






| Lesson Plans Monday October 22, 2007 | |
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| 8:40 – 9:00 | Greetings and Handshakes, books at tables. Attendance, Pledge of Allegiance. Calendar: continue tracking our days of school, date and weather. Days to Halloween. Count by 10's, 5's, 2's & 1's |
| 9:00 – 9:15 | Read Aloud: En El Barrio |
| 9:15 – 10:00 | Writing: Mini Lesson: Gather students around the carpet area. Ask, "Why do writers use periods, question marks, and exclamation points?" Facilitate discussion... <ul style="list-style-type: none"> • to stop a sentence • to ask a question • to show emotion (excitement, sadness, anger, etc). • etc. Ask, "When I'm done writing, and I read my story, what should I do if I notice that I didn't use any sentence stoppers?" Say, "If we forgot to use sentence stoppers, we should go back and add them." Demonstrate how to do this on a sample piece of writing. Say, good writers put periods, question marks, or exclamation points at the ends of sentences." Say, "We can use this picture to remind ourselves that we need to make sure we have sentence stoppers in our writing." Dismiss students for Writer's Workshop. Skill: Did I use punctuation?" |
| 10:00 – 10:15 | Shared Reading: <i>En el Tranvía</i> Introduce the book the book by showing the children the cover. Read the book and ask questions as: ¿Sobre que creen que tratara el cuento? ¿Qué es un tranvía? ¿Usamos tranvias en nuestra ciudad? ¿Qué usamos entonces? ¿Quien creen que va a viajar en el tranvia? Predictions: cover some of words (tortuga, tranvia, and se fue) Invite the children to read the story with you guessing at the covered words. Discuss the story. ¿Quién subio al tranvía? ¿Qué hubieran echo si el monstruo se hubiera subido al tranvía con ustedes? |
| 10:15 – 11:00 | Specials |
| 11:00 – 11:50 | Guided Reading/Literacy Centers |
| 11:50 – 11:59 | Getting ready for lunch |
| 11:59 – 12:30 | Lunch |
| 12:30 – 12:50 | Independent Reading/Intervention |
| 12:50 – 1:00 | Read Aloud: Froggy y su Papá |
| 1:00 – 1:40 | Word Study: SP 5: Learning Phonograms: Closed Word Sort (modified) <ul style="list-style-type: none"> ✓ word cards ✓ word ending sort sheet ✓ large word cards (to use in pocket chart) |
| 1:40 – 2:00 | Social Studies Unit. CCD- NEIGHBORHOOD (people who live in the same area) ASL SIGN: The sign NEAR is repeated at the side of the body.  |
| 2:00 – 2:15 | Recess |

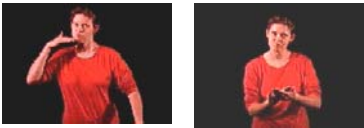
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| <p>2:15 – 3:15</p> | <p>Math: (BNS) (p. 18): Review INVESTIGATION 1 Session 5: Number Shapes Visualizing Numbers (BNS)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cubes. <input type="checkbox"/> Pattern blocks. <input type="checkbox"/> Dot cards, Sets A-D. <p><u>Modeling:</u></p> <p>I will explain to students that they will have to create a picture, pattern or design from about 20 pattern blocks.</p> <p>I will demonstrate by quickly making a picture or design from about 20 pattern blocks. I will demonstrate how to record the activity. I will also leave one pattern block out of my design so I can show them how to record zero.</p> <p>I will explain that they have to count the number of each kind of pattern block they use on their design.</p> <p>I will ask questions about my design. For example: How many rhombus they see in my design. I will ask about the pattern block that I do not have in my design and I will ask what they think I should fill in my sheet. I will model the zero in my sheet.</p> <p>I will ask to make sure if they understand the procedure.</p> <p>I will keep an illustration with the blocks and their names.</p> <p><u>Observing:</u></p> <p>Observe student counting. Ask questions and make sure they know how to count. Are the students recording the numbers on the recording sheet?</p> |
| | <p>Homework: Formacion de Imagenes rapidas. Hoja # 4 + tarjetas de puntos. Reading assignment.</p> |
| <p>3:15 – 3:20</p> | <p>Clean up and Dismissal</p> |



| Lesson Plans Tuesday October 23, 2007 | |
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| 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. Days to Halloween. Question: “How many more days until the 60th day of school?” Count by 10’s, 5’s, 2’s & 1’s |
| 9:00 – 9:15 | Read Aloud: El Tapiz de Abuela |
| 9:15 – 10:00 | Writing: Mini Lesson: Gather students around the carpet area. Say, "I am going to write a non-fiction story today about cats, because I KNOW a lot about cats." Write a non-fiction piece about winter, thinking aloud as you do. Accept student help for word spelling sight words, and encourage students to "stretch" unknown words with you. When finished, say "I'm glad that I can write about things that I KNOW Ask/say, "What do you KNOW a lot about? Remember, you can write about things that you KNOW about!" Skill: write a non-fiction story |
| 10:00 – 10:15 | Shared Reading: <i>En el Tranvía</i> Reread the story to the children, pausing for effect at the end of page 11. Speed up toward the end of the story. Ask the children what happened each time an animal got on the trolley. Point at the words as you read the sentence: y el tranvía se fue. Invite the children to join in the rereading of the story by repeating the phrase (encourage them to read <i>se fue</i> with plenty of expression) Retell the story: Ask the children if they can remember which animal got on the trolley first. |
| 10:15 – 11:00 | Specials |
| 11:00 – 11:50 | Guided Reading/Literacy Centers: See attachment * |
| 11:50 – 11:59 | Getting ready for lunch |
| 11:59 – 12:30 | Lunch |
| 12:30 – 12:50 | Independent Reading/Intervention |
| 12:50 – 1:00 | Read Aloud: Vamos a trabajar |
| 1:00 – 1:40 | Word Study: Create a “ Words We Know Chart. ” Students will also create their own words we know chart. HF words: también, aquí, debajo, adelante, detrás, arriba, abajo. |
| 1:40 – 2:00 | Social Studies Unit: CCD word: SERVICES-(work done for others) ASL SIGN: Both hands are held in front of the body with the palms facing up; they are then alternating moved back and forth.  ESL: I live in a City |
| 2:00 – 2:15 | Recess |
| 2:15 – 3:10 | Math: (BNS p.38): <u>INVESTIGATION 2. Session 1.</u> Twelve cats and dogs. Students will find combinations of numbers up to about 12. Students will use pictures, stories and objects to model number combinations. Students will explore relationships among combinations of numbers. Students will record |

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| | solutions with pictures, numbers and words. Students should find more than one solution to a problem. The goal is to find a number of cats and a number of dogs that make up 12 in all. |
| | Homework: |
| 3:15 – 3:20 | Clean up and Dismissal |

| Lesson Plans Wednesday October 24, 2007 | |
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| 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. Days to Halloween. Count by 10's, 5's, 2's & 1's |
| 9:00 – 9:15 | Read Aloud: Una canasta de cumpleaños para tía. |
| 9:15 – 10:00 | Social Studies Unit: CCD word: OCCUPATION (your job or career) ASL SIGN: One S handshape taps the back of the other S handshape to represent the hands doing something (working) |
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| 10:15 – 11:00 | Specials |
| 11:00 – 11:50 | Guided Reading/Literacy Centers: See attachment * |
| 11:50 – 11:59 | Getting ready for lunch |
| 11:59 – 12:30 | Lunch |
| 12:30 – 1:10 | Math: Choice Time: <ul style="list-style-type: none"> <input type="checkbox"/> Twelve cats and dogs <input type="checkbox"/> Making dot pictures <input type="checkbox"/> Copying cubes Homework: Student sheet # 5. |
| 1:10 – 1:20 | Clean up and Dismissal |

| Lesson Plans | |
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| Thursday October 25, 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. Days to Halloween. Count by 10's, 5's, 2's & 1's |
| 9:00 – 9:15 | Read Aloud: Tiempo de Calabazas |
| 9:30 – 10:00 | <p>Writing: Mini Lesson: Gather students around the carpet area. Tell students that today we will be talking about a different kind of writing. Tell students that this kind of writing is not the kind of writing where we tell stories. Tell students that this kind of writing is not the kind of writing where we tell about what happened to us. Ask, "Have you ever seen your mom or dad write down what they are going to buy at the store?" Facilitate discussion:</p> <ul style="list-style-type: none"> • what kinds of things did they write • why did they write • what did they write on • did they bring it with them <p>Say, "A list is a tool that people use to help them remember something." Share examples of lists that I have created Share with students that I'd like them to create lists to add to the class book. Remind students that writers use lists as a tool help them remember something. Ask, "Why might someone write a list?" Facilitate Discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> packing <input type="checkbox"/> shopping <input type="checkbox"/> Etc <p>Remind students that writing lists is a way to help us remember something. Model for students how to write a list Illustrate the list you wrote by adding simple pictures and add it to the class book. Also: Encourage students to write their own list during center writing time. Skill: What a List Is</p> |
| 10:00 – 10:15 | <p>Shared Reading: <i>En el Tranvía</i> Reread the store and take an opportunity to make the following teaching points: Point out the high frequency words: <i>una, un, se, fue, al, el, and y.</i> Remind the children to use picture and initial letter clues to help them read tortuga, tranvía, gallina, rana, gata, monstruo, and conductor</p> |
| 10:15 – 11:00 | Specials |
| 11:00 – 11:50 | <p>Guided Reading/Centers</p> <ul style="list-style-type: none"> • Leap Frog – Computers (4 leap frogs) • Listening Center (2 students at the time) • Writing Center • Reading Quietly Center • Word Center • Help a friend Center (2 pair of students) |
| 11:50 – 11:59 | Getting ready for lunch |
| 12:30 – 1:10 | Read Aloud: Narrative: A Chair for my mom. |
| 1:10 – 1:40 | Word Study: LK 10: Noticing letters in words (magnetic letters). Making Words Sheet. |
| 1:40 – 2:00 | Social Studies Unit: Families and their Community –CCD-goods (merchandise-needs & wants, clothes, food, etc.) |

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| 2:00 – 2:15 | Recess |
| 2:15 – 3:00 | <p>Math: (BNS p.48): <u>INVESTIGATION 2. Session 2.</u> Problems about ten. Students will find combination of 10. Students will make up and solve a story problem. Student should find more than one solution to the problem. Students will record solutions using pictures, numbers and words. Homework: Practice page C.</p> |
| 3:00 – 3:15 | Read Aloud/Intervention/ Closing: Plumas para almorzar |
| 3:15 – 3:20 | Clean up and Dismissal |

| Lesson Plans | |
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| Friday October 26, 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. Days to Halloween. |
| 9:00 – 9:15 | Read Aloud: Pelitos |
| 9:15 – 10:00 | <p>Writing: Mini Lesson: Have students sit at the carpet area. Ask, "Do any of you have a dog at home?" Say, "Lots of us have dogs, and I'm wondering something about your dogs...." Ask, "Do your dogs write you notes?" Allow children to answer. Say, "Well the reason why I asked you about your dog writing, is because today's book is about a dog." Read Dear Mrs. LaRue: Letters from Obedience School by Mark Teague. Say, "The dog in this book had to go away to obedience school." Ask, "Class, what is a 'letter'?" Distinguish between the two definitions of letter:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the word 'letter' can mean a letter of the alphabet <input type="checkbox"/> the word 'letter' can mean a note that is written to someone <p>Ask, "What does the word 'letter' mean in the book we read today?" Come to the conclusion that letters are notes that are written to other people. Dismiss for Writer's Workshop. Skill: Letters are Notes that we Write to People</p> |
| 10:00 – 10:15 | <p>Shared Reading: <i>En el Tranvía</i> Innovate on the story: Write out the text on a large sheet of paper, omitting the names of the animals. Reread the story to the children. Then invite them to substitute new animals for the old ones. Once the children are happy with their new story they may wish to illustrate it and put it together as a new Big Book.</p> |
| 10:15 – 11:00 | Specials |
| 11:00 – 11:50 | Guided Reading/Centers |
| 11:50 – 11:59 | Getting ready for lunch |
| 11:59 – 12:30 | Lunch |
| 12:30 – 1:40 | <p>Word Study: HF8: I will monitor the HF words children know. Children are going to practice all the words that they have been learning. Give the children a sheet of HF words and a chart. Explain that they will write all the HF word they know</p> |
| 1:40 – 2:00 | <p>Social Studies CCD Word: RESPONSABILITY (things or persons you are responsible for) ASL SIGN: The hands pushing down on the shoulder represent the weight of responsibility</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div> <p>ESL: I live in a City</p> |
| 2:00 – 2:15 | Recess |
| 2:15 – 3:10 | <p>Math: (p.53): INVESTIGATION 2 Session 3. The Game of Double Compare. Students play the game of double compare, in which they find which of two totals is larger. Students will find the total of two quantities up to 10. Students will find the larger of two quantities up to 20.</p> |
| | Homework: Practice page D. |
| 3:15 – 3:20 | Clean up and Dismissal |