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 | ABC order  As a class brainstorm 10 words.  Partner up each child and give each partner group an index card.  On the index card, have each partner write the words in ABC order.  Share out how they listed the words.  Talk about how we do ABC order.  When is this helpful? (looking words up in the dictionary, etc.) |
| Daily 5 | 9:30-9:55  25 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.  Check in with: Mila, Dakota, and 2 you feel have been neglected. ☺ |
| 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:  Bonus: Math starts at 11 am. We have lunch for thirty minutes on Monday, Tuesday, Thursday, and Friday at 11:30am. On these days, after lunch, we have 60 minutes of math. On Wednesdays, we have park lunch, which is 1 hour long and begins at noon (12). On Wednesdays math starts at 11 and ends at noon. How much time do you spend in math class every week?  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 3 scholars to share their strategy for figuring out the warm up. |
| Lesson | 11:25-11:40  15 minutes | Different Ways to Write Time  We see time digitally and actually on a clock!  Review the parts of a clock. Each time the hour hand goes all the way around an hour has passed. How many minutes are in an hour? (60). What do you think the numbers are counting by if we have to make it to 60 by the time we get back to 12? Give them a chance. If not, show them…5, 10, 15, 20…etc. When the minute hand is on the one, 5 minutes have passed. How would we know what hour it is?  On the clock, show them 2 different times and give them time to talk to a partner. |
| Activity | 11:40-11:55  15 minutes | Play *Time Match*. This time place students in groups of 3 and have them follow the rules for center. |
| Clean Up | 11:55-12:00  5 minutes | Collect the games and line up at the door for park day. You know where the park is! ☺  Count the kiddos before you leave, when you get to the park, and when you get back. |
| Lunch at the Park | | |
| 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 “Diego Rivers: His World and Ours” Have kiddos make predictions and connections as you read. At the end of the story, talk about what Diego would paint today. Make a list as they give you answers. |
| Craftivity | 1:20-1:40  20 minutes | Hand each scholar a white sheet of paper encourage them to use the style in the book to create an image Diego would draw today. They need to fill the page with color like the illustrations in the book. Emphasize taking out time and using detail. It should take them 20 minutes and I hope they come out well! |
| Discussion/  Read Aloud/  ShARING | 1:40-1:55  15 minutes | Have scholors do a mix, pair , share with their art work. A mix, pair, share is when they mix around the room and pair when you say pair. They are then given 2 minutes to share their picture. Do this 2 to 3 times.  Gather them on the rug.  Scholars who brought something from Mexico can share at this time. |
| Clean Up | 1:55-2:00  5 minutes | Collect their pictures and place them in the completed work folder. Have the scholars line up to go home! |
| 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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_