

# Lesson Plans

## Lesson 1

Objective: Students will be able to practice daily routines and rituals.

8:10 - 8:45

- Greet students at the door and introduce myself
- Show students where and how to have breakfast
- After breakfast, put school supplies away into sorted buckets
- Math Center - pattern blocks and unifix cubes

8:45 - 9:00

- Announce to the students it is time to clean up - tell them the expectations of what to do when they hear the circle time song (clean up and sit silently around the carpet) and begin to sing.
- Say good morning to the students and introduce a greeting and model how to greet someone. The first greeting will be a basic hand shake greeting to learn names.
- Say your name and talk about what you did over the break

9:00 - 9:15

- I model how to come into the classroom following the Morning Routine first.
- Students will practice the Morning Routine:
  1. Sign in with popsicle stick and check your zone
  2. Eat breakfast and clean up
  3. Read morning message and respond to it
  4. Check your table for supplies
  5. Write weekly personal goals
  6. Read, write or finish work
- Students will leave the circle, go outside the classroom and practice coming in doing the morning routine.
- I will sing the circle time song to get students back to the carpet

## Lesson 2

Objective: Students will be able to respond to a Call and Response immediately after the teacher gives it.

- The students will initially be taught a call and response.
  1. Call: “Hey, Hey, Listen Up!” Response: “Hey, Hey, Listen Up!”
    - Student bodies need to freeze with eyes on the speaker.
  2. Call: Show 15 (or any number larger than 10)
    - Students use both hands to show 15 or the number called. This will vary for each student.

## Lesson 3

Objective: Students will be introduced to the practice of making mistakes for personal growth.

9:00 - 9:20 → Read Aloud

- Read the Girl Who Never Made Mistakes by Mark Pett and Gary Rubinstein.
- I will post the mistakes sign - “I don’t make mistakes, mistakes make me, stronger and smarter!”
- Students will predict whether the girl will make a mistake or not during certain parts of the book.
- Students will make real life connections to the character and share with the class why it is important to make mistakes.

## Lesson 4

Objective: Students will learn the expectations for doing math for the year.

9:15 - 10:00 → Math

- 15 minute lesson about perspectives, collaboration and making mistakes.
- Use Duck/Rabbit illusion to engage students in the lesson.
- During duck/rabbit lesson, students will take a silent minute to decide independently what image they see. Reminder: Wait time is important, do not shout out. After a minute ask students to share with a partner what they saw. This is the perspective lesson.
- Math Center: Reteach how to use math manipulatives in a circle around the carpet and remind students they are “tools not toys” during math time.

## Lesson 5

Objective: Students will apply what they learn from CARES as an expectation for the entire year.

12:40 - 1:20 → C.A.R.E.S (over 5 weeks)

- Cooperation, Assertion, Responsibility, Empathy and Self-Control (CARES)
- Read Farmer Duck by Martin Waddell and Helen Oxenbury. Have student turn and talk about why the duck is so frustrated.
- Students transition to tables and get their post its and pencils. Read aloud the situations in Lucia Raatma's Cooperation book and let the students figure out how to solve those problems as a table.
- After about three situations, have the students discuss how and who they chose to dictate solutions, and if there were any conflicts or successes. Have them openly discuss how they cooperated with the members of their group].

## Lesson 6

Objective: Students will be able to dictate notes using sketches and Total Physical Responses (TPR).

11:20 - 11:45 → Skills: Nouns

- Students will get their literacy notebooks and routinely put the date and topic at the top of the page.
- I will model with my own notebook using the document camera and write the word noun with the definition. I will draw a sketch of a person, place, thing and idea on my page.
- Challenge the students to draw illustrations of their own for a person, place, thing or idea.

## Lesson 7

Objective: Students will use TPR to reinforce reading strategies.

12:40 - 1:00 → Skills: Reading Toolbelt Introduction

- Post a visual of the Reader's Toolbelt. Do a student connection by asking how many of them know what a toolbelt is and how it can be useful.
- Post the meaning of the Reader's Toolbelt next to the visual. Read it and do the Total Physical Response with it. Have the students repeat it with the motions.

## Lesson 8

Objective: Students will use voice and choice to establish the classroom rules.

## Jenga

- Students will sit around the carpet and I will take out the blank Jenga blocks.
- Use the morning sign in popsicle sticks to choose a student to give a rule for our classroom.
- Talk about the importance of each rule suggested with the students. If the students use the language of "don't," turn it around into a positive action or expectation.
- Ask students why they think the Jenga is important and what they think it represents.
- Put the responsibility on them, since their rules are written on them.
- Each morning, every student will add 3 blocks to build the tower for the day.
- One block will be removed whenever a classroom rule is broken. The community is the Jenga and it is stronger with all the blocks.

## Lesson 9

Objective: Students will develop conversational skills while building a classroom community.

8:45 - 9:10 → Weekend Check In (Friday)/ Weekend Update (Monday)

- Students sit around the carpet and share what they are doing or want to do for the weekend.
- Each student shares and allow for some small discussion.
- I will write each share in a notebook and share last.
- Weekend Update will occur the following Monday. We share our weekend with each other around the carpet.

This builds trust among the class and a stronger relationship with me.

## Lesson 10

Objective: Students will be able to take ownership for starting the day while in a leadership position.

8:45 - 9:10 → V.I.P's lead Morning Meeting

- Each morning I will select two V.I.P's. They are randomly selected by choosing the first two on the top of the pile. When they are done for the day, they go to the back of the pile.
- Before the morning announcements and circle time song, the V.I.P's should meet to discuss what the morning greeting will be and the morning activity.
- For the first two weeks of school model how morning meeting should be done and lead it for them.
- Sing the circle time song, students clean up quickly and sit around the carpet quietly.
- The V.I.P's take the lead and begin morning meeting by announcing the greeting for the day and the activity.
- If the students are not ready, they go back to their spots and practice coming to the carpet quickly and quietly.

## Lesson 11

Objective: Students will discuss appropriate ways to self-regulate emotions.

12:40 - 1:00 → Shared Reading: CARES (self control)

- I will read My Many Colored Days by Dr. Seuss.
- We will do a Think Pair Share about the colors and the emotions.
- We will have a whole group discussion about how we are allowed to feel and what to do with those feelings.

## Lesson 12

Objective: Students will be able to practice making, reading, and writing decimals.

9:00 - 9:50 → Math I and Math II

- I will teach a place value lesson introducing decimals in the tenths and hundredths place.
- I will model how to use the Base Ten Blocks to represent tenths and hundredths on the document camera.
- Students will practice making a new decimal with the friends at their tables while also exercising cooperation with each other.
- I will walk around to discuss how each table came up with their answer and ask them to share how they worked together to get their answer.
- Then the class will use their iPads to make their own decimals.