Welcome to the Honors Academy of Literature! I appreciate you standing in for me today! Have fun!

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| Literacy | | |
| Opening | 8:50-9:10  20 Minutes | Daily 5: Scholars do independent activities such as: read to self, word work, read to someone, or work on writing. |
| Mini Lesson | 9:10-9:20  10 Minutes | On the whiteboard, make a list of words that have more than one meaning, but sound the same. Use March and march as an example. Introduce the word homophone- words that sound the same but have different meanings. I usually make the comparison of talking on the phone. You can hear the person, but you can’t see him/her.  Hand out the worksheet March/march have scholars work independently or in pairs to complete.  Multiple meaning words🡪 Independent activity 🡪March or march |
| Daily 5 | 9:20-9:40  20 Minutes | Call out the 5 different daily 5 activities: read to self, word work, read to someone, and work on writing. Have scholars who wish to do this activity stand up (I usually limit 2-3 pairs for read to someone. Once they stand up, send them off to find a good fit spot to complete their independent activity. Scholars are not allowed to do the same Daily 5 activity in a row. |
| Mini Lesson | 9:40-9:50  10 Minutes | Go over March or march. Have scholars pair up with a partner on the rug and ‘quiz’ eachother using the multiple meaning words and their definitions.  Collect March or march and place in Monday’s completed work folder. |
| Daily 5 | 9:50-10:05  15 Minutes | Call out the 5 different daily 5 activities: read to self, word work, read to someone, and work on writing. Have scholars who wish to do this activity stand up (I usually limit 2-3 pairs for read to someone. Once they stand up, send them off to find a good fit spot to complete their independent activity. Scholars are not allowed to do the same Daily 5 activity in a row.  Please read with: Dakota, Mila, and Cruz independently during this time. |
| Recess 10:05-10:30  Take the kids to the parking lot. You do not have duty on Monday. Enjoy your break. Pick them up at 10:25. | | |
| Mini Lesson | 10:30-10:40  10 minutes | Ask the scholars what Civil Rights means. Pick 2 or 3 to call on. So far, they’ve learned about Martin Luther King and Rosa Parks. Today they are going to be introduced to Harriet Tubman. Ask them what they already know about Harriet. Have them make predictions using the front cover. Explain that over the next few days they will be traveling back in time with Cassie and her brother to learn about Harriet and what life was like during her time. Read the first two pages of *Aunt Harriet’s Underground Railroad in the Sky*. Ask, “ Where do you think the train goes?” Stop for the day! ;) They’ll be dying to know what happens tomorrow! |
| Daily 5 | 10:40-11:00  20 minutes | Call out the 5 different daily 5 activities: read to self, word work, read to someone, and work on writing. Have scholars who wish to do this activity stand up (I usually limit 2-3 pairs for read to someone. Once they stand up, send them off to find a good fit spot to complete their independent activity. Scholars are not allowed to do the same Daily 5 activity in a row.  Please check in with: Landon, Lilly, and Jordan during this time. |
| Math  Maxine, Jordon, and Dakota go to Ms. Chris for math Noah S and Brayden go to Ms. Julie for Math  Katelyn, Ezra, Logan S, Sawyer, and Dominik come in for Math | | |
| Opening/  Lesson | 11:00-11:25  25 minutes | On the white board, write the following word problem:  Ms. Chris woke up at 5:30 am. It took her 1 hour to get ready, 30 minutes to pack her lunch and eat breakfast, and 45 minutes to drop off her daughter and get to work. What time did Ms. Chris get to work? Explain your thinking.  Bonus: Make up your own time story about your morning routine.  Give scholars 10 minutes to work on their warm up. Walk around and help them if needed. Check in with Cruz and Logan to make sure they’ve started.  Ring the chimes and have them gather on the rug in front of the mini whiteboard. Call on 2 scholars to share their strategy for figuring out the warm up, and 2 scholars share their morning routines/bonus problems. Let the class try to solve these problems too! |
| Clean up &  Lunch | 11:25-11:30  5 Minutes | Release scholars from the rug by uniform color. Have them put away their math notebook and line up at the door. |
| Lunch | 11:30-1200  30 minutes | Walk the kiddos down to the cafeteria. If there is extra help in the lunchroom, you can leave and come back to pick them up at 11:55. If there is not extra help, please stay in the lunch room and eat lunch with the kiddos. |
| Lesson | 12:00-12:20  20 minutes | Gather scholars on rug. On the mini white board write, “What do we use to keep track of time?”  Have scholars talk to their elbow partners (people next to them) to brainstorm ideas. Call on 4-5 students to share out. Write down their ideas. (Examples: watch, digital clock, timer, cell phone)  Ask, “ How do you think people use to keep track of time when there were no clocks?”  (sun, moon, water, sand) Have students share and expand on their background knowledge. |
| Individual/  Partner  Activity | 12:20-12:40  20 minutes | Hand out *Tracking Time without a Clock*. Have scholars cut out book and get pages ready. Walk around and staple as they finish. Have them read the mini book with a partner and complete *Types of Time Keepers*. Walk around and monitor. They can take *Tracking Time*home. Collect *Time Keepers* and place in completed work folder. |
| Whole Group Activity | 12:40-1:00  20 minutes | Pass out *Parts of a Clock*. Have scholars take notes as you go over the different parts of a clock and what they do. Hand out clocks, a couple for each table. Have scholars take turns playing with the clocks and naming the different parts. Scholars who are waiting can complete the word search. Have the kiddos clean up about 5 minutes till. Once you have everyone settled you can read a quick riddle from *Riddliculous Math*. Trust me, they’ll let you know what page we’re on! ;) |
| Primary Literacy Elective  Dismiss Ms. Chris’s elective kids and Dominik. Have your elective kiddos sit on the rug. | | |
| Read Aloud | 1:00-1:20  20 minutes | Read “Chato’s Kitchen.” Have kiddos make predictions and connections as you read. At the end of the story, talk about the setting. Touch on the moral of the story. |
| Craftivity | 1:20-1:40  20 minutes | Tell scholars we’re going to make Chato’s Menu. Each scholar will receive a white piece of paper. On this sheet, they need to draw a large circle that almost fills up the whole sheet. This will be there plate. On the whiteboard, using the title page record Chato’s menu on the board. Include the Spanish and English words. Each scholar needs to illustrate and label these foods on their plate. On the back, have them write a sentence or two about their favorite part of “Chato’s Kitchen.” |
| Discussion/  Read Aloud/  ShARING | 1:40-1:55  15 minutes | Have scholars bring they’re plates to the rug and share their sentences aloud to the group. If there’s time, go back into the story and pull out the Spanish words. They love to practice saying words in Spanish. Daylyn can help with pronunciation. This time can also be used to have scholar’s share anything they brought from or about Mexico. |
| Clean Up | 1:55-2:00  5 minutes | Collect their plates and have them line up at the door. Please put the plates in Monday’s Completed Work Folder. |
| Primary Dismissal  2:00-2:15  Take the kiddos down to the grass in front of the school. Chris and Stephanie will help direct you. ☺ | | |
| Break  2:15-2:30 | | |
| Yearbook  Have a scholar go get mine and Ms. Chris’ chromebooks from the teacher office on the 2nd floor . They must be returned to the chrome book room at the end of class. | | |
| Opening | 2:30-2:35  5 minutes | Have section editors meet with their group and assign projects for the day. Check in with Naomi on what she’s working on. Naomi is the editor in chief and helps track each scholar’s progress. |
| Work Period | 2:35 -3:25  50 minutes | Have scholars retrieve chromebooks and begin working. Maddy is not allowed to have a chromebook. She must complete tasks that do not involve the computer. Have her help Isabella with checking photographs. Please walk around the room and monitor. Note: Many scholars may need to leave the room to complete their task. In order to do this, they must have a note and a good reason. Please do not have more than 2/3 scholars out of the room at the same time. I also have them perform their tasks alone. If they ask another student to come with, the answer is no. |
| Closing &  Dismissal | 3:25-3:30  5 minutes | Have the kiddos put away the chromebooks and stack the chairs. Ms. Stephanie will come in for dismissal. If she cannot make it, take the kids to Ms. Sheree’s room next door. |

Note:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_