**Theme:** Desert

Cactus Hotel –

The perfect place for an elf owl

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| **Friday Mar. 22nd** |
| 8:25-8:45 Morning Meeting (Mrs. Williams)   * Review LEAD, Mission, Core Values, Ground Rules, Schedule * Calendar * Sing songs to get our brains working – Weekly Song/Poem * Review Covey Habit: Review what it means to Begin with the end in Mind. Sing the song. Read the story about beginning with the end in mind in Seven Habits of Happy Kids. Talk about how we can begin with the end in mind. |
| 8:45/9:00 Reader’s Workshop/S,S, & Literacy Stations  Royal Fix-Up Sentences: Model for students how to fix up sentences ( 3 lines under a letter for a capital letter, underline a letter to be lowercase, circle a misspelled sight word, put punctuation in and circle it, inserting a word with a carrot, etc.). Students correct sentences along with you (Next week will be modeled too, the 3rd week will be independent giving students 10-15 min. then reviewing answers).  Brain Break 1: Watch the 3 little Pigs video/read book or The three little dassies??  <http://www.youtube.com/watch?v=wXcccTEY6h4>  Brain Break 2: Read aloud The Three Little Javelinas – As you are reading model the things that are the same/different about the story.  Brain Break 3: Compare and Contrast – Venn Diagram Students will complete a Venn Diagram writing at least 3 complete sentences for each section (9 sentences total) to compare/contrast the 2 stories.  **Guided Reading Plans – Seeing Guided Reading Notebook –Ms. Williams will teach and do brain breaks.** |
| 10:30-11:20 Writer’s Workshop – |
| Students will use materials to design a house that will withstand Wolf blowing their house down (hair dryer).   * **Materials to Use:** * Aluminum foil, wax paper, wire, fishing line, tissue paper, wrapping paper, * Wooden blocks or LEGOs * Clay/playdoh * Hair dryer * Straws * Toothpicks * Craft sticks * Linguini * Plastic cups * Paper clips * Shaving Cream (optional) * Small toy pig * Tape * Toothpicks * Marshmallows * straws   **Introduction**   * Ask children what they want to be when they grow up. Ask if anyone wants to be an engineer. Ask if anyone knows what an engineer does. Explain that engineers design things to help people and they figure out how to solve problems. * If they are not familiar with the story, read “The Three Little Pigs” or selected passages to the students. * Ask “How could an engineer help the pigs?”   **Brainstorm**   * What kind of houses did the first two pigs build? What happened to them when the wolf huffed and puffed? * What type of house could an engineer design and build that wolf would not be able to blow down? * How will we know if it will be able to stand up to the wolf’s huffing and puffing?   **Design and Construct**   * Provide constraints:   + Use only the materials provided.   + There must be room for the pig to stand inside   + There must be an entrance * Students work in groups to plan their ideas on paper * Student teams build their houses   **Evaluation of Designs**   * Test each design by using a hair dryer or a fan to simulate the huffing and puffing of the wolf. * If time allows, have the students work on improving their designs.   **Wrap-up**   * Re-assemble children. Ask a few students to describe their designs telling what worked and what didn't work. What would they do differently next time?   Students will use the engineering and design process to plan, create, and evaluate their house. After testing, they will have the opportunity to retest their house.  Students will write in their STEM journal how their changes/improvements helped/did not help and what they would do to change their house the next time. |
| 11:25-11:55 Lunch Ms. Williams will transition students to lunch and to recess. |
| 12:00-12:30 Recess |
| 12:30-12:45 Read Aloud –From Chapter Book (Mrs. Williams) The three little dassies??? |
| 12:45-1:50 Math  Math Test? |
| Celebration – Ms. Williams |
| 1:55-2:40 Specials – GUIDANCE Ms. Williams will transition students to and from specials |
| 2:40- 2:50 Class Meeting/Snack/Packup |

S.S. Writing, Science and Reader’s Workshop Week of March 24th – (Nothing 28th or 29th)

**Theme:** Desert

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| **Monday – Math Monday! Mar. 25th** |
| 8:25-8:45 Morning Meeting (Mrs. Williams)   * Review LEAD, Mission, Core Values, Ground Rules, Schedule * Calendar * Sing songs to get our brains working – Weekly Song/Poem : * Review Covey Habit: Review what it means to Begin with the end in Mind. Sing the song. Read the story about beginning with the end in mind in Seven Habits of Happy Kids. Talk about how we can begin with the end in mind. |
| 8:45/9:00 Reader’s Workshop/S,S, & Literacy Stations  Desert Craft with toothpicks – Write about the functions of Saguaro Cactus  **Brain Break 1:** Read aloud the book about the saguaro cactus – Cactus Hotel – Identify the Needs the Saguaro Cactus provides to those animals around it. Record on Bubble Map –  Create a word splash of all animals and plants that they think would belong in a desert.  BRAIN POP JR: [www.brainpopjr.com](http://www.brainpopjr.com) (Username: abcombs Password: gators)  **Brain Break 2:** Watch BrainPop JR video > Writing> Paragraph on how to write a paragraph. Students use the class bubble map to write about why the Saguaro Cactus is so important. Use the hamburger rubric to help students with forming a paragraph with a main idea, 3 details, and a closing sentence.  **Brain Break 3:** Students will use green construction paper to trace their cactus, cut, then glue broken toothpicks on with squeeze glue. MAKE SURE NAME IS ON THE BACK BEFORE GLUING. After Cacti dry, these can be glued to a white piece of construction paper and then attached to their Paragraph about the Saguaro Cactus. Students can decorate the setting of the desert on their construction paper and label each item in their setting (sand, cactus, roadrunner, lizard, owl, cactus wren, etc. ) Show students the smartfile that contains photos/names of things that they could include.  **Guided Reading Plans – Seeing Guided Reading Notebook –Ms. Williams will teach and do brain breaks.** |
| 10:30-11:20 Writer’s Workshop – |
| Finish from Brain Break 3 – Students finish drawing, coloring, and labeling their desert setting. |
| 11:25-11:55 Lunch Ms. Williams will transition students to lunch and to recess. |
| 12:00-12:30 Recess |
| 12:30-12:45 Read Aloud –From Chapter Book (Mrs. Williams) |
| **12:45-1:50 Math** |
| **Math Brain Break/Warm-Up Game:** |
| 1:55-2:40 Specials –PE Ms. Williams will transition students to and from specials |
| 2:40- 2:50 Class Meeting/Snack/Packup |

**Theme:** Desert

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| **Tuesday – Thinking Tuesday! Gator Gallop!!!! March 26th** |
| 8:25-8:45 Morning Meeting (Mrs. Williams)   * Review LEAD, Mission, Core Values, Ground Rules, Schedule * Calendar * Sing songs to get our brains working – Weekly Song/Poem : * Review Covey Habit: Find your Voice! |
| 8:45/9:00 Reader’s Workshop/S,S, & Literacy Stations  Josefina Javelina – Character Description – Adjectives  Brain Break 1: Read aloud the book Josefina Javelina – As you are reading ask students how they would describe each of the characters, especially Josefina. Remind students when they describe something, they are using adjectives. Record student responses on the smartboard.  BRAIN POP JR: [www.brainpopjr.com](http://www.brainpopjr.com) (Username: abcombs Password: gators)  Brain Break 2: Remind students that today they are going to choose a desert animal to write a fiction story about. They will Watch the BrainpopJr video : Reading> Story Elements> Character & Setting & Plot – 3 videos. Students watch 1 video, then use their plan sheet to record their plan for their story, then they watch the 2nd video and record their plan for their story, and again for the 3rd video. Be specific in showing students how to use adjectives to describe their characters feeling/personality, not just on looks.  Brain Break 3: Continue Brain break 2 if needed. Remind students that a plot means to describe the Problem/Solution.  **Guided Reading Plans – Seeing Guided Reading Notebook –Ms. Williams will teach and do brain breaks.** |
| 10:30-11:20 Writer’s Workshop – |
| Students will use this time to write a story about their desert animal that matches their plan. During this time emphasize to students how to add their characters talking to each other, and how to show what is happening instead of listing what is happening. |
| 11:25-11:55 Lunch Ms. Williams will transition students to lunch and to recess. |
| 12:00-12:30 Recess |
| 12:30-12:45 Read Aloud –From Chapter Book (Mrs. Williams) |
| 12:45-1:50 Math  Math Brain Break/Warm-Up Game: |
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| 1:55-2:40 Specials – ART Ms. Williams will transition students to and from specials |
| 2:40- 2:50 Class Meeting/Snack/Packup |

**Theme:** Desert

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| **Wednesday – LEGO DAY Mar. 27th** |
| 8:25-8:45 Morning Meeting (Mrs. Williams)   * Review LEAD, Mission, Core Values, Ground Rules, Schedule * Calendar * Sing songs to get our brains working – Weekly Song/Poem : * Review Covey Habit: Find your voice! |
| 8:45/9:00 Reader’s Workshop/S,S, & Literacy Stations  Brain Break 1: Read aloud the book: There was a Coyote who Swallowed a Flea  Brain Break 2: Create a flow chart with new transition words (Not first, next, then, and last). Encourage students to use different transition words like: Afterwards, finally, after, furthermore, etc. (Refer to smartfile)  Students should draw a picture next to each complete sentence. Monitor to ensure students have a 1st capital letter, punctuation, and sight words spelled correctly.  Brain Break 3:  **Guided Reading Plans – Seeing Guided Reading Notebook –Ms. Williams will teach and do brain breaks.** |
| 10:30-11:20 Writer’s Workshop – |
| Students will create their own “There was a \_\_\_\_\_who swallowed a \_\_\_\_\_” – There story can be desert themed, or they can pick a different theme.  They may use pre-made books to place a sentence on each page. Refer to smartfile for sentence frames for students to use. |
| 11:25-11:55 Lunch Ms. Williams will transition students to lunch and to recess. |
| 12:00-12:30 Recess |
| 12:30-12:45 Read Aloud –From Chapter Book (Mrs. Williams) |
| 12:45-1:50 Math  Math Brain Break/Warm-Up Game: |
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| 1:55-2:40 Specials –ART Ms. Williams will transition students to and from specials |
| 2:40- 2:50 Class Meeting/Snack/Packup |