

Welcome!

Thanks so much for coming! This wonderful group of children responds very well to kind, positive words. They are very independent and know the routines well, so I'm sure your day will run smoothly. Don't hesitate to honor them by following their lead; they are a great group!

**Schedule at a Glance:**

8:40-8:55 – kids enter when they arrive at school (open campus) and begin book shopping  
8:55 – school starts – attendance, welcome, etc.  
9:00-9:15 Calendar  
9:15-11:50 – Daily 5 and Writer's Workshop  
11:50-12:50 Lunch and recess  
12:50-2:00 – Math  
2:00-2:30 Third Block (Student Initiated time, Science/SS, Handwriting, Art)  
2:30-2:50 Recess  
2:50-3:20 Chapter Book  
3:20 Dismissal

Students will begin coming in to the room about 8:40 or when ever they arrive at school . Please remind them to 1) order lunch 2) check-in on the Daily Graph 3) grab their book boxes 4) read or shop for Good Fit Books.

They will do this until the bell rings at 8:55.

8:55 Day begins: Ask helpers to count up lunches. You will record lunches and absent students on the attendance, which is located in the blue folder. Helpers will take this report to the office. The daily helpers will assist you throughout the day.

Review the schedule with students. Ask if they can make a true statement about the Daily Graph.

Stand and recite the flag salute, and then have the helpers lead the class over to the math calendar.

9:00 Calendar: The helpers will begin leading the calendar. You act as a participant as the helpers manage and run the calendar time

Move into Shared reading on the carpet: Today's literature selection is *Skippyjon Jones*.

We are working on modeling fluency, as well as the strategy Back up and Reread as a way to fix-up Check for Understanding if and when comprehension breaks down or when a word is read incorrectly.

Daily 5

Here is the structure of Daily 5:

Call each child's name, one by one, referring to the Daily 5 clipboard. On the clip board, mark their choice in the next blank box using the coding system (S= Read to Self, RS = Read to Someone, W=Work on Writing, WW= Word Work and L=Listen to Reading) Helpers will keep count for Read to Someone as we take a maximum of 8 people for Read to Someone per round. Once kids are done checking in, total how many Read to Someone kids there are, it must be even or someone will have to make a change. Dismiss them in the following order: Listen to Reading first, then Read to Self, followed by Work on Writing, Word Work, and finally the children doing Read to Someone. Since only Read to Someone students are left, they will easily be able to find a partner and head out. Dismissing one by one in this manner allows for a calmer start so there is not a mad rush.

At this time I usually pull a small focused reading or writing group and do one-on-one conferences. Rather than pull any small groups if you just move around the room reading with kids, helping with their writing, etc. On my desk, you will find my brown polka-dot Conferring Notebook. You can use the notebook to guide you as you work with children. Inside is a tabbed section for each child. It will tell you what their goals are in reading and writing, as well as the teaching strategy I have been using to guide their

instruction. As you meet with children, their conferring page in the notebook can help you guide your conversation with them. Feel free to jot a note on their conferring page, your input is valued.

Please spend some time with the students in the Word Work area. We are working with the little ones on letter formation and learning their sight words.

Please make it a priority to spend 2-4 minutes with the following students During Daily 5: Jesse, Mariah, Micah, and Treven. You will see what we are working on based on their conferring sheet. Read with other students as time permits.

After about 20-25 minutes, or when kids are showing signs of losing their stamina and focus, ring the chimes (located on the square shelves to the left of my desk). Call the kids back up to the green carpet. I usually do a focus lesson here. However, since you are a guest, please have 3 or 4 students model for the class their reading strategy this week or share a writing strategy as the focus lesson.

Then using the clipboard, repeat the above procedure, having students make a choice for round 2. They must make a new choice. Dismiss the group as detailed above. You'll rotate through the class again, working with different children.

After about 20-25 minutes or when their stamina is waning, ring chimes again, pulling them back to the rug and read through the poems located behind the little brown chair by the chart rack. See if the students can locate the new sight words, which are located on the white board in the gathering space.

Using the clipboard, have kids check in for round 3, indicating their choice in the next column. They will make a choice that is different from their first two. Dismiss the group as detailed above. Again, you will rotate through the group working with individuals. Signal with the chimes after about 20 minutes, inviting them back up to the gathering spot.

We end the morning with a share time. Some may want to share writing and some a strategy or a piece of reading.

The children are so well trained that not only can they tell you how to do Daily 5, but they probably WILL tell you how, especially if you veer in any way from their well internalized routine. If you have any questions, don't hesitate to ask an of the students in the room.

Writer's workshop: The lesson in the Lucy Caulkins book is marked. You will want to preview it before you begin. The lesson should take no more than 10- minutes, and then students will proceed to independent writing time. Please use the conferring notebook to guide your conferences with individuals. Come together and allow for a brief time of sharing before preparing for lunch.

11:47 – ready for lunch.