

Notes:

2nd WEEK OF SCHOOL: ESTABLISHING RULES & PROCEDURES

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>TEKS</b> <b>ELPS</b> <b>Content</b> <b>Obj.</b></p>	<p>III.A.1. Child engages in pre-reading and reading-related activities. III.A.3. Child recognizes that text has meaning. III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. III.D.3. Child asks and responds to questions relevant to the text read aloud. IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes. IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	<p>III.A.1. Child engages in pre-reading and reading-related activities. III.A.3. Child recognizes that text has meaning. III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. III.D.3. Child asks and responds to questions relevant to the text read aloud. IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes. IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	<p>III.A.1. Child engages in pre-reading and reading-related activities. III.A.3. Child recognizes that text has meaning. III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. III.D.3. Child asks and responds to questions relevant to the text read aloud. IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes. IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	<p>III.A.1. Child engages in pre-reading and reading-related activities. III.A.3. Child recognizes that text has meaning. III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. III.D.3. Child asks and responds to questions relevant to the text read aloud. IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes. IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	<p>III.A.1. Child engages in pre-reading and reading-related activities. III.A.3. Child recognizes that text has meaning. III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. III.D.3. Child asks and responds to questions relevant to the text read aloud. IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes. IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>
<p><b>Language</b> <b>Obj.</b></p>	<p>11.E.8 Child attempts to use new vocabulary and grammar in speech.</p>	<p>11.E.8 Child attempts to use new vocabulary and grammar in speech.</p>	<p>11.D.6 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.</p>	<p>11.E.8 Child attempts to use new vocabulary and grammar in speech.</p>	<p>11.D.6 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.</p>

<p><b>Lesson Sequence</b>  <i>*Hook  Whole Gr  Modeling  Guided  Small Gr  Indep.  Centers  *Closure</i></p>	<p>Establish classroom procedures (specifically math centers and what is expected when working in small groups)</p> <p><b>What's in Our Centers?</b>  Provide students with language and literacy activities as well as books for all centers. Allow students to work in centers for the specified time, and practice the routines:  What am I expected to do when I am working in centers? What does it look like when it is time to go to a different center? How do we pick up our workspace for the next group of students? What do I do when I finish my work, but it is not time to go to the next center?</p>	<p>Establish classroom procedures (specifically math centers and what is expected when working in small groups)</p> <p><b>What's in Our Centers?</b>  Provide students with language and literacy activities as well as books for all centers. Allow students to work in centers for the specified time, and practice the routines:  What am I expected to do when I am working in centers? What does it look like when it is time to go to a different center? How do we pick up our workspace for the next group of students? What do I do when I finish my work, but it is not time to go to the next center?</p>	<p>Establish classroom procedures (specifically math centers and what is expected when working in small groups)</p> <p><b>What's in Our Centers?</b>  Provide students with language and literacy activities as well as books for all centers. Allow students to work in centers for the specified time, and practice the routines:  What am I expected to do when I am working in centers? What does it look like when it is time to go to a different center? How do we pick up our workspace for the next group of students? What do I do when I finish my work, but it is not time to go to the next center?</p>	<p>Establish classroom procedures (specifically math centers and what is expected when working in small groups)</p> <p><b>What's New in Our Centers?</b> Provide students with new language and literacy activities as well as books for all centers. Allow students to work in centers for the specified time, and practice the routines:  What am I expected to do when I am working in centers? What does it look like when it is time to go to a different center? How do we pick up our workspace for the next group of students? What do I do when I finish my work, but it is not time to go to the next center?</p>	<p>Establish classroom procedures (specifically math centers and what is expected when working in small groups)</p> <p><b>What's New in Our Centers?</b> Provide students with new language and literacy activities as well as books for all centers. Allow students to work in centers for the specified time, and practice the routines:  What am I expected to do when I am working in centers? What does it look like when it is time to go to a different center? How do we pick up our workspace for the next group of students? What do I do when I finish my work, but it is not time to go to the next center?</p>
<p><b>Resources</b>  <i>Materials  Apps  Websites</i></p>	<p><a href="#">How to set up your centers</a> (ideas)</p>	<p><a href="#">How to set up your centers</a> (ideas)</p>	<p><a href="#">How to set up your centers</a> (ideas)</p>	<p><a href="#">How to set up your centers</a> (ideas)</p>	<p><a href="#">How to set up your centers</a> (ideas)</p>
<p><b>Real World Application</b></p>	<ul style="list-style-type: none"> <li>• Early writing experiences that will develop initial understandings about the forms, features, and functions of written language.</li> <li>• Print awareness and letter knowledge through playful activities that engage children in noticing the letters in their names and the names of their classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Early writing experiences that will develop initial understandings about the forms, features, and functions of written language.</li> <li>• Print awareness and letter knowledge through playful activities that engage children in noticing the letters in their names and the names of their classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Early writing experiences that will develop initial understandings about the forms, features, and functions of written language.</li> <li>• Print awareness and letter knowledge through playful activities that engage children in noticing the letters in their names and the names of their classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Early writing experiences that will develop initial understandings about the forms, features, and functions of written language.</li> <li>• Print awareness and letter knowledge through playful activities that engage children in noticing the letters in their names and the names of their classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Early writing experiences that will develop initial understandings about the forms, features, and functions of written language.</li> <li>• Print awareness and letter knowledge through playful activities that engage children in noticing the letters in their names and the names of their classmates</li> </ul>
<p><b>Data &amp; Assessment</b>  <i>DOK Q's  Stems</i></p>	<p>Teacher observation; journal entry</p>	<p>Teacher observation; journal entry</p>	<p>Teacher observation; journal entry</p>	<p>Teacher observation; journal entry</p>	<p>Teacher observation; journal entry</p>