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 | 9:10-9:30  20 Minutes | Past Tense!!  The kiddos have done a past tense sort, but need some additional support.  Ask them what past and present tense is and how they’re different.  Use swim and swam in a sentence. Do you know which one is past and which one is present?  Use *Fly or Flew? It’s up to You!* as a resource. Have them work together with a partner to finish the kites.  If they do not finish, they can bring it down to reading buddies to complete with their buddy. ☺ Please collect and put in Tuesday’s completed work folder. Scholars may read if they finish early. |
| Reading Buddies | 9:30-10:00 | Bring the kids to Ms. Dora’s room on the first floor. They’ll show you the way. ☺  Dora can get them partnered up with their buddies. |
| 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 | Review what’s happened in *Aunt Harriet’s Underground Railroad in the Sky*. Have the scholars retell a partner. Read the next four pages. Discuss material. It’s really heavy! Talk about Slavery and how it would feel to leave your family. Have them tell their elbow partner how they would feel. Read the next two pages (until you see a women reading a book). Ask the kiddos how the world would be if you couldn’t read….What couldn’t you do? Why wouldn’t they allow the slaves to read? You’re finished for the day! Send them off to Daily 5. |
| 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: Brayden, Daylyn, and London. |
| 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. Miranda left Reno at 6 pm. She drove two hours to Sacramento. Her plane left Sacramento at midnight (12am). How much time did she spend in Sacramento?  Bonus: If the plane ride was 5 ½ hours long, what time did she arrive in Mexico?  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 bonus problems. |
| 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 | 12:00-12:10  10 minutes | Gather scholars on rug. Talk about how we keep track of time using years, months, weeks, days, hours, and minutes. How many days are in a week? Weeks in a month? Can you figure out how many weeks are in a year?  Hand out *Time Time*. Read the poem together. Have them read the poem again with a partner. If they’re not too crazy you can try reading the poem in different voices!☺ |
| Individual/  Partner  Activity | 12:10-12:40  30 minutes | Have the kiddos cut around the letters and glue their poem into their notebooks. Once students start finishing hand out *March Calendar Caper*. Have them add the notes. Once their notes are complete, they can glue their calendars into their warm up journals to reference. Have them do *Leaping Leprechaun* if they finish early. |
| Whole Group Activity | 12:40-1:00  20 minutes | Play *Time Match (envelope).* Follow the directions where it says As a Warm Up or Exit Card. |
| 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 “A Days Work.” Have kiddos make predictions and connections as you read. At the end of the story, talk about the setting and moral of the story. It’s a long story!! If you need to have them get up and move around feel free to do so. You can have them do a walk, pair, share. (Walk around the room, pair up with a partner, and share what they think may happen next in the story) |
| Craftivity | 1:20-1:40  20 minutes | Tell scholars we’re going to draw and write about a time in our lives where we learned a lesson from a parent, friend, or grandparent. Use writing paper provided. They can draw a picture to go with their writing. |
| Discussion/  Read Aloud/  ShARING | 1:40-1:55  15 minutes | Have scholars share their stories with a friend. 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 stories and have them line up at the door. Please put the plates in Tuesday’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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_