

Scheduling Learning Time

TIME	Activities
	<p>Focus the Day Attendance graphs (use bar or circle graph to show attendance) Preview Day</p>
	<p>Today's Language Arts</p> <ul style="list-style-type: none"> • Vocabulary Focus of the Week <i>Could be "word count"—how many examples of the vocabulary pattern of the week have we collected—individually and/or as class</i> • Modeling Reading/Active Listening Teacher reads aloud and demonstrates the reading strategy/skill emphasized this week-and models strategies of reading used generally—reading with a purpose, adjusting rate to text difficulty, checking understanding, and the other practices of good readers.
	<p>Reading Rotation with Focus--Small Groups. Students work in groups in 3 or 4 centers:</p> <ul style="list-style-type: none"> ❖ <u>Vocabulary Center</u> ❖ <u>Writing Center (may be incorporated into vocabulary)</u> ❖ <u>Independent reading</u> ❖ <u>Guided reading (teacher-led small group working on strategic reading)</u>
	<p>Math Connections Teacher presents math focus of the week. Students work in pairs/groups. Teacher works with groups/individuals. May include Math Center activities.</p>
	<p>Lunch Plus Recommended: goal 4—students present or listen to presentations/video/other focused listening and thinking goal 10—students could analyze real math data such as lunch favorites</p>
	<p>Content Learning Students read, analyze, organize information about a topic in science or in social studies.</p>
	<p>Writing Connections Students write about a topic they learned today and/or a theme</p>
	<p>Homework Preview</p>