Weekly Schedule

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Arrival  8:00-8:20 | Breakfast and Morning Meeting | Breakfast and Morning Meeting | Breakfast and Morning Meeting | Breakfast and Morning Meeting | Breakfast and Morning Meeting |
| 8:20-8:40 | Word Study | Word Study | Word Study | Grammar Study | Grammar Study |
| 8:40-9:10 | Anthology | Anthology | Anthology | Anthology | Anthology |
| 9:10-9:40 | UAT  -small groups  -independent reading | UAT  -small groups  -independent reading | UAT  -small groups  -independent reading | UAT  -small groups  -independent reading | UAT  -small groups  -independent reading |
| 9:40-10:00 | RECESS | RECESS | RECESS | RECESS | RECESS |
| 10:00-10:45 | Writing Workshop | Writing  Workshop | Writing Workshop | Writing Workshop | Writing  Workshop |
| 10:45-11:15 | ELD | ELD | ELD | ELD | ELD |
| 11:00-11:50 | Math | Math | Math | Math | Math |
| 11:50-12:30 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 12:30-12:50 | Read-Aloud  -author study  -genre study  -whole class chapter book | Read-Aloud  -author study  -genre study  -whole class chapter book | Read-Aloud  -author study  -genre study  -whole class  chapter book | Read-Aloud  -author study  -genre study  -whole class chapter book | Read-Aloud  -author study  -genre study  -whole class chapter book |
| 12:50-2:00 | Investigation  Science or Social Studies | ART/Music/PE | Investigation  Science or Social Studies | Investigation  Science or Social Studies | ART/Music/PE  Friday Fun |
| 2:00-2:20  Closing | Clean-Up  Classroom Jobs  Closing Circle | Clean-Up  Classroom Jobs  Closing Circle | Clean-Up  Classroom Jobs  Closing Circle | Clean-Up  Classroom Jobs  Closing Circle | Clean-Up  Classroom Jobs  Closing Circle |

Weekly Schedule

Weekly Theme: Friends from Far Away

Unit Theme: Friends and Family

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| **Monday** |
| **Word Study** (words: patient, practiced, favorite, wrinkled, settled, cuddle)  -Introduce by showing the word and having the kids skywrite it, talk about it, use it in sentences -Cloze activities (cover up the sight words with post its while reading from the anthology under the document camera. Have students use decoding strategies and different context clues to see if they can determine the covered word.  Also…Spelling Pre-test |
| **Anthology**— (Making and Confirming Predictions, Summarizing)  Book Box for My Name is Yoon by Helen Recorvits |
| **Universal Access Time (UAT)**  -independent reading  -small groups—“Approaching” Decodable Reader |
| **Writing Workshop—Personal Narrative, Week 5**  **Teaching point**: When you choose a piece to revise, you are choosing something that deserves some extra attention and work to become great.  -Teach students to comb through their writing folders in search of a piece that represents their best thinking. These are the pieces that deserve even more care and attention. |
| **ELD—Social Studies**  Why do people move? |
| **Interactive Read-Aloud**— Author Study: Jane Yolen  Owl Moon by Jane Yolen |

Weekly Schedule

Weekly Theme: Friends from Far Away

Unit Theme: Friends and Family

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| **Tuesday** |
| **Word Study—Vocabulary**  (patient, practiced, favorite, wrinkled, settled, cuddle)  --4 quadrant strategy with 3 of the 6 vocabulary words |
| **Anthology** (Making and Confirming Predictions, Summarizing)  -Review the prediction sentence frames with the students to support their academic language as they talk about their ideas and predictions in the story.  --Mark spots to make predictions and add the to the 2 column chart:  What we predict/What happens  -Read up to the part where Yoon tells her father that she wants to go back to Korea and he tells her that America is her home now.  -Independent work: Students go back to their seats and write and draw their prediction to the following question:  “Do you predict school will get better for Yoon? Why? “  (Prompt students to think about the text as well as the pictures in describing their answers) |
| **UAT**  -independent reading  -small groups—“On Level” Decodable Reader |
| **Writing Workshop—Personal Narrative, Week 5**  **Teaching Point:** The information in our pictures can also be in our words. (repeat of mini lesson from week 3)  -Help students begin their “Revision Strategies Checklist”  -Continue to make the connection between writing and revising |
| **ELD—Social Studies**  Why do people move? |
| **Interactive Read Aloud**— Welcome to the Green House by Jane Yolen |

Weekly Schedule

Weekly Theme: Friends from Far Away

Unit Theme: Friends and Family

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| **Wednesday** |
| **Word Study--Phonics** -- Making Words and Sorting Words with short 0, short u and long 0, long u  Making Words (whole group with manipulatives) pg. 111G-111H  Independent Practice:  **u (cup): rug, thumb, tub, bug, truck, plug, sun, drum, gum, nut**  **u (tube): glue, suit, spoon, mule, moon, shoe, flute, fruit, roof**  **short o (sock):** rock, mop, dot, lock, fox, top  **long o (bone):** smoke, toes, road, nose, robe, goat, ghost, coat, soap, hose, boat |
| **Anthology**--(Making and Confirming Predictions, Summarizing)  -Show students 5 finger strategy for retelling the story. Use an example from the classroom to demonstrate. Have them turn to a partner and retell some of the events that happened on Tuesday.  -Have students use the 5 finger strategy with a partner to retell what happened to Yoon so far.  -Continue reading to make and confirm predictions (and ask other meaningful questions)  -Finish “What I predict/What happens chart”  -Critical Thinking questions on pg. 139A. (if haven’t already talked about)  -Independent practice: Write and draw their answer to the following question: “How do you know that Yoon has made a friend at the end of the story?” |
| **UAT**  -independent reading  -small groups: “Beyond Level” Decodable Reader |
| **Writing Workshop—Personal Narrative, Week 5**  **Teaching Point:** All word-wall words and spelling patterns should be spelled correctly.  -Begin an “editing strategies” checklist |
| **ELD—Social Studies**  Why do people move? |
| **Independent Read-Aloud**—Color Me A Rhyme—Nature Poems for Young People by Jane Yolen |

Weekly Schedule

Weekly Theme: Friends from Far Away

Unit Theme: Friends and Family

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| **Thursday** |
| **Grammar Study—**Shared Writing  Combining subjects, combining predicates, sentence combining |
| **Anthology**--(Making and Confirming Predictions, Summarizing)  -Try 5 finger strategy again to retell the whole story with a partner  -Somebody Wanted But So chart  -Independent Work: writing summary sentences from the SWBS chart |
| **UAT**  -independent reading  -small groups—“Approaching Level” Decodable Reader |
| **Writing Workshop—Personal Narrative, Week 5**  **Teaching Point**—Finishing Touches  -Students tidy up and fancy up their writing, putting the last publishing touches on their stories |
| **ELD—Social Studies**  Why do people move? |
| **Interactive Read Aloud**--How do Dinosaurs Play with their Friends by Jane Yolen |

Weekly Schedule

Weekly Theme: Friends from Far Away

Unit Theme: Friends and Family

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| **Friday** |
| **Grammar Study --**Shared Writing  Combining subjects, combining predicates, sentence combining |
| **Anthology**--(Making and Confirming Predictions, Summarizing)  -Using the Retelling Cards, retell the story with a partner (Critical Thinking pg. 139A)  -Open Minded portraits.  -Create 1 or 2 summary sentences about Yoon and her experiences. |
| **UAT**  -independent reading  -small groups—“On Level” Decodable Reader |
| **Writing Workshop—Personal Narrative, Week 5**  **Writer’s Celebration!!!**  Keep it simple…class sitting in a circle sharing, commenting, and reflecting on their work.  Juice toast to the writers at the end of the sharing circle. |
| **ELD—Social Studies**  Why do people move? |
| **Interactive Read-Aloud**— Romping Monsters, Stomping Monsters by Jane Yolen |