPRO WORKS WITH: Ruben, Veronica, Yarity, Sarah, Elia y Erick V.</p>
11:50 – 11:59	<b>Getting ready for lunch</b>
12:30 – 12:50	<b>Shared Reading Activity:</b> <i>Paloma y sus bromas</i> - Hand out the <i>Paloma y sus bromas</i> response sheet. Student will make their own version of <i>Paloma y sus bromas</i> .
12:50 – 1:00	<p><b>Centers – Students go to centers</b></p> <ul style="list-style-type: none"> <li>• Leap Frog – Computers (4 leap frogs)</li> <li>• Listening Center (2 students at the time)</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing Center</li> <li>• Reading Quietly Center</li> <li>• Word Center</li> <li>• Letter Center: Ruben, Veronica, Yarity, Melinda, Sarah</li> <li>• Help a friend Center (2 pair of students)</li> </ul>
1:00 – 1:40	<p><b>Read Aloud: – La Casa Adormercida by Audrey Wood</b></p> <p><b>The teacher will ask</b> “Can anyone name in order, who went to sleep on the bed in the napping house? Then I will pass the character cards and I will ask students to think about the characters in the story and in what order the characters were napping on the bed. The teacher will then have the students repeat with her what action each character did to get off the pile. As the teacher and students repeat the action the teacher will remove each card until there is only the bed left. The students will be given a blank sheet of paper and be asked to draw a bed and draw or write the names of the characters in the order that they were napping to retell the story.</p> <p><b>Materials:</b> Character Cards</p>
1:40 – 2:00	<b>Social Studies Unit: Families and their Community –CCD Word:</b>
2:00 – 2:15	<b>Recess</b>
2:15 – 3:00	<p><b>Math: (BNS pg.13 ): <u>INVESTIGATION 1: Visualization Numbers (BNS)</u></b>  <b><u>Session 3: Copying Cubes Choice Time</u></b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Dot cards sets, A B, C, D</li> <li>• Cubes</li> </ul> <p><b>Modeling:</b></p> <p>Tell students that today we have choice time. During choice time students choose one or two activities they want to participate in.  Remind them that they can select the game they want to play with a partner.  I will list the choices on the board or on a piece of paper.</p> <p><b>Choices:</b></p> <ul style="list-style-type: none"> <li>• Copying Cubes</li> <li>• Compare Dots</li> <li>• Quick Images</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• How much do students interact with their partner?</li> <li>• What strategies do they use?</li> <li>• How do they keep track?</li> </ul>
3:00 – 3:15	<b>Read Aloud/Intervention</b>
3:15 – 3:20	<b>Clean up and Dismissal</b>

<b>Lesson Plans</b>	
Friday October 19, 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. Days to Halloween.
9:00 – 9:15	<p><b>Read Aloud:</b> Say, "We are going to take a closer look at Don and Audrey's book today. "Re-read The Little Mouse, the Red Ripe Strawberry, and THE BIG HUNGRY BEAR by D. and A. Wood.</p> <p>Say, "This book will helps us to become better illustrators."</p> <p>Ask, "What does an illustrator do?"</p> <ul style="list-style-type: none"> <li>• draws/makes/takes the pictures</li> </ul> <p>Say, "This book is illustrated by Don Wood."</p> <p>Say, "When Don illustrated this book, he wanted to make sure that he used wonderful shapes."</p> <p>Say, "Don Wood tried to use shapes that would help tell the story."</p> <p>Then, continue immediately with the writing mini-lesson;</p>
9:15 – 10:00	<p><b>Writing: Mini Lesson:</b></p> <p>After reading the book:</p> <p>Ask, "What did we learn about using colors help tell the story?"</p> <ul style="list-style-type: none"> <li>• colors show the reader what is happening</li> <li>• colors give the picture more detail</li> <li>• colors should be real to life (closely match what color the object is in real life)</li> </ul> <p>Say, "This book is written by Audrey and Don Wood."</p> <p>Ask, "Can you help me find pages where the shapes helped tell the story?"</p> <p>Take a picture walk - - page by page - - and discuss how the shapes help tell the story.</p> <ul style="list-style-type: none"> <li>• the strawberry looks like a strawberry - - it doesn't look like a banana or an apple</li> <li>• the mouse looks like a mouse - -has a long, thin tail and whiskers, and skinny legs and arms, and big ears</li> <li>• the leaves are shaped like leaves you would see on a real tree - - there are different leaf shapes</li> </ul> <p>Come to the conclusion that</p> <ul style="list-style-type: none"> <li>• shapes [circle, triangle, rectangle, square, etc] help us to draw</li> <li>• shapes give the picture more detail</li> <li>• our pictures should be true to shape (closely match what shape the object is in real life)</li> </ul> <p>Encourage students to use shapes that closely match what shape the object is in real life.</p> <p>Dismiss for Writer's Workshop.</p> <p><b>Skill:</b> Detail to Shape</p>
10:00 – 10:15	<p><b>Shared Reading:</b> <i>Paloma y sus bromas</i></p> <p>Rhyming: Find the rhyming words: llevó, gritó, corrió y dejó. Point to the accent marks in the above words.</p>
10:15 – 11:00	<b>Specials</b>
11:00 – 11:50	<p><b>Centers – Students go to centers</b></p> <ul style="list-style-type: none"> <li>• Leap Frog – Computers (4 leap frogs)</li> <li>• Listening Center (2 students at the time)</li> <li>• Writing Center</li> <li>• Reading Quietly Center</li> <li>• Word Center</li> <li>• Help a friend Center (2 pair of students)</li> <li>• PARAPRO WORKS WITH: Ruben. Veronica, Yarityz, Sarah, Elia y Erick V.</li> </ul>
11:50 – 11:59	<b>Getting ready for lunch</b>
11:59 – 12:30	<b>Lunch</b>
12:30 – 2:00	<b>Social Studies:</b> Building our Neighborhood
2:00 – 2:15	<b>Recess</b>
2:15 – 3:10	<b>Math: (BNS pg.13 ): <u>INVESTIGATION 1: Visualization Numbers (BNS)</u></b>

	<p><b><u>Session 3: Copying Cubes Choice Time</u></b></p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Dot cards, set A.</li> <li>• Dot cards Sets, B, C, D 3 sets each</li> </ul> <p><b><u>Modeling:</u></b></p> <p>Tell students that today we have choice time. During choice time students choose one or two activities they want to participate in.</p> <p>Remind them that they can select the game they want to play with a partner.</p> <p>I will list the choices on the board or on a piece of paper.</p> <p><b><u>Choices:</u></b></p> <ul style="list-style-type: none"> <li>• Copying Cubes</li> <li>• Compare Dots</li> <li>• Quick Images</li> </ul> <p><b><u>Observations</u></b></p> <ul style="list-style-type: none"> <li>• How much do students interact with their partner?</li> <li>• What strategies do they use?</li> <li>• How do they keep track?</li> </ul>
	<p><b><u>Homework:</u></b> Hoja de anotaciones para juegos.</p>
3:15 – 3:20	<p><b><u>Clean up and Dismissal</u></b></p>