**Theme**: Arctic

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| **Monday March 7th** |
| **8:35-9:20 Specials** |
| **9:25-9:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. Put sight word on word wall.   **POEM OF THE WEEK:** |
| **9:40-10:00 Social Studies**  Watch the brainpopjr video on the arctic and complete an affinity map detailing |
| **10:00-10:45 Literacy Centers**  (non-fiction arctic book research as a choice center)  \*Station A: SIGHT-Have students create a picture of themselves in the arctic. First begin by making a shaving cream and glue mixture for students to decorate a piece of blue construction paper with. This will be the arctic snow and ice. Then, have them create a picture of themselves using pre-cut jacketed body shapes and a cupcake liner for a hooded jacket. Their faces should be drawn in the center of the cupcake liner. After finishing their picture, have them complete the corresponding language frame strip (attached).  \*Station B: SOUND- At the computers play the video clip of arctic sounds from CBS (<http://www.cbsnews.com/video/watch/?id=1323339n> ). After listening, have students fill out a bubble map using descriptive language to describe the “Arctic Sounds”.  \*Station C: FEEL- Fill a Ziploc bag full of Crisco, and then line with an additional empty Ziploc bag. Have students use this “blubber glove” to dip a hand into a tub of ice water. Doing this will illustrate the insulating properties of fat. Have students write about how the blubber glove insulated their hand, and describe how both animals and people use different means to keep warm in cold temperatures.  \*Station D: TASTE& SMELL- Have students create a flowchart describing how to make either snow cream ;  ( Fill a gallon freezer bag halfway full with snow or crushed ice.   Add ~6 tablespoons of salt to the snow. This will lower the freezing point of the snow so you can freeze your ice cream.   In a quart ziploc bag, mix:   * 1/2 cup half and half * 1 tablespoon sugar * 1/2 teaspoon vanilla extract    Zip up the quart bag, squeezing out any excees air, and put it inside the gallon bag.   Close up the gallon bag, again removing any excess air since it makes mixing difficult.   Wear gloves or else put a dry kitchen towel between your hands and the snow/salt bag. Squish the bags with your hands until the ice cream is frozen.   Remove the smaller bag and eat)  or fruit ice (crushed ice and kool aid powder). |
| **10:45-11:25 Writer’s Workshop**  Model a story with a BME by acting it out with a prop. Retell the story to the class, and then create a flowchart with images for the beginning, middle, and end to plan the writing of the story. Emphasize using detail in each portion to enhance the story when it is written. Retell the story once more after modeling the flowchart. Dismiss students for their own independent practice of creating their story flowcharts. Have them share with a partner at the end. |
| **11:30-12:30 Lunch and Recess** |
| **12:45-1:30 Math**  (pg 516)  Introduce picture graphs with three or more categories using the front side of class activity sheet 6-4. First, focus students on identifying the information in the graph such as the amounts in each row. Then, move onto comparing the information on the graph. Afterward, invent probing questions about the data (for example, how many hot dogs did Miranda and Adam sell all together?)  Use class activity sheet 6-4 for independent practice. |
| **1:30-2:40 Readers Workshop**  Read a popular Fairy Tale like Cinderella or The Three Little Pigs. When finished, have students sit eye to eye and knee to knee to generate three questions about the tale. Then do Hot Seat for the main character, get willing volunteers who understand what they are to do.  \*\*\*\*Directions for Hot Seat: Find 3 willing volunteers to will play, act and answer questions as if they were “Cinderella” or a familiar main character from a book. Then ask 1 to step out of the room, while 1 of them sit in the Hot Seat while children in the audience ask them questions relevant to their story and circumstances. For example, if a child was in the Hot Seat being Cinderella, an audience child might ask, “What was your life like after you married the prince? or Why didn’t you take a watch to the ball?” Then the child playing Cinderella would give real “made up” answers for the questions. You may have to show them first by modeling. (You don’t want to end up with a lot of “I don’t knows.”) Then repeat the activity with the other student immediately following, asking the same questions, and compare answers in the end. |
| **2:45- 2:50 Class Meeting**  Word work/ math facts practice |

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| **Tuesday March 8th** |
| **8:35-9:20 Specials** |
| **9:25-9:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. Put sight word on word wall. |
| **9:40-10:00 Social Studies**  Complete the “Arctic Region” worksheet that uses a world map to locate features of the arctic including the names of arctic countries, the directional positioning in comparison to North Carolina, and describing features of arctic regions. |
| **10:00-10:45 Literacy Centers**  See Monday’s Plans |
| **10:45-11:25 Writer’s Workshop**  Building off of Monday’s lesson, model writing the beginning of your story outlined by your flowchart. Reference the flowchart often while modeling the writing. Use words that are used in the beginning such as “first” Write any of these words in an anchor chart to build upon for middle and end for future referencing in student writing. Then dismiss students to begin their own writing. |
| **11:30-12:30 Lunch and Recess** |
| **12:45-1:45 Math (6-5)**  ( pg. 525)  Have pictures of four arctic animals on the Smartboard. Have students raise their hands to show which animal is their favorite. Record the numbers next to each animal. Show students how I can use a blank 100 grid to graph this data. Ask students what the title of my graph should be (add title). Model how to label the graph by using the first letter of one of my animals as a label in the left margin of the grid. Then, model how I can color in squares next to this label to show how many people liked that animal the best. Finish labeling the graph, but don’t fill in the number of squares that correspond with each animal. Tell students that they will be finishing this graph on their own dry erase board. Dismiss them back to their tables to finish the graph. Monitor student responses. When they are finished with the graph, ask the following questions:  -How many squares should I color in for (animal #2)?  -How many squares should I color in for (animal #3)?  -How many squares should I color in for (animal #4)?  -Which animal did our class like the most?  -Which animal did our class like the least?  -How many more people liked Animal X than Animal Y?  -How many fewer people liked Animal Y than Animal X?  For independent practice, have students complete page 167 in their Math Expressions book. Have them draw a smiley face, confused face, or sad face to show their level of understanding of picture graphs. Give extra help to those students who need it. When students are done with this work, they may do their Math Wizard work. |
| **1:45-2:30 Reader’s Workshop**  Introduce nonfiction book about the animals or geography of the arctic. Show the students the book and ask if they think it is a fiction or nonfiction book. How do you know? Talk with children about how they can use what they know about this type of text to make predictions about its content—what the text might teach them. Use prior knowledge of fiction story features and fiction content to teach children to make expectations of nonfiction texts as well. “When readers read nonfiction, they make predictions about the text, too. But they don’t make predictions about the kinds of things they will expect to happen, they make predictions about the kinds of kinds things they expect to learn.” Use a non fiction book about the arctic to teach children that when reading nonfiction they will activate their schema and background knowledge to make predictions about what they’ll learn in nonfiction text and what they know about the type of text they are about to read. Read the first half of the book and add new things that students learned to KWL chart. |
| **2:40- 2:50 Class Meeting**  Word work/ math facts practice |

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| **Wednesday March 9th** |
| **8:35-9:20 Specials** |
| **9:25-9:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. Put sight word on word wall. |
| **9:40-10:00 Word Work** |
| **10:00-10:45 Literacy Stations**  See Monday’s Plans |
| **10:45-11:30 Writer’s Workshop**  Building off of Monday’s lesson, model writing the middle of your story outlined by your flowchart. Reference the flowchart often while modeling the writing. Use words that are used in the middle such as “next” or “then. Write any of these words in an anchor chart to build upon for the ends of their stories for future referencing in student writing. Then dismiss students to begin their own writing. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:45 Math /WOW**  (6-7 pg. 533)  Tell students that we will be making a graph to show their favorite seasons. Ask:  -What should my title be?  -How can I label my graph using a 10x10 grid?  Have students raise their hand for whatever season is their favorite. Graph their responses by coloring the number of boxes next to the corresponding season’s label. When the graphing is done, have students make comparison statements using the words most, fewest, more and fewer. Then, tell them that we will now be making a table to show the information on the graph. Tables can show you the same information as graphs. The difference is that tables display an amount with a number instead of a row of pictures or circles. Draw a blank graph with two columns, one titled “Season” and one titled “Number.” Ask students what words/numbers should go in each box.  For independent practice, have students complete page 171 in their Math Expressions book. |
| **1:45-2:30 Science**  (2.01)   * Give pairs of students a clear vial of sand * Prompt students to observe the sand carefully and describe how the sand looks, feels, and sounds. * After exploring the sand for about 5 minutes, demonstrate how to use a paper plate to hold the sand while it is gently shaken back and forth. * Circulate the classroom and point out how the sand is separating. * Direct students to place a pinch of sand in the vial and observe the particles with a hand lens. * Ask students the following questions: Are all the particles the same size? Does each particle look the same? * Have students predict what might happen if sand and water are mixed. * Demonstrate using the paper plate as a funnel to return the sand to the vials. * Direct students to add water to the sand in the vial and observe, then shake. (What happened to the sand? How many layers do you notice?)   Let it stand overnight and observe the mixture tomorrow. |
| **2:35-2:45 Snack and Pack** |
| **2:40- 2:50 Class Meeting**  Word work/ math facts practice |

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| **Thursday March 10th** |
| **8:35-9:20 NO SPECIALS** |
| **9:25-9:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. Put sight word on word wall. |
| **9:40-10:00 Word Work** |
| **10:00-10:45 Literacy Station**  See Monday’s Plans |
| **10:45-11:30 Writer’s Workshop**  Building off of Monday’s lesson, model writing the end of your story outlined by your flowchart. Reference the flowchart often while modeling the writing. Use words that are used in closing a story. Write any of these words in an anchor chart for future referencing in student writing. Then dismiss students to begin their own writing. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:45 Math**  (6-8 pg. 540)  Present this story problem to the class:  Jeremy has 10 crayons. Amanda has 3. How many more crayons does Jeremy have than Amanda?  Demonstrate how to solve this problem using stair steps (1 square/circle=1 crayon). We can solve this problem by match one of Jeremy’s crayons to one of Amanda’s crayons. How many crayons are left? This is how many more crayons does Jeremy have than Amanda? What if the question was “How many fewer crayons does Amanda have than Jeremy?” How would our answer be different? (We would use the same strategy to count the crayons, but we would use the word *fewer* rather than *more* to answer the question.)  Dismiss students to their tables with a whiteboard. Present the following story problem:  Olivia has 10 stickers. Tony has 8. How many more stickers does Olivia have than Tony? How many fewer stickers does Tony have than Olivia?  Students should model how they solve this problem using the stair step method, and then write the answers to both questions in complete sentences, using the words *more* and *fewer*. |
| **1:45-2:30 Science**   * As a follow up from Wednesday, get students to observe the settled sand and the layer of silt that has formed on top of their vials of sand. Allow them to observe this with magnifying glasses. Ask students if there is a particle that is smaller than sand.   Introduce silt. Have the students label the layers in their science notebooks (sand, silt, water)  Ask the students what they notice about silt. How does it feel? What does it look like? Introduce the following vocabulary to describe the textures of silt and sand:  -Course: made of larger, rougher particles (like sand)  -Fine: made up of very small particles, such as a powder (or silt) |
| **2:35-2:45 Snack and Pack** |
| **2:40- 2:50 Class Meeting**  Word work/ math facts practice |

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| **Friday- Early Release March 11th** |
| **8:35-9:20 NO SPECIALS** |
| **9:25-9:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. Put sight word on word wall. |
| **9:20-9:45 Word Work**  Have the class sort out words using the Smartboard word vortex. |
| **9:45-10:20 Literacy Stations**  Free Choice Centers! |
| **10:20-10:50 Lunch** |
| **10:50-11:50 Writer’s Workshop Obj. 5.05**  **\***Have students share and discuss their stories and the process that went into them.  Make a class book for the Top Tootsie Roll by having each student respond to the prompt “\_\_\_\_\_\_\_\_\_\_ is the Top Tootsie Roll because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” |
| **1150-12:25 Math** (6-9 pg. 546)  Continue working on comparison story problems, using the following problems (students should use the stair step method and complete sentences with the words *more* and *fewer*):  Jason has 10 peanuts. Omar has 4. How many more peanuts does Jason have than Omar? How many fewer peanuts does Omar have than Jason?  Cory’s cat has 8 kittens. Eva’s cat has 3 kittens. How many more kittens does Cory’s cat have than Eva’s? How many fewer kittens does Eva’s cat have than Cory’s? |
| **12:25-12:30 Snack and Pack/ Class Meeting** |
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