First Week of School

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| TEACHER WORKDAY | Day 1- Classroom Introductions  Students will be able to…  -discover new things about their classmates  -become more comfortable with Ms. Peel  Journal: What is the job of a teacher? What is the job of a student? List 3 jobs for each.  (3 min debrief on journal expectations)  Name Tags (10 min for creation)  10-15 min for sharing  Groupwork: Students will share their journals with one another. From all jobs, list the 3 of the most important in each category. (15 min), I will write on the board  In new groups, students will reword jobs into rules (to be completed the next day)  Exit Ticket: Which rule so far do you think is the most important? Why? | Day 2- Social Contract Completion and Creation  Students will be able to…  -utilize concise language to create rules for the social contract  -organize rules based on importance in the classroom.  Journal: Is it important to use precise language might be important when making rules for the class? Why? How do you use precise language? (10 min)  Discuss (10 min)  Lesson on importance of precise language  Have students make rules in groups of 2-3 based off of the jobs provided throughout the day.  Write 6-7 rules on the board and have students vote on them.  Exit ticket: Edit one of the rules on the board for precise language. | Day 3- Syllabus  Students will be able to…  -understand why English as a discipline is important  -familiarize themselves with expectations, classroom policies and procedures, etc.  -work collaboratively to communicate main goals and procedures with other members of the class  Journal: Why are English important? (10 min)  Discuss 15 min  In groups of 3-4, have groups read sections of the syllabus and highlight the important parts. Each presentation will take about 2-3, with me highlighting important stuff after talking.  Exit Ticket: How do you feel about the structure of this class now? How do you feel about the content we might cover this year?  Any questions for Ms. Peel? | 4- Independent Reading  Students will be able to…  -discuss reading interests  -learn about the policies and procedures for the classroom library.  Due: Bring in initialed and signed sections of syllabus and social contract. Bring in a copy of a book that YOU want to read  Journal: What book did you bring in today? Why did you choose to bring it? Why do you think Ms. Peel asks you do complete independent reading?  (10 min discussion)  5 min vocab lesson  Independent Reading Time  5 min before class ends:  Exit Ticket- What new words did you find? How do you think you will use them in the future? |