	Monday	Tuesday	Wednesday	Thursday	Friday
	Apply classroom warm	*Apply Entering Classroom	Apply Entering Classroom	*Apply Entering Classroom	Apply classroom warm up
	up procedures -book	Procedure	Procedure	Procedure	procedures -book box
	box ready	*Believe Fundraiser	*Review: Read to Self I-	*Focus Lesson: Use prior	ready
6 <sup>th</sup>	Review: Read to Self I-	Introduction in	Chart and Build Stamina	knowledge to connect with	Word Work: Spelling Test
Grade	Chart and Build	gymnasium @ 8:15	Onar rana bana oranima	text (Reference Guide from	1-25
LA	Stamina	(Period1)	Foundation Lesson: Listen	Café) (Day 6 177)	-correct and hand in
P1			to Reading: Set Up	-create strategy card and	
8:00-	Word Work: Review	Review: Read to Self I-	Technology	put on café board	
8:50	Set Up and Clean up	Chart and Build Stamina	-intro devices to use on		Focus Lesson: Café Check
	Materials		Smartboard	* Review: Read to Self I-	for Understanding Lesson
	-teach "choosing	Brain Break: Flocabulary		Chart and Build Stamina	-review book mark and
P2	materials and words to	Song	Brain Break (song)	Practicing strategy	model checking for
8:53-	use" with U1W1 Word	+		5 1 .: 1	understanding
9:43	list	*Foundation Lesson:	Focus Lesson: Café	Foundation Lesson: Work on	Review: Read to Self I-
	Drain Drack (Sana)	Review EEKK and I Read, You Read	Reading Skill: Check for Understanding	Writing	Chart and Build Stamina
	Brain Break (Song)	you keda	Onderstanding	-finding and marking place in notebook	Chart and Build Stamina
	Focus Lesson: Back Up	Review Check for		-Review Chart and Build	Dismissal Procedure
	and Reread (ready reference Guide in	Understanding with book		Stamina	
	Café)	Practice		Dismissal Procedure	
	-add strategy card to				
	board	Apply Dismissal Procedure			
	Dismissal Procedure				

6 <sup>th</sup>	Introduce Work on	Apply Entering Classroom	Apply Entering Classroom	Apply Entering Classroom	Apply Entering Classroom
Grade	Writing 10 Steps to	Procedure	Procedure	Procedure	Procedure
Daily 5	Independence	Focus Lesson: Prior			
P8	-create I-Chart	Knowledge to Connect	*Review: Read to Self I-	*Focus Lesson: Reading	I PICK Good Fit Books:
2:25-		with Text (Ready	Chart and Build Stamina	Skill/Strategy. Tune in to	Library for checkout
3:15	Foundation Lesson:	Reference Guide Café)		interesting Words (Ready	2:30-2:50
	What to Write About		*Review Spellingcity.com	Reference Guide from Café)	
		*Review: Read to Self I-	On Smartboard		Build Read to Self stamina
	Review Work on	Chart and Build Stamina	-computer cart: Asus	Review: Build Writing	
	Writing I-Chart and		Computers to Practice	Stamina	
	practice	*Foundation Lesson: Core	-set procedure and		
		Belief: Review Transitions	practice	Brain Break	
	*Build Read to Self	as Brain Breaks	(L.6.4)		
	Stamina	-create I-chart		Read Aloud	
			Read Aloud		
		*Review Work on Writing			
		I-Chart and Build Stamina			
		Focus Lesson: Reading Skill/Strategy -combine Check for Understanding and Back up and Reread (use Ready Reference Guide from Café) Build Writing Stamina again			
	W.6.10	W.6.10			

Grade LA P3 9:46- 10:36  6 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Apply classroom warm up procedures -book box ready  Review: Read to Self I-Chart and Build Stamina  Word Work: Review Set Up and Clean up Materials -teach "choosing materials and words to use" with U1W1 Word list  Brain Break (Song)  Focus Lesson: Back Up and Reread (ready reference Guide in Café) -add strategy card to board  Dismissal Procedure	*Apply Entering Classroom Procedure  Review: Read to Self I-Chart and Build Stamina  Brain Break: Flocabulary Song  *Foundation Lesson: Review EEKK and I Read, You Read  Review Check for Understanding with book  Practice  Apply Dismissal Procedure	Apply Entering Classroom Procedure  *Review: Read to Self I-Chart and Build Stamina  Foundation Lesson: Listen to Reading: Set Up Technology -intro devices to use on Smartboard  Brain Break (song)  Focus Lesson: Café Reading Skill: Check for Understanding	*Apply Entering Classroom Procedure  *Focus Lesson: Use prior knowledge to connect with text (Reference Guide from Café) (Day 6 177) -create strategy card and put on café board  * Review: Read to Self I- Chart and Build Stamina Practicing strategy  Foundation Lesson: Work on Writing -finding and marking place in notebook -Review Chart and Build Stamina  Dismissal Procedure	Apply classroom warm up procedures -book box ready  Word Work: Spelling Test 1-25 -correct and hand in  Focus Lesson: Café Check for Understanding Lesson -review book mark and model checking for understanding  Review: Read to Self I-Chart and Build Stamina  Dismissal Procedure
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5 <sup>th</sup> Grade Daily 5 P6 12:39- 1:29	Introduce Work on Writing 10 Steps to Independence -create I-Chart  Foundation Lesson: What to Write About  Review Work on Writing I-Chart and practice  *Build Read to Self Stamina	Apply Entering Classroom Procedure Focus Lesson: Prior Knowledge to Connect with Text (Ready Reference Guide Café)  *Review: Read to Self I- Chart and Build Stamina  *Foundation Lesson: Core Belief: Review Transitions as Brain Breaks -create I-chart  *Review Work on Writing I-Chart and Build Stamina  Focus Lesson: Reading Skill/Strategy -combine Check for Understanding and Back up and Reread (use Ready Reference Guide from Café)  Build Writing Stamina again	Apply Entering Classroom Procedure  *Review: Read to Self I- Chart and Build Stamina  *Review Spellingcity.com On Smartboard -computer cart: Asus Computers to Practice -set procedure and practice (L.5.4)	Apply Entering Classroom Procedure  *Focus Lesson: Reading Skill/Strategy. Tune in to interesting Words (Ready Reference Guide from Café)  Review: Build Writing Stamina  Brain Break	Review I PICK Good-Fit Books -Library 12:40-1:00  Review: Read to Self I Chart and Build Stamina  *Build Stamina with Library books  Dismissal Procedure
7 <sup>th</sup>	The Parts of Speech *Flocabulary Pronouns	The Parts of Speech *Flocabulary Adjectives	The Parts of Speech *Flocabulary song	Writing and Identifying the Parts of Speech	Parts of Speech Quiz
Grade	song	song		Write 10 sentences using at	
LA	-Review Pronouns pages		*Parts of Speech Review	least one noun, one pronoun,	Begin introduction to
P 7	431 1-5	*Adjectives Worksheet in	Page 441 Posttest 1	one adjective, and one verb	Verbs
1:32-		class		then identify them	
2:22	*Pronoun worksheet	HW: Page 437			
		Exercise 10			SL.7.1c, L.7.1, W.7.4
	SL.7.1c, L.7.1, W.7.4	SL.7.1c, L.7.1, W.7.4		SL.7.1c, L.7.1, W.7.4	,,,,