

Important Notes: Bus Safety needs to be taught during this week if not already done.
 First Six Weeks of School text pages to read: **Week 2: pages 128-141, pages 20-24**
 explain the philosophy behind the teaching in these first weeks.

Weekly Focus: Debwewin (Truth)

Appendix A p. 251-262

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 8:05-8:10	10:00 LATE START – ADJUST SCHEDULE AS NEEDED, BUT MAINTAIN THE INTEGRITY OF THE PROCESS.	Introduce homework in-bin Practice quiet signals	Review homework in-bin Continue to reinforce routines	Continue to reinforce routines	Continue to reinforce routines
Morning Meeting 8:10-8:30	Greeting – Good morning and handshake around circle Sharing – Partner chat (one event from weekend) (see Morning Meeting Book p. 124-125) Group Activity—Just Like Me p. 270 Morning message – Preview of week's learning	Greeting – Good morning and handshake around circle Sharing – Partner chat (pets) (Morning Meeting Book p. 124-125) Group Activity— A Warm Wind Blows p. p. 275 Morning message – Homework reminders	Greeting – Good morning and handshake around circle Sharing – Partner chat (math topic) (Morning Meeting Book p. 124-125) Group Activity – A Warm Wind Blows p 275 Morning Message – Homework reminders	Greeting – Partner greeting Sharing – Partner chat (animal to research) (Morning Meeting Book p. 124-125) Group Activity – Human Protractor p. 269 Morning message – Angles	Greeting – Partner greeting Sharing – Partner chat (nonfiction topics you want to explore in reading) (Morning Meeting Book p. 124-125) Group Activity – Human Protractor p. 269 Morning message – Angles
CORE Math 8:30-9:30	Review/Reteach "Chime" signal Review/Reteach: Transition back to seats Line Segments, rays – Model and practice measuring to nearest inch – Measure around the room Teach math homework routines	Introduce Human Protractor p. 269, angles, and rays Guided Discovery: Protractors (if appropriate)	Scavenger Hunt: "Finding Angles" Guided Discovery – Measuring Angles Homework - angles	Measuring angles	Guided Discovery: Drawing angles

<p>Specialists 9:30-10:30</p>	<p>Establishing rules: : (See Rules in School p.152-164 as a reference throughout this process.)</p>	<p>Establishing rules: Reflect on and add to rules list</p> <p>Reading: Teach – Preparing for conferences (one-on-one between teacher and student)</p> <p>Building reading stamina (start with a few minutes and gradually increase over the week) p.137-138</p>	<p>Establishing rules: Categorize rules as a class</p> <p>Reading: Teach: "Thinking while reading"</p> <p>By using sticky notes – continue building reading stamina (p. 137-138) and working with partners (p. 136-137)</p> <p>Writing: Introduce timeline for writing (revise, edit, etc.) - Writing time and building stamina – Sharing writing</p> <p>Read Aloud/Think Aloud: Continue understanding character; open-ended questions and partner chats</p>	<p>Establishing rules: Finish categorizing rules</p> <p>Reading: Conferences, taking notes, building stamina</p> <p>Writing: Writing and revising; building stamina; sharing</p>	<p>Establishing rules: Complete rules poster</p> <p>Reading: Review informational texts; conferences; stamina</p> <p>Writing: Editing and revising final draft; building stamina</p> <p>Read Aloud/Think Aloud: Teacher choice</p>
<p>CORE Reading 10:30-12:00</p>	<p>Establishing rules: : (See Rules in School p.152-164 as a reference throughout this process.)</p> <p>Reflect on goals (or hopes and dreams) - Begin to brainstorm rules</p> <p>Reading: Build stamina; thinking as you read</p> <p>Introduce sticky notes (if appropriate)</p> <p>Partner chats – favorites p. 136-137</p> <p>Writing: Journal topics (family member, weekend fun) - Writing (10 min) Share one sentence with partner</p> <p>Introduce vocabulary words – partner chat</p>	<p>Establishing rules: Reflect on and add to rules list</p> <p>Reading: Teach – Preparing for conferences (one-on-one between teacher and student)</p> <p>Building reading stamina (start with a few minutes and gradually increase over the week) p.137-138</p> <p>Introduce sticky notes (if appropriate)</p> <p>Working with partners (p. 136-137)</p> <p>Writing: Add to writing topics Writing choice (new topic or weekend fun) Building writing stamina Share writing</p> <p>Read aloud/Think aloud: Understanding character, open-ended questions (partner chats)</p>	<p>Establishing rules: Categorize rules as a class</p> <p>Reading: Teach: "Thinking while reading"</p> <p>By using sticky notes – continue building reading stamina (p. 137-138) and working with partners (p. 136-137)</p> <p>Writing: Introduce timeline for writing (revise, edit, etc.) - Writing time and building stamina – Sharing writing</p> <p>Read Aloud/Think Aloud: Continue understanding character; open-ended questions and partner chats</p>	<p>Establishing rules: Finish categorizing rules</p> <p>Reading: Conferences, taking notes, building stamina</p> <p>Writing: Writing and revising; building stamina; sharing</p>	<p>Establishing rules: Complete rules poster</p> <p>Reading: Review informational texts; conferences; stamina</p> <p>Writing: Editing and revising final draft; building stamina</p> <p>Read Aloud/Think Aloud: Teacher choice</p>

<p>Lunch 12-12:30</p>					
<p>WIN 12:30-1:30</p>	<p>Teach/Model WIN movement between classrooms. Review hallway rules and how to carry iPads. Begin regular teaching plans for WIN groups.</p>				
<p>Recess 1:30-2:00</p>	<p>Introduce some new games this week. See Appendix B pages 263-276.</p>				
<p>Read Aloud and Quiet Time/Mindful Minute 2:00-2:30</p>	<p>Introduce "Working Snack Time" p. 131 Reteach/review any procedures as needed throughout the week.</p>	<p>Pick a read aloud book about Debwewin (Truth) SEL – I statements (see SEL Lesson 3) Culture – Truth – discuss what this means. Read the grandfather teaching about truth. Use coloring sheet and story. Mindful Minute – Students practice being silent for TWO minutes. Use a chime as a signal to start and to end the minute.</p>	<p>Pick a read aloud book about Debwewin (Truth) SEL – Re-teach I statements Culture – Truth – make connections between truth and the read aloud book Mindful Minute – Students practice being silent for TWO minutes. Use a chime as a signal to start and to end the minute.</p>	<p>Pick a read aloud book about Debwewin (Truth) SEL – Re-teach and practice I statements Culture – Truth – Make connections between truth and the read aloud book. Mindful Minute – Students practice being silent for TWO minutes. Use a chime as a signal to start and to end the minute.</p>	<p>Pick a read aloud book about Debwewin (Truth) SEL – Practice breathing skills and I statements Culture – Allow students to share, read additional stories, share information found online about Truth Mindful Minute – Students practice being silent for TWO minutes. Use a chime as a signal to start and to end the minute.</p>

Independent Reading (IR) 2:30-2:50	Teach/Model/Practice IR routines. (See Rules in School p. 165-174)	Teach/Model/Practice IR routines.	Teach/Model/Practice IR routines.	Teach/Model/Practice IR routines.	Teach/Mod. Practice IR routines.
Closing Circle 2:50-3:00	Closing circle -- what I'm looking forward to this week Homework	Around-the-circle -- something I'm looking forward to tomorrow Homework	Around-the-circle -- local animal I might want to research Homework	Song: See Appendix B p. 277-280 Homework	Week in review Thoughts on read aloud book Homework
Dismissal 3:00-3:15					