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 | Proper Noun  Ask scholars what they already know about proper nouns. Talk about what nouns we capitalize. Names, Places, etc.  Hand out Proper and Common Noun Sort.  Have scholars cut, sort, and glue.  Walk around and check. |
| 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: 3 scholars 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 5 pages. Where it discusses escaping from the slave plantations, bring up the idea of sneaking away. How would you sneak away? Why would you listen for the birds? Stop at the page before the quilt on the house! ☺ |
| 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: 3 scholars.. |
| 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:  Isabella went to Easy Air for 2 ½ hours. After, she ate dinner. She was at the restraint for 1 hour and 15 minutes. It took her 21 minutes to get home. How long was she out?  Bonus: If she left at 9 am, what time did she get home?  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 to share their bonus solutions. |
| Clean Up | 11:25-11:30 | Clean Up and line up for lunch |
| Lunch  11:30-12:00  Walk the kiddos to the lunch room. | | |
| Lesson | 12:00-12:15  15 minutes | Review the two ways to write time. Introduce AM and PM. When is it AM? When is it PM?  After the review, explain the directions for Time Bump (Envelope). Have Katelyn and Daylyn place out the counters (green bowls). |
| Activity | 12:15-12:35  20 minutes | Time Bump with a partner |
| Clean Up | 12:35-12:40  5 minutes | Have kiddos clean up and come to the rug. |
| Activity 2 | 12:40-1:00  20 minutes | Partner Math Time- Quiz Each Other  Pair kiddos up. Hand each pair a partner math time envelope. Have them quiz each other. |
| 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 and the Party animals.” Have kiddos make predictions and connections as you read. At the end of the story, talk about the setting and moral of the story. |
| Craftivity | 1:20-1:40  20 minutes | Tell scholars we’re going to plan our own fiesta for next week, but in order to plan a fiesta we need a step by step list of what needs to be done. Together come up with what the party needs to include. (Food, Decorations, etc.)  Assign students to groups and have each group work on writing the details for their plan. For example, what kind of food can we bring? Do we need parent helpers? |
| Discussion/  Read Aloud/  ShARING | 1:40-1:55  15 minutes | Have each group share their ideas and plan.  Scholars who brought something from Mexico can also share at this time. |
| Clean Up | 1:55-2:00  5 minutes | Collect their plans and place 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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_