

Elementary English lessons (2018-2019)

English class with Mr. Cameron R.		<b>1<sup>st</sup> – 3<sup>rd</sup> grades</b>	<b>Date:</b> Oct. 8 <sup>th</sup> , 2018 <b>Monday</b>
<b>Language functions</b>	Calendar vocabulary – days of the week, month, Today is, Tomorrow, Yesterday... How many days we have come to school, creating a number line Sequence of events: First, Next, Finally		
<b>Vocabulary word</b>	<b>Calendar:</b> A system for dividing days, months... Mary gives her friends a <b>calendar</b> every year for Christmas.		
<b>Spelling words</b>	High Frequency Words: I, to, and, like, play (5)		

**Schedule of the day**

<b>10 minutes</b>	<p>Have the classroom calendar ready: Introduce the month – We are on October. Today is Monday, October 8<sup>th</sup>, 2018. I need a volunteer to come find the number 8 and place it on Monday, below the number 1. <i>If you know the song: Days of the week are 7 – sing it with the class. It is very simple and teaches the days in order...</i> If <b>Today is Monday</b>, What day was it yesterday (last night – have a picture of the night) <b>Yesterday was</b> _____ (Sunday). <i>Remind students that days of the week and months of the year are capitalized in English.</i> If Today is Monday, What day will it be tomorrow (have a picture of sunset). <b>Tomorrow will be</b> _____ (Tuesday). Now we will count how many days we have come to school: (have a visual of the 10 days in August, 19 days in September and so far only 5 days in October (not counting last Monday). The <b>odd days</b> will be written in color <b>green</b> and the even days will be done in black. Example: (Continue the number line across the classroom...)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>*15</td> </tr> </table> <p>You are also teaching number sequence in English. As they add another day, ss (students) count each morning with you.</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	*15	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	*15			
<b>5 minutes</b>	<p>Before students go to their groups, read the following story: Here are some read alouds on YouTube if you don't find it... Cookies week - <a href="https://www.youtube.com/watch?v=cwbuz7Ya0K8">https://www.youtube.com/watch?v=cwbuz7Ya0K8</a> The Very Hungry Caterpillar - <a href="https://www.youtube.com/watch?v=PbLPMjxUXml">https://www.youtube.com/watch?v=PbLPMjxUXml</a> ONLY read one at a time....hopefully the students will like it☺.</p>																

**1<sup>st</sup> rotation**

<b>15 minutes</b>	<p>Explain to each student the importance of keeping a calendar. At one of the tables (<b>TABLE 1 - Monday</b>) some of them will be creating their own calendar of the month. They may design the top page as they would like but the lower bottom will need to have the number calendar (<i>for the younger ones, have examples that they can copy – you might want to have the squares already photocopied for them</i>). You will review with them throughout the week the importance of some dates in their new calendar that they will paste onto their notebook (for example: <b>spelling quizzes on Thursday or Friday when they go work for you at your table</b>).</p> <p><b>TABLE 2 (Tuesday)</b> – students will practice their <b>spelling words</b> of the week. They will need to use dictionaries to find the definition and then place that word in a sentence. See example below...<i>for the first graders</i>, you can have the definitions beside the word and they draw a picture</p>	
-------------------	---	---

Elementary English lessons (2018-2019)

of what that word means to them.

**GROUP ROTATIONS**

	<b>TABLE 1</b>	<b>TABLE 2</b>	<b>TABLE 3</b>	<b>TABLE 4</b>
1	MONDAY	TUESDAY	WEDNESDAY	FRIDAY
2	TUESDAY	WEDNESDAY	FRIDAY	MONDAY
3	WEDNESDAY	FRIDAY	MONDAY	TUESDAY
4	FRIDAY	MONDAY	TUESDAY	WEDNESDAY

\*NEED TO WRITE STUDENTS ON THIS LIST (\_\_\_ GRADE)

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>FRIDAY</b>
1				
2				
3				
4				
5				
6				

**TABLE 4 (Friday)**– Students talk to their peers about what they did during the weekend. Define the word weekend = the two days we do not come to school (Saturday and Sunday). Once they have talked they draw a picture of what they did on Saturday and/or Sunday, for extra points encourage to write words in English, if they don't know them, they can write it in Spanish. see example....

**On Saturday I went to the beach with my family.**



On Saturday I went to the beach with my family.

While students are at tables, T checks on each student to make sure they are on task and understand what they need to create.

Once Ss seem to be on task: T pulls out one student per table to review correct English pronunciation of their new spelling words. He works with **4-5 Ss** at a time at the kidney table. Once they seem confident with the words, he sends them back and he pulls another **4-5 Ss** (one from each table) to work with them on correct pronunciation of spelling words. Continue doing so until **half of the group** has seen you for that day. If you still have time, go around and check on Ss at tables...

**5 minutes**

Mr. Cameron (T) will say: **1,2,3 Time is up!** Students need to clean up their table. They place their work in their folder; remind them to write their name on their assignments. You are not responsible for lost items. They sit at rug to finish the day.

**5-8 minutes**

**Review:** What did we learn today? Talk to a friend next to you. Select only two Ss. to share out for today.

English class with Mr. Cameron R.		<b>1<sup>st</sup> – 3<sup>rd</sup> grades</b>	<b>Date:</b> Oct. 9 <sup>th</sup> , 2018 <b>TUESDAY</b>
<b>Language functions</b>	Calendar vocabulary – days of the week, month, Today is, Tomorrow, Yesterday... How many days we have come to school, creating a number line		
	Sequence of events: First, Next, Finally		

<b>Vocabulary word</b>	<b>Calendar:</b> A system for dividing days, months... Mary gives her friends a <b>calendar</b> every year for Christmas.	
------------------------	--	---

<b>Spelling words</b>	High Frequency Words: I, to, and, like, play (5)
-----------------------	--

**Schedule of the day**

<b>10 minutes</b>	<p>Have the classroom calendar ready: Introduce the month – We are on October. <b>Today is Tuesday</b>, October 9<sup>th</sup>, 2018. I need a volunteer to come find the number 9 and place it on Tuesday, below the number 2. <b>Sing: Days of the week are 7 – sing it with the class</b> If <b>Today is Tuesday</b>, What day was it yesterday (last night – have a picture of the night) <b>Yesterday was _____</b> (Monday). <i>Remind students that days of the week and months of the year are capitalized in English.</i> If Today is Tuesday, What day will it be tomorrow (have a picture of sunset). <b>Tomorrow will be _____</b> (Wednesday). Now we will count how many days we have come to school: The <b>odd days</b> will be written in color <b>green</b> and the even days will be done in black. Example: (Continue the number line across the classroom...)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>*15</td> </tr> </table> <p>(35 days in school.)</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	*15	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	*15			

**2<sup>nd</sup> rotation**

<b>15 minutes</b>	<p>Explain to each student the importance of keeping a calendar. At one of the tables (<b>TABLE 1 - Tuesday</b>) some of them will be creating their own calendar of the month. They may design the top page as they would like but the lower bottom will need to have the number calendar (for the younger ones, have examples that they can copy – you might want to have the squares already photocopied for them). You will review with them throughout the week the importance of some dates in their new calendar that they will paste onto their notebook (for example: <b>spelling quizzes on Thursday or Friday when they go work for you at your table</b>). <b>TABLE 2 (Wednesday)</b> – students will practice their <b>spelling words</b> of the week. They will need to use dictionaries to find the definition and then place that word in a sentence. See example below...for the first graders, you can have the definitions beside the word and they draw a picture of what that word means to them.</p>	
-------------------	--	---

**GROUP ROTATIONS**

	<b>TABLE 1</b>	<b>TABLE 2</b>	<b>TABLE 3</b>	<b>TABLE 4</b>
1	MONDAY	TUESDAY	WEDNESDAY	FRIDAY
2	TUESDAY	WEDNESDAY	FRIDAY	MONDAY
3	WEDNESDAY	FRIDAY	MONDAY	TUESDAY
4	FRIDAY	MONDAY	TUESDAY	WEDNESDAY

<p><b>TABLE 3 (Friday) – Students create</b> a sequential activity of their week. Find simple stories that give a sequential story: Cookies Week, The Hungry Caterpillar. Students recount what happens each day. The <b>classroom teacher</b> will help them as they think of the day and action and start to create their sequence of events: <i>(Need accordion style paper, colors, pencils)</i></p> <p><b>On Monday,</b> _____ .  <b>On Tuesday,</b> _____ .  <b>On Wednesday,</b> _____ .  <b>On Thursday,</b> _____ .  <b>On Friday,</b> _____ .  <b>On Saturday,</b> _____ .  <b>On Sunday,</b> _____ .</p> <p>If students finish their work, they may read a story at table.</p>	 <p><b>On Monday,</b> _____ .  <b>On Tuesday,</b> _____ .  <b>On Wednesday,</b> _____ .  <b>On Thursday,</b> _____ .  <b>On Friday,</b> _____ .  <b>On Saturday,</b> _____ .  <b>On Sunday,</b> _____ .</p>
<p><b>TABLE 4 (Monday)– Students talk</b> to their peers about what they did during the weekend. Define the word weekend = the two days we do not come to school (Saturday and Sunday). Once they have talked they draw a picture of what they did on Saturday and/or Sunday, for extra points encourage to write words in English, if they don't know them, they can write it in Spanish. see example....</p> <p><b>On Saturday I went to the beach with my family.</b></p>	 <p>On Saturday I went to the beach with my family.</p>
<p>While students are at tables, T checks on each student to make sure they are on task and understand what they need to create.</p>	<p>Once Ss seem to be on task: T pulls out one student per table to review correct English pronunciation of their new spelling words. He works with <b>4-5 Ss</b> at a time at the kidney table. Once they seem confident with the words, he sends them back and he pulls another <b>4-5 Ss</b> (<u>one</u> from each table) to work with them on correct pronunciation of spelling words. Continue doing so until <b>the other half of the group</b> has seen you for that day. If you still have time, go around and check on Ss at tables...</p>
<p><b>2-5 minutes</b></p>	<p>Mr. Cameron (T) will say: <b>1,2,3 Time is up!</b> Students need to clean up their table. They place their work in their folder; remind them to write their name on their assignments. You are not responsible for lost items. They sit at rug to finish the day.</p>
<p><b>5 minutes</b></p>	<p><b>Review:</b> Talk to a friend about your favorite activity you have done with your family. Ask several students to share out.</p>

<p>English class with Mr. Cameron R.</p>	<p><b>1<sup>st</sup> – 3<sup>rd</sup> grades</b></p>	<p><b>Date:</b> Oct. 10<sup>th</sup>, 2018  <b>Wednesday</b></p>
<p><b>Language functions</b></p>	<p>Calendar vocabulary – days of the week, month, Today is, Tomorrow, Yesterday...          How many days we have come to school, creating a number line          Sequence of events: First, Next, Finally</p>	
<p><b>Vocabulary word</b></p>	<p><b>Calendar:</b> A system for dividing days, months...          Mary gives her friends a <b>calendar</b> every year for Christmas.</p> 	

Elementary English lessons (2018-2019)

<b>Spelling words</b>		Today, tomorrow, yesterday, week, month, calendar, is, will be, was																	
<b>Schedule of the day</b>																			
<b>10 minutes</b>	<p>Review the Calendar activities: our daily assignment.                  Review the month – We are on <b>October</b>. Today is Wednesday, October 10<sup>th</sup>, 2018 (write on the board). I need a volunteer to come find the number 10 and place it on Wednesday, below the number 3.                  If <b>Today is Wednesday</b>, What day was it yesterday (last night – have a picture of the night)  <b>Yesterday was</b> _____ (Tuesday). <i>Remind students that days of the week and months of the year are capitalized in English.</i>                  If Today is Wednesday, What day will it be tomorrow (have a picture of sunset).  <b>Tomorrow will be</b> _____ (Thursday).                  Now we will count how many days we have come to school:                  Review the numbers from the beginning. Ask students to count with you, encouraging correct pronunciation of each number. Then ask for a volunteer to add the next number</p>																		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>*15</td> </tr> </table> <p>_____ (36 days in school). If it is an odd number, what color will your classmate write it with? Yes, green because it is an odd number.</p>					1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	2	3	4	5	6	7	8	9	10	11	12	13	14	*15					
<b>18 minutes Game time</b>	<p>At each table, students will need a small white board, an expo marker and an eraser.                  1. Each table is given a word they must draw.                  2. The first group to guess the word given to their classmate to draw will win a point.                  3. Only one team member from each table will come up at a time as the rest wait. They must all take turns at coming up to choose the word and drawing the word for the rest of their team.                  4. They cannot yell out the answer, they must write the word on the board once they guess correctly and it can only be given in English.                  Words that the teacher may give to each table (have the word written on a small card to show each team member, T keeps the card):  <b>Nouns: person, place or things</b> – house, castle, boy, bed, cat, farm, hospital, school, mom, firefighter, book, shoes, ring, cow, cave,...</p>																		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Team points</b></td> <td><b>TABLE 1</b></td> <td><b>TABLE 2</b></td> <td><b>TABLE 3</b></td> <td><b>TABLE 4</b></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<b>Team points</b>	<b>TABLE 1</b>	<b>TABLE 2</b>	<b>TABLE 3</b>	<b>TABLE 4</b>									
<b>Team points</b>	<b>TABLE 1</b>	<b>TABLE 2</b>	<b>TABLE 3</b>	<b>TABLE 4</b>															
<b>8:28-8:30</b>	<p>As students prepare to leave the class, they must name a <b>noun</b>...they may use one from the game but if it has been chosen they must think of a new one (they cannot repeat the same one 😊).</p>																		
<p>Being that Weds. Is a short day, it is always nice to prepare something different, such as fun games where they are reviewing vocabulary and/or other objectives they learned the year before.</p>																			



English class with Mr. Cameron R.		<b>1<sup>st</sup> – 3<sup>rd</sup> grades</b>	<b>Date:</b> Oct. 11 <sup>th</sup> , 2018 <b>Thursday</b>
<b>Language functions</b>	Calendar vocabulary – days of the week, month, Today is, Tomorrow, Yesterday...		
	How many days we have come to school, creating a number line		
Sequence of events: First, Next, Finally			

Elementary English lessons (2018-2019)

<b>Vocabulary word</b>	<b>Calendar:</b> A system for dividing days, months... Mary gives her friends a <b>calendar</b> every year for Christmas. 															
<b>Spelling words</b>	Today, tomorrow, yesterday, week, month, calendar, is, will be, was															
<b>Schedule of the day</b>																
<b>7:50 – 8:00 Devotion (only for 1<sup>st</sup>)</b>	Read a Bible story to the class – using a simple video from YouTube: <a href="https://www.youtube.com/watch?v=IWmB05ZYub4">https://www.youtube.com/watch?v=IWmB05ZYub4</a> , start it on 1:07. The title is The Good Samaritan – Do you know what Samaritan is in Spanish? It is a cognate word, yes “Samaritano” So what do you think this story is about? After the story has been told. Review some important facts and let the students know that Jesus cares for each one of them. He wants us to come to him in prayer. Lead them in a simple prayer of gratitude...															
<b>10 minutes</b>	Review the Calendar activities: our daily assignment. Review the month – We are on <b>October</b> . Today is Thursday, October 11 <sup>th</sup> , 2018 (write on the board). I need a volunteer to come find the number 11 and place it on Thursday. If <b>Today is Thursday</b> , What day was it yesterday (last night – have a picture of the night) <b>Yesterday was</b> _____ (Wednesday). <i>Remind students that days of the week and months of the year are capitalized in English.</i> If Today is Thursday, What day will it be tomorrow (have a picture of sunset). <b>Tomorrow will be</b> _____(Friday). Now we will count how many days we have come to school: Review the numbers from the beginning. Ask students to count with you, encouraging correct pronunciation of each number. Then ask for a volunteer to add the next number <table border="1" data-bbox="305 1129 1523 1171"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>*15</td> </tr> </table> _____ (37 days in school). If it is an odd number, what color will your classmate write it with? Yes, green because it is an odd number. 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	*15
1	2	3	4	5	6	7	8	9	10	11	12	13	14	*15		
<b>5 minutes</b>	Before students go to their groups, read the following story: Here are some read alouds on YouTube if you don't find it... Cookies week - <a href="https://www.youtube.com/watch?v=cwbuz7Ya0K8">https://www.youtube.com/watch?v=cwbuz7Ya0K8</a> The Very Hungry Caterpillar - <a href="https://www.youtube.com/watch?v=PbLPMjxUXmI">https://www.youtube.com/watch?v=PbLPMjxUXmI</a> ONLY read one at a time...hopefully the students will like it☺.															
<b>3<sup>rd</sup> rotation</b>																
<b>15 minutes</b>	Explain to each student the importance of keeping a calendar. At one of the tables ( <b>TABLE 1 - Wednesday</b> ) some of them will be creating their own calendar of the month. They may design the top page as they would like but the lower bottom will need to have the number calendar (for the younger ones, have examples that they can copy – you might want to have the squares already photocopied for them). You will review with them throughout the week the importance of some dates in their new calendar that they will paste onto their notebook (for example: <b>spelling quizzes on Thursday or Friday when they go work for you at your table</b> ). <b>TABLE 2 (Friday)</b> – students will practice their <b>spelling words</b> of the week. They will need to use dictionaries to find the definition and then place that word in a sentence. See example below...for the first graders, you can have the definitions beside the word and they draw a picture of what that word means to them. 															

**GROUP ROTATIONS**

	<b>TABLE 1</b>	<b>TABLE 2</b>	<b>TABLE 3</b>	<b>TABLE 4</b>
1	MONDAY	TUESDAY	WEDNESDAY	FRIDAY
2	TUESDAY	WEDNESDAY	FRIDAY	MONDAY
3	WEDNESDAY	FRIDAY	MONDAY	TUESDAY
4	FRIDAY	MONDAY	TUESDAY	WEDNESDAY

**TABLE 3 (Monday) - Students create** a sequential activity of their week. Find simple stories that give a sequential story: Cookies Week, The Hungry Caterpillar. Students recount what happens each day. The **classroom teacher** will help them as they think of the day and action and start to create their sequence of events: *(Need accordion style paper, colors, pencils)*

- On Monday, \_\_\_\_\_ .
- On Tuesday, \_\_\_\_\_ .
- On Wednesday, \_\_\_\_\_ .
- On Thursday, \_\_\_\_\_ .
- On Friday, \_\_\_\_\_ .
- On Saturday, \_\_\_\_\_ .
- On Sunday, \_\_\_\_\_ .

If students finish their work, they may read a story at table.



- On Monday, \_\_\_\_\_ .
- On Tuesday, \_\_\_\_\_ .
- On Wednesday, \_\_\_\_\_ .
- On Thursday, \_\_\_\_\_ .
- On Friday, \_\_\_\_\_ .
- On Saturday, \_\_\_\_\_ .
- On Sunday, \_\_\_\_\_ .

**TABLE 4 (Tuesday)-** Students talk to their peers about what they did during the weekend. Define the word weekend = the two days we do not come to school (Saturday and Sunday). Once they have talked they draw a picture of what they did on Saturday and/or Sunday, for extra points encourage to write words in English, if they don't know them, they can write it in Spanish. see example....

**On Saturday I went to the beach with my family.**



On Saturday I went to the beach with my family.

While students are at tables, T checks on each student to make sure they are on task and understand what they need to create.

Once Ss seem to be on task: T pulls out one student per table to practice their fist-**spelling quiz**. The words they write incorrectly have them practice them with you five times so they remember how to write it. T Works with **4-5 Ss** at a time at the kidney table. Once they seem confident with the words, he sends them back and he pulls another **4-5 Ss** (one from each table) to work with them on their first spelling quiz. Continue doing so until **half of the group** has seen you for that day. If you still have time, go around and check on Ss at tables...

**2-5 minutes**

Mr. Cameron (T) will say: **1,2,3 Time is up!** Students need to clean up their table. They place their work in their folder; remind them to write their name on their assignments. You are not responsible for lost items. They sit at rug to finish the day.

**5 minutes**

**Review:** Think of something you like to eat on Saturday when you wake up late. Share it with a friend sitting beside you, then have a couple of students share out.

Elementary English lessons (2018-2019)

English class with Mr. Cameron R.		1 <sup>st</sup> – 3 <sup>rd</sup> grades	Date: Oct. 11 <sup>th</sup> , 2018 <b>Friday</b>															
<b>Language functions</b>	Calendar vocabulary – days of the week, month, Today is, Tomorrow, Yesterday... How many days we have come to school, creating a number line Sequence of events: First, Next, Finally																	
<b>Vocabulary word</b>	<b>Calendar:</b> A system for dividing days, months... Mary gives her friends a <b>calendar</b> every year for Christmas.																	
<b>Spelling words</b>	Today, tomorrow, yesterday, week, month, calendar, is, will be, was																	
<b>Schedule of the day</b>																		
<b>7:50 – 8:00 (only for 1<sup>st</sup> – group A)</b>	Read a Bible story to the class – using a simple video from YouTube: <a href="https://www.youtube.com/watch?v=azTzzZWK1sk">https://www.youtube.com/watch?v=azTzzZWK1sk</a> start it on 1:17. The title is <b>The lost sheep</b> – Do you know what a sheep is in Spanish? It is a farm animal and makes the sound: Bahhhh. Yes it is a “Borrego” u “oveja”. After the story has been told. Review some important facts about how the shepherd went to look for that one lost sheep. God loves us so much that He is concerned for each one of us. He will search for one of us because we are all important to Him. Ask if they have any prayer requests and a volunteer to pray for them to have a great day.																	
<b>10 minutes</b>	Review the Calendar activities: our daily assignment. Review the month – We are on <b>October</b> . Today is Friday, October 12 <sup>th</sup> , 2018 (write on the board). I need a volunteer to come find the number 12 and place it on Friday, below the number 3. If <b>Today is Friday</b> , What day was it yesterday (last night – have a picture of the night) <b>Yesterday was</b> _____ (Thursday). <i>Remind students that days of the week and months of the year are capitalized in English.</i> If Today is Thursday, What day will it be tomorrow (have a picture of sunset). <b>Tomorrow will be</b> _____ (Saturday). Now we will count how many days we have come to school: Review the numbers from the beginning. Ask students to count with you, encouraging correct pronunciation of each number. Then ask for a volunteer to add the next number																	
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>*15</td> </tr> </table> <p>_____ (37 days in school). If it is an odd number, what color will your classmate write it with? Yes, green because it is an odd number.</p>			1	2	3	4	5	6	7	8	9	10	11	12	13	14	*15
1	2	3	4	5	6	7	8	9	10	11	12	13	14	*15				
<b>4<sup>th</sup> Rotation (15 minutes)</b>																		
<b>15 minutes</b>	Explain to each student the importance of keeping a calendar. At one of the tables ( <b>TABLE 1 - Friday</b> ) some of them will be creating their own calendar of the month. They may design the top page as they would like but the lower bottom will need to have the number calendar (for the younger ones, have examples that they can copy – you might want to have the squares already photocopied for them). You will review with them throughout the week the importance of some dates in their new calendar that																	

Elementary English lessons (2018-2019)

they will paste onto their notebook (for example: **spelling quizzes on Thursday or Friday when they go work for you at your table**). **TABLE 2 (Monday)** – students will practice their **spelling words** of the week. They will need to use dictionaries to find the definition and then place that word in a sentence. See example below...**for the first graders**, you can have the definitions beside the word and they draw a picture of what that word means to them.



**GROUP ROTATIONS**

	<b>TABLE 1</b>	<b>TABLE 2</b>	<b>TABLE 3</b>	<b>TABLE 4</b>
1	MONDAY	TUESDAY	WEDNESDAY	FRIDAY
2	TUESDAY	WEDNESDAY	FRIDAY	MONDAY
3	WEDNESDAY	FRIDAY	MONDAY	TUESDAY
4	FRIDAY	MONDAY	TUESDAY	WEDNESDAY

**TABLE 3 (Tuesday) – Students create** a sequential activity of their week. Find simple stories that give a sequential story: Cookies Week, The Hungry Caterpillar. Students recount what happens each day. The **classroom teacher** will help them as they think of the day and action and start to create their sequence of events: *(Need accordion style paper, colors, pencils)*

- On Monday,** \_\_\_\_\_ .
- On Tuesday,** \_\_\_\_\_ .
- On Wednesday,** \_\_\_\_\_ .
- On Thursday,** \_\_\_\_\_ .
- On Friday,** \_\_\_\_\_ .
- On Saturday,** \_\_\_\_\_ .
- On Sunday,** \_\_\_\_\_ .

If students finish their work, they may read a story at table.



- On Monday,** \_\_\_\_\_ .
- On Tuesday,** \_\_\_\_\_ .
- On Wednesday,** \_\_\_\_\_ .
- On Thursday,** \_\_\_\_\_ .
- On Friday,** \_\_\_\_\_ .
- On Saturday,** \_\_\_\_\_ .
- On Sunday,** \_\_\_\_\_ .

**TABLE 4 (Wednesday)– Students talk to their peers** about what they did during the weekend. Define the word weekend = the two days we do not come to school (Saturday and Sunday). Once they have talked they draw a picture of what they did on Saturday and/or Sunday, for extra points encourage to write words in English, if they don't know them, they can write it in Spanish. see example....

**On Saturday I went to the beach with my family.**



On Saturday I went to the beach with my family.

While students are at tables, T checks on each student to make sure they are on task and understand what they need to create.

Once Ss seem to be on task: T pulls out one student per table to practice their **spelling quiz**. The words they write incorrectly have them practice them with you five times so they remember how to write it. T Works with **4-5 Ss** at a time at the kidney table. Once they seem confident with the words, he sends them back and he pulls another **4-5 Ss** (one from each table) to work with them on their first spelling quiz. Continue doing so until **the other half of the group** has seen you for that day. If you still have time, go around and check on Ss at tables...

**2-5 minutes**

Mr. Cameron (T) will say: **1,2,3 Time is up!** Students need to clean up their table. They place their work in their folder; remind them to write their name on their assignments. You are not responsible for lost items. They sit at rug to finish the day.

**5 minutes**

**Review:** Think of something you like to eat on Saturday when you wake up late. Share it with a friend sitting beside you, then have a couple of students share out.

**Table 1 (Designing their own calendar)**



**Table 2**

Name \_\_\_\_\_

Word in English	Translation	Definition	Write a sentence	Picture
Example. <b>Calendar</b>	Calendario	A system for dividing days, months of the year.	Mary gives her friends a calendar every Christmas.	
1. I				
2. like				

Elementary English lessons (2018-2019)

3. play				
4. to				
5. and				

**Table 3**

(It is at least three – four papers folded, one overlapping the other. I can show you if this will help. Then stapled on the top...Students draw their picture inside the overlap...)



On Monday, \_\_\_\_\_

On Tuesday, \_\_\_\_\_.

On Wednesday, \_\_\_\_\_.

On Thursday, \_\_\_\_\_.

On Friday, \_\_\_\_\_.

On Saturday, \_\_\_\_\_

On Sunday, \_\_\_\_\_

## Table 4



On Saturday I went to the beach with my family.  
**El sábado fui a la playa con mi familia.**