

Week 4 [redacted] Day Book: April 11-14 2022

Monday, April 11, 2022

8:50-9:05	Students stagger in and sit in their seats
9:05-9:25	Attendance, Calendar, Group Points QOTD: <i>Would you rather: Have unlimited pizza for the rest of your life or unlimited sweets for the rest of your life?</i>
9:25-10:05	PREP Notes:
10:05-10:45	Finish Calendar/Group Points, Math. Monday Math- Link to slides: https://docs.google.com/presentation/d/1903T6ExM2I9rRJgYhRSsNkHhrWMMMSj8JNzWo_Bqw0/edit?usp=sharing Lesson Plan Summary: Focus on specific expectation B1.6: use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2 Intro: <ul style="list-style-type: none">- Fraction Flashcards (name the fraction)- Ordering Fractions (slide 59) Action: <ul style="list-style-type: none">- Go through fair share problems (slides 60-62). Make sure to ask what each princess is getting (what is the fractions name?) and go through $\frac{1}{2}$, $\frac{2}{4}$ etc. with students ✓- By slide 62, you should be able to ask a student to come up and draw the fraction the cookie needs to be to be- Slide 64- have students grab their white board and draw 2 people in the corners (the slide shows them). Then tell them

→ Students loved fraction flash cards, and are getting better & faster at identifying fraction notes.

→ Students are understanding fair share problems w/ two sharers

→ Habits are solid in their knowledge

→ Heads on white board activity should be continued

	<p>to draw 4 cookies on their white board, and show me how you can equally share them with the people.</p> <ul style="list-style-type: none"> - Go to 2 cookies, and 1 cookie, and have them name the fraction that each person gets.
10:45-11:25	Nutrition Break/Recess
11:25-1:05	<p>11:25- 11:45: Gym Gym Activity: Blob Tag/Great Wall of China</p> <p>11:45-12:05: Lexia</p> <p>12:05-12:25: Spelling Words?</p> <p>Whole Group Lesson (Reading Strategy: Responding to texts Book: "Stephanie's Ponytail"</p> <ul style="list-style-type: none"> - Questions written in book for extra discussion - Focus on their feelings on the problem within the book (How would you feel if everyone was telling you they didn't like your hair, but then copying you? What would you do to stop the students and teachers from copying you? What things do you do to be different than everyone else?) <p>12:25-12:45- Centres Journal Word Work Write the Room Read to Self iPads</p> <p>12:45-1:05: Media Literacy Making Inferences with BOOKS (print media)- choice reading, "Mortimer" by Robert Munsch</p> <p>Questions before reading: - Author/illustrator</p> <p>During Reading - Why did Mortimer's mother say "BE, QUIET!"? (Bedtime,</p>

Did not have time

Students made awesome inferences about

- Why Mortimer doesn't want to be quiet
 → He is a good singer
 → He wants attention
 → He is not tired
 → He likes to sing

- Why did Mortimer's mother say "BE, QUIET!"? (Bedtime,

	<p>maybe he is always loud and never wants to sleep, etc.)</p> <ul style="list-style-type: none"> - How do you think Mortimer's mother feels about Mortimer being loud? - Why doesn't Mortimer just be quiet? - Why does everyone want Mortimer to be quiet? - What made all these people act this way? - In the end, why do you think Mortimer made all that noise?
1:05-1:45	Nutritional Break/Recess
1:45-3:15	<p>1:45-2:00 Agendas Agenda for the day: Practice spelling words.</p> <p>2:00-2:20: Free play outside OR DPA videos inside if raining. Let the leader choose the first video, and then choose from popsicle sticks for the next person who can choose.</p> <p>Social Studies 2:20-2:50</p> <p>Start Lesson 13: Our Impact on the Environment</p> <ul style="list-style-type: none"> - I can identify positive and negative effects we can have on our environment - Discussion: Remember the parks we planned? What would happen if we didn't include garbage cans? Bathrooms? Etc. - (Have students talk in their groups about things that help our parks and things that hurt our parks...Create an Anchor chart of ways we can take care of our local parks, and things that could hurt our parks (ask the group to contribute at least 2 ideas, one for each) - We can start the activity "Park Planning" today, and finish up tomorrow. <p>Religion 2:50-3:15</p> <p>Yesterday was the start of Holy Week, the most important week in our Church Calendar. Holy Week starts on Palm Sunday and ends on Easter Sunday. Why is Holy Week so important? What have we learned so far about Easter?</p> <ul style="list-style-type: none"> - Have students discuss with their groups all the events we know happen this week <p>https://www.youtube.com/watch?v=z-39h0xVqdE</p>

→ T-check
had lots of great points
All students understand the difference between helping and harming parks continue thru w/ worksheet

Big hit!
Students found the symbols and sequence of events interesting

Still one timeline. Need to spend more time on it.

	<p>Watch this video, and pause to ask students questions. "The triumphal entry"</p> <ul style="list-style-type: none"> - What does triumphal mean? Celebrating a great victory. - Why did Jesus ask his disciples for a donkey? And not a horse or camel? <p>There are 4 major days that we celebrate during Holy Week: Palm Sunday, Holy Thursday, Good Friday, and Easter Sunday. Go through the presentation (only watch the Palm Sunday video), and then do the Holy Week calendar with them.</p> <p>https://docs.google.com/presentation/d/1zmO6GUZ9vkQpb27W5SgIFqyOvnD4t7D8PWSZ9Cii6S8/edit?usp=sharing</p>
3:15-3:25	<p>Get ready for home. Prayers, put up chairs and bins. Students line up in the hallway by 3:20</p>

Tuesday, April 12, 2022.

8:50-9:05	Students stagger in and sit in their seats.
9:05-9:25	Calendar, attendance, group points QOTD: <i>Would you rather time travel to the past or the future?</i>
9:20-10:00	PREP Notes: <i>Prepped Art for Wednesday</i> <i>& Need cardstock</i>
10:05-10:45	Calendar and Math <u>Tuesday Math</u> B1.6- use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2 Minds on: <ul style="list-style-type: none">- Start with review video on sharing fractions- Get into a short fun fraction game Action <ul style="list-style-type: none">- Go through fair share problems with the students. Start with a review of 2 sharers (slide 68), and then get into 4 sharers (slides 69 and 70). Make sure to review with the students the fraction names.- You can have students come up to the board and drag the fraction with their finger while you drag the item on the laptop Consolidation <ul style="list-style-type: none">- Have students take out their white boards, and complete the same activity as yesterday, but with 4 sharers instead of two. Have them draw 4 cookies, 2 cookies, then 1 cookie. Make sure to emphasize the fraction names (even draw what they look like)
10:45-11:25	Nutrition Break/Recess
11:25-1:05	11:25-11:45: Lexia on iPads <i>Switch to whole group</i>

<p>Read Stephanie's ponytail (3 students expressed their feelings about copying, being a follower/leader, etc.)</p> <p>→ store, home, groceries, chef</p>	<p>11:45-12:05: Whole Group Lesson Reading Strategy: Responding to texts Book: No Clean Clothes by Robert Munsch Discussion Questions (wrote on sticky notes and on the back of the book)</p> <p>12:05-12:25: Centres</p> <p>12:25-12:45: Writing: Sh Ch Worksheet (Mrs. Prestia already has it).</p> <p>12:45-1:05: Media Literacy: "Making Inferences" Making Inferences with BOOKS (print media)- choice reading... Moira's Birthday</p> <ul style="list-style-type: none"> - Why did Moira's mom say no kindergarten? - Why do you think Moira wanted to invite so many kids, even though her parents said no? → didn't want to say no → lit her → wanted to make friends - Why did Moira tell her dad to wait a minute when all 6 kids who were invited to her birthday showed up? - Looking at the picture, what do you think the mom and dad are feeling right now, and why? → suspicious, confused, scared, surprised - How do you think the kids feel about this party? - Why don't the parents just tell all the kids to leave, or cancel the birthday party? → don't want to → too late → too hard - Where do you think they got all the food? - What are Moira's parents feeling after all the kids left? - How do you think their mood changed when they saw all the pizzas and cake? <p>Student Answers</p> <p>too young too messy too crazy</p>
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1:05-1:45	<p>DUTY: 1:05-1:25 FIELD</p> <p>Nutrition Break/Recess</p>
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<p>1:45-3:15</p> <p>S.S</p> <p>→ students worked on parks with/without garbage cans and recycling bins</p> <p>→ understand that w/o garbage cans, the parks would be gross and messy</p>	<p>1:45-2:00: Agenda</p> <ul style="list-style-type: none"> - Walking Wednesday tomorrow and pizza forms due next Tuesday <p>2:00-2:20 DPA</p> <ul style="list-style-type: none"> - Outside Free Play OR inside DPA videos <p>2:20-2:45 Social Studies</p> <ul style="list-style-type: none"> - I can identify positive and negative effects we can have on our environment
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	<ul style="list-style-type: none">- Review our anchor charts on some of the things that we can take care of our local parks, finish the activity. If extra time, have students present. <p>2:45- 3:15 Miss Jessica</p>
3:15-3:25	Get ready for home. Prayers, put up chairs and bins. Students line up in the hallway by 3:20

→ also worked on religion

Wednesday, April 13, 2022

8:50-9:05	Students stagger in and sit in their seats
9:05-9:25	Attendance, Calendar, Group Points QOTD: Would you rather have a million dollars or a million youtube subscribers?
9:25-10:05	PALS PREP NOTES: Organize snap cubes for partner work Create Thursday lesson plan for math
10:05-10:45	Calendar and Math <u>Wednesday Math</u> B1.6- use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2 Minds On - Refresh on fraction names, play short fraction game with them - Go through 3 practice questions with them (slide 75-77) Action - Students will need their white boards for this activity. I will read a problem, and students will try to draw the fraction that they think belongs with the answer - Do the first 2 examples as a class, and then try to have them do it on their own - Emma, Abel, Ethan, and Ainslie were sharing a pizza. They each ate one equal part, and no pizza was left. How did they cut the pizza? - Jack and Anthony shared a pizza. The pizza was cut into equal parts. They each ate one part. There were 0 pieces of the pizza left. How did they cut the pizza? - Zia had 1 pizza all to herself. She ate one part, and there was 1 part left. How was the pizza cut?

Starter (math game)



Math -
continued w/ slide 76
(Sharing 2 cookies)
Why is $\frac{1}{2}$ the same as $\frac{2}{4}$?
use snap cubes *during prep
→ need 1 partner and a white board
Give some problems but with snap cubes

→ Students were more confused using snap cubes.
Circle explanations of fractions works better
→ Tomorrow, read Reg + Cat Pizza book and stop and ask questions

	<ul style="list-style-type: none"> - Group 2 won the most points and had to share pizza. They each wanted 1 slice of the pizza. How do they divide the pizza evenly?
10:45-11:25	Nutritional Break/Recess
<p>11:25-1:05</p> <p><i>talked about the feelings about the crayons and how feelings affect</i></p> <p><i>Students understand what advertisements are (using toy and food examples) and understand why they exist. The minecraft videos overt message was that minecraft is very fun because you can be creative and play with friends. Implied message you don't need real life, minecraft is better.</i></p>	<p>11:25-11:45: Gym Gym Activity: Doctor Dodgeball</p> <p>11:45-12:05: Partner reading</p> <p>12:05- 12:25: Whole Group Lesson Book: First half (up to black/green) of <u>"The Day the Crayons Quit"</u> by Drew Daywalt</p> <ul style="list-style-type: none"> - Questions on sticky notes in book, and on the back of the book) - Should get through about half to 3 quarters of the way through <p>12:25-12:45: Centres</p> <p>12:45-1:05: Media Literacy (media advertisements) Slides: https://docs.google.com/presentation/d/1kxFs_dSdwilO3sj2PJ5tHjq-s4_8fmtbwFh9noOZTVY/edit?usp=sharing Youtube ad- https://www.youtube.com/watch?v=FK9D0VBtZU Minecraft:</p> <ul style="list-style-type: none"> - Play video (maybe twice/3 times) - Ask students what minecraft is, how do they know? - What is this advertisement trying to tell us? What is the point of showing this before youtube videos? - Who is this advertisement for? Why would they play it before kids youtube videos? - Poll: would you ask you parents to download minecraft if you saw this ad? Why or why not? <p>Overt -what we are directly told. Implied -we have to infer them The overt message is that you will have so much fun playing minecraft. It is creative and fun. The implied message is that minecraft is so freeing and fun, it is</p>

	like being outside in real nature. There is no reason why you should be in nature when you have minecraft.
1:05-1:45	DUTY 1:05-1:25 Primary Hall Nutritional Break/Recess
1:45-3:15	<p>1:45-2:00 Agendas, Agenda for the day: Spelling test tomorrow 2:00-2:55: Art</p> <p>WENT VERY WELL!</p> <p>Art Activity: Directed Drawing: Easter Bunny Water Colour Materials needed:</p> <ul style="list-style-type: none"> - Paper - Pencil, eraser - Water colour, water, paint brush <p>Follow along with me as we do a directed drawing of the Easter Bunny. We will first draw out our Easter Bunny, and then we will colour it in with water colour.</p> <p>https://proudtobepprimary.com/easter-bunny-directed-drawing/</p> <p>2:50-3:15: Free Play Walking Wednesday</p>
3:15-3:25	Get ready for home. Prayers, put up chairs and bins. Students line up in the hallway by 3:20

Future → introduce halves, read a story, use manipulatives, etc. THEN do fractions.

Thursday, April 14, 2022

8:50-9:05	Students stagger in and sit in their seats
9:05-9:25	Attendance, Calendar, Group Points QOTD: Would you rather never play video games again, or never watch TV again
9:25-10:05	PALS PREP Read Peg + Cat pizza book to review NOTES: halves. Students were confused when the book got to adding fractions, but can now fully understand 2 equal parts make a half.
10:05-10:45	Finish Calendar/Group Points and Math Thursday Math **TBA- see where students are at on Tuesday/Wednesday and go from there.
10:45-11:25	Nutrition Break/Recess
11:25-1:05	<p>11:25-11:45: Centres → Centres went longer</p> <p>11:45-12:05: Partner Reading/The Day the Crayons Quit</p> <p>12:05-12:25: Spelling Test ✓</p> <p>12:25-12:45: Writing Digraphs: Sh, Th, Wh, Ch ✓ - Die rolling digraphs worksheet - Students will need one die and a worksheet - Each number on the die corresponds to a digraph. Students have to choose from the list of endings where they want to add the starting sound.</p> <p>12:45- 1:05: Media Literacy "Making Inferences" - Media advertisement: Lego Starwars - https://docs.google.com/presentation/d/1kxFs_dSdwilO3sj2PJ5tHjq-s4_8fmtbwFh9noQZTVV/edit?usp=sharing - Play video (maybe twice/3 times)</p>

Students have been lots of fun creating words with pictures making it easier!

Finish the digraphs crayons! The great escape

<p><i>Media Literacy will be continued by classroom teacher.</i></p>	<ul style="list-style-type: none"> - Ask students what this ad is about, how do they know? - What is this advertisement trying to tell us? What is the point of showing this before youtube videos? - Who is this advertisement for? Why would they play it before kids youtube videos? - Poll: would you ask you parents to buy this game if you saw this ad? Why or why not? - Overt - what we are directly told. - Implied - we have to infer them
<p>1:05-1:45</p>	<p><u>DUTY 1:05-1:25 Primary Hall</u> Nutrition Break/Recess</p>
<p>1:45-3:15</p> <p><i>egg hunt!</i> ←</p>	<p>1:45-2:00: Agendas (Hand back art from Wednesday)</p> <p>2:00-2:20: DPA</p> <p>2:20-2:45: <u>Mystery Science?</u> → <i>More time for egg hunt</i></p> <p>2:45-3:15: STEM (Prep)</p>
<p>3:15-3:25</p>	<p>Get ready for home. Prayers, put up chairs and bins. Students line up in the hallway by 3:20</p>