	Monday	Tuesday	Wednesday	Thursday	Friday
		*Apply Entering Classroom	Reading STAR	*Apply Entering Classroom	Apply classroom warm up
		Procedure	Assessment Today in JH	Procedure	procedures -book box
			Lab		ready
		*Review Foundation		*Review Foundation Lesson:	
6 th		Lesson: Three Ways to		Three Ways to Read a Book	Review: Read to Self I-
Grade		Read a Book and I PICK		and I PICK Good-Fit Books	Chart and Build Stamina
LA		Good-Fit Books		(refer to shoes)	
P1		(refer to shoes)			Work on Writing::
8:00-		15 44 5		* Review: Read to Self I-	Underline words and What
8:50		*Build Stamina		Chart and Build Stamina	to write about
(Team				Build Stamina	
Teach		Foundation Lesson: Work			Read to Self Stamina
with		on Writing: Underline		Foundation Lesson: Read to	
Mrs.		words		Someone: EEKK	Foundation Lesson: I
Crotty)		-hand out paper for first		-Voice Level	Read, You Read Read to
		writing activity			Someone
				Brain Break: Poetry	
P2		Brain Break: Flocabulary		5 1	Brain Break: movement
8:53-		Song		Foundation Lesson: Work on	5 1 5 1
9:43		NATIONAL CONTRACTOR		Writing Underline Words	Foundation Lesson: Read
		Word Work: Spelling			to Self: How to Book Shop
		Words -Teach U1W1 SP words		Brain Break: Flocabulary	
		- Teach OTWT SP words		Foundation Lesson: Read to	Review: Read to Self I-
		Challing Doots at		Someone Review EEKK/I	•
		Spelling Pretest 1-25			chart and practice again
		1-25		Read, You Read	Dismissal Procedure
		Prostice misspelled words			Dismissai Procedure
		-Practice misspelled words with: Look, cover, say,		Dismissal Procedure	
		check method		Dishlissai Frocedure	
		CHECK METHOD			
		Apply Dismissal Procedure			
		Apply Disillissui i locedule			
				1	1

6 th Grade Daily 5	Apply Entering Classroom Procedure *Review: Read to Self I-	Apply Entering Classroom Procedure	Apply Entering Classroom Procedure	Apply Entering Classroom Procedure
Daily 5	Procedure			
•	*Davieus Daad to Salf T			
•	*Davious Dood to Salf T			
P8	T Review, Redd 10 Seit 1-	*Review: Read to Self I-	Review: Read to Self I-	Review Read to Self I
		-		
	Chair and Bund Stamma	Criair and Dana Stamma	Chair and Dana Gramma	chair and build Stamma
2:25-3:15	Chart and Build Stamina Foundation Lesson: Work on Writing: Set Up a Notebook -cut the first 5 pages corners for think alouds page 90 What to Write About Pages practice Read aloud	*Review Spellingcity.com On Smartboard -computer cart: Asus Computers to Practice -set procedure and practice (L.6.4) Read Aloud	Chart and Build Stamina Focus Lesson: Reading Skill/Strategy. Back UP and Reread -Café book "Ready Reference Guide" Read Aloud	chart and build stamina Build Read to Self stamina Brain Break: Flocab song Word Work: Computer Asus Spelling City.com *practice spelling words (L.6.4)

5 th	No School	*Annly Entoning Classes	Dooding STAD	Review Foundation Lesson:	Review Foundation Lesson:
Grade	1NO 3CN001	*Apply Entering Classroom Procedure	Reading STAR		
		Procedure	Assessment Today in JH	Three Ways to Read a Book	Three Ways to Read a
LA P3		*Review Foundation	Lab	and I PICK Good-Fit Books	Book and I PICK Good-Fit
					Books
9:46-		Lesson: Three Ways to		Review: Read to Self I-	
10:36		Read a Book and I PICK		Chart and Build Stamina	Review: Read to Self I-
		Good-Fit Books			Chart and Build Stamina
		45 44 5		Foundation Lesson: Read to	
		*Build Stamina		Someone: EEKK	Work on Writing::
				-Voice Level	Underline words and What
		Foundation Lesson: Work			to write about
		on Writing: Underline		Brain Break: Poetry	
		words			Read to Self Stamina
		-hand out paper for first		Foundation Lesson: Work on	
		writing activity		Writing Underline Words	Foundation Lesson: I
					Read, You Read Read to
		Brain Break: Flocabulary		Brain Break: Flocabulary	Someone
		Song			
				Foundation Lesson: Read to	Brain Break: movement
		Star Reading Goal Sheet		Someone Review EEKK/I	
				Read, You Read	Foundation Lesson: Read
					to Self: How to Book Shop
				Work Work: Set Up and	
		Apply Dismissal Procedure		Clean Materials	
				Dismissal Procedure	

5 th Grade Daily 5 P6 12:39- 1:29		Review: Read to Self I Chart and Build Stamina *Build Stamina with Library books Brain Break: Noodle.com activity Foundation Lesson: Work on Writing: Set Up a Notebook -cut the first 5 pages corners for think alouds -page 90 What to Write About Pages -practice *Continue working on All About Me Activity	Review: Read to Self I Chart and Build Stamina *Build Stamina with Library books Word Work: Spelling Words -Teach U1W1 SP words Spelling Pretest 1-25 -Practice misspelled words with: Look, cover, say, check method Dismissal Procedure	Review Foundation Lesson: Three Ways to Read a Book and I PICK Good-Fit Books *Build Stamina with Library books Focus Lesson: Reading Skill/Strategy. Back UP and Reread -Café book "Ready Reference Guide" *Spellingcity.com introduction on Smartboard Dismissal Procedure	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
		Dismissal Procedure			
7 th Grade LA P 7 1:32- 2:22	No School	*Flocabulary Parts of Speech Song Writing Diagnostic Pre- Assessment Work in Class: page 470 1- 20 Review Pages 422 1-20 Review Together	Reading STAR Assessment Today in JH Lab	*Flocabulary Parts of Speech: Nouns Song *The Parts of Speech: Nouns pages 423-425 Assign: page 426 A	*Flocabulary Parts of Speech: Pronouns Song *The Parts of Speech: Pronouns pages 428-430 Assign: page 431 1-5
		(SL.7.2, L.7.1)		(SL.7.1c, L7.1, W.7.4)	(SL.7.1c, L7.1, W.7.4)

Flex Hour P5 11:32- 12:04	*Hand in Mentee Form and put in file *Fill out STAR goal sheets	Team Building Activity	Were the best and brightest born that way? Was it just natural to them? Video: https://www.youtube.com/watch?v=zLYECIjmnQs	Growth Mindset Activity Day 5 Activity How do we learn? What is happening in the brain?
			Discuss Main point 1: people who are great at something often make it look easy and we feel like it "just came natural" to them. We don't see all of the hard work, failure, and perseverance that goes on behind the scenes.	
			Main point #2: if they would have been afraid of failure, or discouraged by their failures, they never would have become who they did.	