

Key: **Relationship Building Activities**

Intentional Instruction for Behavior and Procedure

Introduction to Content

**Day One**

- 8:15- 8:45 (Class Jobs/Check-in)
  - Class Tour: Students will walk out with their book bags to "tour" the book bag hooks
  - **Return to student desks and pull out "Get to Know You" weekly packet**
    - "I wish my students knew..."
    - [Learning WS](#)
    - [Favorite Things](#)
    - [Self-Portrait](#)
    - [Favorite Food](#)
    - [Favorite Animal](#)
    - [Dreams/School/Home Favorites](#)
    - [Pendent](#)
  - Introduce class jobs to student not assigned the first day
    - Class Jobs: Line leader, teacher's helper, chair patrol, lunch patrol, caboose, weather reporter, energy monitor
- 8:45-9:15 (Class Meetings/Devotion)
  - Teach students how we will meet in the center of the room
  - Read 1 Corinthians 13:13 and 1 Peter 4:8
  - **Discuss and Define Classroom Rules-** Be Respectful, Be Responsible, and Be Safe
    - Brain storm what it looks like and sounds like to be respectful, responsible, and safe in the classroom v. hallway v. lunchroom, etc.
  - **Introduce and Explain Reward system (Baseball Diamond)**
    - Students have a progress bar that ranges from (Homerun – double – single – Up to Bat – Strike 1 – Strike 2 – Strike 3 – DUGOUT) with clothes pins that move based on behavior.
    - Students are given tickets to write their name on and when the class has a HOMERUN day (by not having any students in the dugout or third strike) we will draw tickets. Students can pick an award from the “concession stand”.
  - **Gummy Bear Share Activity**
    - [Gummy Bear Sheet](#)
- 9:15- 9:30 (Religion)
  - **Read the story of Jonah**
    - Talk about how Jonah listened to God
    - List Characteristics of good listeners
  - **Students make fish to put in the "Bowl of Wonderful Listeners"**
- 9:45 - 10:15 (LA Parts 1)
  - Writing
    - **Write class mission statement**
      - "In Ms. Sugita's second grade class we will conquer \_\_\_\_\_.  
The year will be \_\_\_\_\_. Together we will become \_\_\_\_\_.  
\_\_\_\_\_. We value \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

The most important rule in our class is \_\_\_\_\_."

- The next place the words on the bulletin board
- Reading
  - **Read the book - "First Day Jitters"**
    - Make our own Jitter juice and drink it together to get the first day jitters
- 10:15- 11:00 (Math)
  - **Pass out pairs of number and addition problems on notecards**
    - Students find the other student with the same number or equation
    - Once they find their pair they get to play "roll and tell"
      - [Roll and Tell Questions](#)
  - **Grab math factor sheets out of their pod drawers**
    - [Math Packet Cover Page](#)
    - Students get to decorate and I will explain how we will fill one sheet out each week
- 11:00 - 11:30 (Science)
  - **Different species of animals**
    - Pull out their morning work packet's favorite animal worksheet
  - **Each pod has a different classification**
    - Students walk to the correct pod and then discuss with the other classification why they like that animal
- 11:45 - 12:30 (Lunch/Recess)
  - **Walk to the bathrooms and then to lunch with a 2nd grade line**
    - 2 Characteristics of a 2nd grade class line: Silent and Still
    - Practice how it looks
- 12:30- 1:00 (Social Studies)
  - **Place tacks in the location that each student is born in (on the bulletin board)**
  - **Explore the different states and their facts**
    - <http://www.infoplease.com/states/>
- 1:00- 1:30 (Closing Routine)
  - **Finish class tour for the end of the day**
  - **Students go to get their book bags and place their Communication Binders and Homework folders**
  - **Place chairs above their desk**
  - **Line up by the door**
  - **Ask the "In-Line question"**
    - "What was your favorite part of the day"
      - Students will answer and quietly discuss after the person in front of you has answered

## Day Two

- 8:15 - 8:30 (Class Jobs/Check - in)
  - Students place their book bags on the hooks
  - Follow the rules above their coats
    - What to Bring
      - Homework Folder
      - Communication Binder
      - Coat- only if the coat sign is posted
    - What not to Bring
      - Lunch - unless we are going to the cafeteria
      - Phone - we don't need to call our friends they sit next to us
  - Walk through what it would look like to drop off their homework in the "Turn- in" Bin
  - Each of the students will sit down and put their HW folder and CB in the pod drawers and pull out their weekly activity packets to work on until class meeting
  - Go through class jobs (Not assigning, I will do them but allow students to guide what each one does)
- 8:30 - 9:00 (Class Meeting)
  - Teach class meeting chant
    - Alright class what have we done? Lunch count?
      - YES
    - How about attendance?
      - YES
    - Are the boards ready to learn?
      - YES
    - Then it must be time for...
      - THE CLASS MEETING
  - Read Ephesians 4:2
  - Talk about our class rule and pass out contracts for each student to sign and then hang up around the room
  - Review the baseball diamond reward/punishment system
  - Mix-and-Match Share
    - Students pull a color fabric piece out of a bag
    - Then they find their pair and share their favorite sport to watch or play and why
- 9:00- 9:30 (Religion)
  - Beginning of the school year so we will start at the beginning of the Bible with creation
    - [Creation Worksheet](#)
- 9:30 - 10:15 (LA Part 1)
  - Spelling
    - Review the letter "Y" as an "I" or "e"
      - Go through WS together
      - [Y- "i" or "e" WS](#)
  - Writing
    - Talk about drafting - what does that mean?
    - Write lesson about the first day of school

- When finished place back in pod drawers
- 10:15- 10:45 (Science)
  - How to conduct an experiment
    - Hypothesis
    - Then test out the hypothesis (claim)
  - Review the different states of water
  - Discuss and fill out science worksheet experiment - What happens when we mix food coloring in water.
    - [Experiment WS](#)
    - Place in pod drawers we will do the experiment the next time we do science (we flip between Social Studies and Science)
- 11:00- 11:30 (Music)
- 11:45 - 12:30 (Lunch/Recess)
  - Wash hands before lunch
- 12:30 - 1:15 (LA Part 2)
  - Revisit our reading center
  - Reading
    - Pull out notebooks from pod drawers
    - Read - "The Day the Crayons Quit"
      - For the first time I will give them the words to write in their Reading Dictionaries
      - Create the definition together after we read
- 1:30- 2:00 (PE)
- 2:00- 2:45 (Math)
  - Talk about counting by 5's
    - Go through WS
    - [5's WS](#)
  - Use Unifix cubes to practice grouping with 5's all together with their pod members
- 2:45 - 3:15 (Closing Routine)
  - Students will grab their book bags and put their HW folders and CB in it to take home
  - Place chairs on the desk and line up by the door
  - "In-line" Question
    - "What is one thing that you learned today?"

## Day Three

- 8:15 - 8:30 (Class Jobs/Check-in)
  - Teacher does the classroom jobs with only the students telling what she should be doing
  - Place homework and CB in the pod drawers
- 8:30- 9:00 (Class Meetings)
  - Start with the class meeting chant
  - Introduce the class to our - Class Dojo & GoNoodle Brain Breaks
- 9:00 - 9:30 (Religion)
  - Finish the creation week story
  - Matching creation worksheet
    - [Creation Assessment WS](#)
- 9:30 - 10:15 (LA Part 1)
  - Spelling
    - Review Y that sounds like I and E watch Video
      - <https://www.youtube.com/watch?v=4pdmaKQauXc>
    - Write a story that uses at least 3 of the "y" words at least one has to be "I" and one has to be "e"
      - Gets placed into the homework bin if not it goes into the students' HW folder
  - Writing
    - Pull out the drafts from pod drawers
    - Introduce how to edit and go over editing marks
      - [Editor's Marks](#)
    - Have students self-revise their drafts they wrote yesterday
      - [Revise Checklist](#)
      - Put back into the pod drawers until Monday for peer revision
- 10:15- 10:45 (Social Studies)
  - Talk about good citizens characteristics
  - Governments and different citizenships
    - Our classroom is a form of government
      - Brainstorm what characteristics of good students
    - [T-Chart](#)
- 10:45- 11:20 (Morning Recess)
- 11:20 - 12:30 (LA Part 2)
  - Reading
    - What should students think about what when they read?
    - Practice with the book - "The Day the Crayons Quit" that we read together in class yesterday
      - [Reading Questions](#)
- 11:45 - 12:30 (Lunch/Recess)
- 12:30- 1:00 (Independent Reading)
  - Reading
    - Teacher assigns partners for reading
    - Students will find their book baskets and the pairs will have the same book to read during the free read time

- The students read the book anywhere in the room and stay quiet until everyone is done reading
  - Students get to play "tic-tac-toe" reading questions with each other over the story
    - [Tic-Tac-Toe WS](#)
- 1:00- 2:00 (Art)
- 2:00- 2:45 (Math)
  - Pull out the student's 5's worksheet to use and review as a class
  - Students get to play iPad app - Counting Skip Game to practice
- 2:45- 3:30 (Closing Routine)
  - Students turn in their Weekly Activity Packets into the Homework Bin behind the teacher meeting place
  - Students are in charge for closing routine with little guidance from the teacher
  - Students line up by the door
  - "In-line" Question
    - "What are you looking forward to this weekend?"