**Theme: Healthy Living**

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|  **Monday Math Monday Nov.5** |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a**
* 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 using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Introduce poem of the week. Read the poem about apples. Read the title and predict what the poem is about- the main idea. Read sentences in the poem that support the main idea. **Rl1.2**
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| **8:45-10:00 Literacy Stations/Guided Reading****Tool Time:(L1.1j, L1.2a, W1.5, W1.2)** Students will complete a bubble map of ways they keep their bodies healthy (make sure they think of things other than just eating healthy).**ABC:(RF1.2, RF1.3)** When introducing the station, introduce the meaning of compound words. Make a circle map of examples. At the station, students will write and illustrate 7 compound words. Have sentence strips that are folded in like doors. The student will write the first part of the word on the left side and the other part of the word on the right side. On the inside, the students will write the compound word and illustrate it. They can even write a sentence with the word.**Writing: (W1.2)** Students will write riddles to describe healthy foods or a way to keep your body healthy and will then have friends guess it. These can be compiled into a class book.**Computer: 2** Students will go to the website to listen to stories on the computer. 2 students will use the computer to practice spelling words: spellingcity.com**Pocket Chart(FS1.2a)** Sort pictures by number of syllables in word and then students will write words in ABC order**Smartboard** Explore compound words and how those words are made using lesson from Smart exchange labeled “Compound Words”**Vocabualry:(L1.5c, L1.5d)** Use a 4 square to show the meaning of one of our past vocabulary words. **Poetry:** Write an original poem about a topic that we have discussed so far this year: fall, community, citizens, balance, motion. Use the template that reinforces an adjective then a noun. |
| **10:00-10:40 Writer’s Workshop****Mini-lesson:** Good writers stick to the topic when writing.* Review Friday’s **Hamburger Paragraph Writing (**found on smartexchange click on standards-correlated lessons, North Carolina SCOS, Language Arts,scroll down to LA 1.5)
* Model writing a story using the hamburger visual

Have students use hamburger model to write their own stories. |
| **10:40-11:10 Reader’s Workshop** **Mini-lesson: Readers make text to text connections to compare and contrast 2 books. RL1.9**Review the different kind of connections. Give examples of making text to text connections and text to self connections. Introduce making text to world connections. Read a book about making healthy choices in eating or living. Model making text to world connections through the events in the story. |
| **11:10-11:35 Social Studies/Science**Watch the movie *Eating Right* on Brainpopjr.com. On a fishbone diagram (healthy food, unhealthy food, exercising, and not exercising are the bones, the effect on your body), record what the students learned about healthy food and unhealthy food. At their seats, have the students think of their favorite food and write if it is healthy or not healthy and how it affects their body. **1.E1.2, 1.NPA2.1** |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math** 3.11 **Quick Practice:** Show 10 fingers as a ten and extra ones. Have children use counting on to name the number/number equation.**Using Teacher Edition, p.: 276** **Activity 1: The Pancake Breakfast** Children will use the Pancake Breakfast scenario from Unit 2, Lesson 8 to practice addition with unknown totals. A stack of 10 paper plates are placed on a table. Two children come forward and pretend to make pancakes. Each child counts aloud as the plates are taken. Children record the two groups of pancakes as an addition equation at their desks, as a volunteer writes the equation on the board. Teacher suggests that children count on from the greater number to find the total. The two volunteers line up the plates along the ledge of the board so that the class can check the answer. Children will act out this scenario several times, using different numbers.**Activity 2: Coin Stories (p. 276)**Teacher reviews the Number Grabber game with children (see Unit 3, Lesson 5), but in this case, children will erase the totals, NOT the partners. Teacher writes Math Mountains with totals less than or equal to 10 on the board. One child is selected to grab the number and placing it behind his or her head, while the class has their eyes closed. Number Grabber instructs the children to open their eyes, and identify the unknown total. Another child comes to the board, restores the unknown number, and becomes the new Number Grabber. Play again, but this time, children write the equation in horizontal form rather than Math Mountain. For the last round, students are asked to write the addition equations in vertical form. Homework (Homework and Remembering Book, p. 89) Students will solve Math Mountain equations, solve addition equations in vertical and horizontal form, and solve an addition word problem.  Targeted Practice (Homework and Remembering Book, p.90)- Students will solve story problems.  **Math Centers****Measurement:** Counting by ten math game: Children will record ways that they can make the tens number.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Children will count items in the classroom and count them. They will use tally marks to show how many. Differentiation: Add 2 numbers together to show how many of both. Write a math fairy story using the numbers. **Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used. Differentiation: Show another way that you can fill in the pumpkin using the shapes. **Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die. Differentiation: Use the greater than and less than symbols to compare the totals.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number. Differentiation: Use the symbols to show greater than and less than.**I-touch Station** |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| 2:40- 2:50 Class Meeting |

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| **Tuesday Shop for Just right books Nov. 6**  |
| **8:25-8:35 Morning Meeting**  |
| **8:45-10:00 Literacy Stations** Teacher Workday |
| **10:00-10:40 Writer’s Workshop** |
| **10:40-11:10 Reader’s Workshop**  |
| **11:10-11:30 Social Studies** |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math** Teacher Workday  |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Wednesday Nov. 7**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a**
* 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 using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**

Introduce poem of the week. Look for verbs that show present tense and past tense. Notice the ending (ed) on the past tense verbs.L1.1**.** Read the poem fluently. **FS1.4a.**  |
| **8:45-10:00 Literacy Stations****Tool Time:(L1.1j, L1.2a, W1.5, W1.2)** Students will complete a bubble map of ways they keep their bodies healthy (make sure they think of things other than just eating healthy).**ABC:(RF1.2, RF1.3)** When introducing the station, introduce the meaning of compound words. Make a circle map of examples. At the station, students will write and illustrate 7 compound words. Have sentence strips that are folded in like doors. The student will write the first part of the word on the left side and the other part of the word on the right side. On the inside, the students will write the compound word and illustrate it. They can even write a sentence with the word.**Writing: (W1.2)** Students will write riddles to describe healthy foods or a way to keep your body healthy and will then have friends guess it. These can be compiled into a class book.**Computer: 2** Students will go to the website to listen to stories on the computer. 2 students will use the computer to practice spelling words: spellingcity.com**Pocket Chart(FS1.2a)** Sort pictures by number of syllables in word and then students will write words in ABC order**Smartboard** Explore compound words and how those words are made using lesson from Smart exchange labeled “Compound Words”**Vocabualry:(L1.5c, L1.5d)** Use a 4 square to show the meaning of one of our past vocabulary words. **Poetry:** Write an original poem about a topic that we have discussed so far this year: fall, community, citizens, balance, motion. Use the template that reinforces an adjective then a noun. |
| **Writer’s Workshop** **Mini-lesson:** Good writers stick to the topic when writing.* Review Friday’s **Hamburger Paragraph Writing (**found on smartexchange click on standards-correlated lessons, North Carolina SCOS, Language Arts,scroll down to LA 1.5)
* Model writing a story using the hamburger visual

Have students use hamburger model to write their own stories. |
| **10:00-10:30 Reader’s Workshop** Review the different kinds of connections that can be made. Review the phrases that can be used when telling about the connection: I remember when, This reminds me of, This book makes me think of… Read a book about healthy living. Make a connections and have children name the kind of connection that was made.  |
| **10:30-11:35 Social Studies 1.E1.21.NPA.2.1**Watch the brainpopjr.com movie *Exercise*. Record their learning about how exercising affects their body and how not exercising affects their body. Whole group, students complete a venn diagram of comparing an exercise activity and a non-exercise activity. |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math** **1.0A8**(Unit 3, Lesson 12)**Using Teacher Edition, p.: 280** **Activity 1: Relating Unknowns** Children are directed to Student Activity Book, p. 107. They will look at the first cartoon, disucss ways that the unknown number can be found, making suggestions such as counting on, drawing a Math Mountain, or writing and equation. When children have solved the problem, they fill in the blanks at the bottom of each cartoon frame. For the second cartoon, students discuss how they plan to find the answer. Children solve and repeat steps from previous cartoon. Children move on to the third cartoon and solve it the same way. Students are challenged to make a plan, and then use it to solve the problem. Students are guided to conclude that these types of story problems have either an unknown partner or total.**Activity 2: Practice with Various Unknowns (p. 281)**Teacher presents given story problems (Teacher Guide, p. 281). Students solve at their desks, planning whether they need to find a partner or a total. Volunteers are invited to the board to explain their solution methods.**Activity 3: Problem-Solving Strategy: Write an Equation (p. 282)**Students read through the first problem on Student Activity Book (p.108). Children complete the problem at their desks independently. After teacher has written the equation on the board, class discusses how the equation models the information in the problem. Children will proceed to complete the rest of the page, and be asked to share the problems they wrote and their solution methods. Class discusses how children created their story problems and how they decided which operations to use. **Math Centers****Measurement:** Counting by ten math game: Children will record ways that they can make the tens number.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Children will count items in the classroom and count them. They will use tally marks to show how many. Differentiation: Add 2 numbers together to show how many of both. Write a math fairy story using the numbers. **Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used. Differentiation: Show another way that you can fill in the pumpkin using the shapes. **Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die. Differentiation: Use the greater than and less than symbols to compare the totals.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number. Differentiation: Use the symbols to show greater than and less than.**I-touch Station** Homework (Homework and Remembering Book, p. 91) Students will solve horizontal addition and subtraction equations, and then solve story problems involving addition and subtraction.  Spiral Review (Homework and Remembering Book, p.92)- Students will solve story problems involving unknown partners, then solve horizontal addition and subtraction equations, and finally, solve 1 story problem. |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Thursday Illustrate poem Nov. 8**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a**
* 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 using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Read poem of the week**.** Read the poem for fluency. Review verbs in the poem and if they are present tense or past tense. How can we change the verb to make it past or present. **FS1.4a, L1.1e**.
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| **8:45-10:00 Litearcy Centers****Tool Time:(L1.1j, L1.2a, W1.5, W1.2)** Students will complete a bubble map of ways they keep their bodies healthy (make sure they think of things other than just eating healthy).**ABC:(RF1.2, RF1.3)** When introducing the station, introduce the meaning of compound words. Make a circle map of examples. At the station, students will write and illustrate 7 compound words. Have sentence strips that are folded in like doors. The student will write the first part of the word on the left side and the other part of the word on the right side. On the inside, the students will write the compound word and illustrate it. They can even write a sentence with the word.**Writing: (W1.2)** Students will write riddles to describe healthy foods or a way to keep your body healthy and will then have friends guess it. These can be compiled into a class book.**Computer: 2** Students will go to the website to listen to stories on the computer. 2 students will use the computer to practice spelling words: spellingcity.com**Pocket Chart(FS1.2a)** Sort pictures by number of syllables in word and then students will write words in ABC order**Smartboard** Explore compound words and how those words are made using lesson from Smart exchange labeled “Compound Words”**Vocabualry:(L1.5c, L1.5d)** Use a 4 square to show the meaning of one of our past vocabulary words. **Poetry:** Write an original poem about a topic that we have discussed so far this year: fall, community, citizens, balance, motion. Use the template that reinforces an adjective then a noun. |
| **10:00-10:30 Reader’s Workshop** **Mini-lesson: Readers make text to text connections. RL1.9**Review the kinds of connections that can be made when reading. Readers are always thinking when reading. They are asking themselves questions and thinking about the book and who it relates to them or another book or to the world. Read a book about healthy living. Have children name the kind of connection that was made. Allow children to give their examples. Children will read in a special spot. As they are reading they are to make connections and be able to explain the kind of connection that was made.  |
| **10:30-11:10 Science** **Lesson 9****Investigation 3, Part 2: Rolling Cups**Students will observe and investigate that the amount and location of mass affects how objects and systems roll.**Objectives**:4.01 Describe different ways in which objects can be moved4.02 Observe that movement of an object can be affected by pushing or pulling4.03 Investigate and observe that objects can move steadily or change direction4.04 Observe and describe balance as a function of position and weight**Focus Question**:**How do cups roll down a ramp?****Estimated Time**:One or Two Sessions (30 minutes each – Whole Group)**Activity**:* Review rolling and introduce cups.
* Have students practice rolling cups to discover whey they roll in circles.
* Tell them that you want them to use the ramp to roll the cup down the slope and end up in underneath the ramp. (Park the car problem)
* Discuss findings with group and give a new challenge (Fall on Your Face Problem) Roll the small cup so that it ends up face down on the table.
* Next suggest they try to go straight. Students will need another cup and tape to attach them.
* Add weight to the model by taping pennies inside the cup to see how it is affected.
* Discuss findings from all challenges as a large group.
* Take new questions that students might want to investigate.

**Integration Hints**:Science story**: *Rolling, Rolling, Rolling.*****Science Notebook Helper**:Write question and make predictions. List materials and record investigations. **Line of Learning**: The amount and the location of the weight can change the way a system rolls.**Assessment Opportunities**:Students successfully complete the investigation.Student entries in their science notebooks. |
| **11:10-11:35 Writer’s Workshop**  **Mini-lesson:** Good writers stick to the topic when writingWrite about the science lesson. |
| 11:30-12:00 Lunch |
| 12:05-12:35 Recess |
| **12:40-1:30 Math** Lesson 3.13**Using Teacher Edition, p.: 286** **Activity 1: The Number Quilt with Various Unknowns** Children will play a variation of the Number Quilt Game (introduced in Unit 2, Lesson 9), using Number Quilt 3, which has all the numbers 3-10 in order. The goal of the game is to place each card in its correct space on the quilt. Teacher will have children use whichever deck is at their practice level.Prior to game begin, teacher will direct Math Talk, by reviewing the Counting On strategy. Children will be encouraged to give examples and explain how to count on to find an unknown total and an unknown partner.**Activity 2: Body-in-Space Activities (p. 286)**Students will repeat the Body-in-Space Activities (Unit 3, Lesson 9). Each movement can be combined with a counting sequence (i.e. Palms touch above head and count to 2). **Math Centers****Measurement:** Counting by ten math game: Children will record ways that they can make the tens number.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Children will count items in the classroom and count them. They will use tally marks to show how many. Differentiation: Add 2 numbers together to show how many of both. Write a math fairy story using the numbers. **Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used. Differentiation: Show another way that you can fill in the pumpkin using the shapes. **Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die. Differentiation: Use the greater than and less than symbols to compare the totals.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number. Differentiation: Use the symbols to show greater than and less than.**I-touch Station** Homework (Homework and Remembering Book, p. 93) Students will solve horizontal addition and subtraction equations, and then solve story problems involving addition and subtraction.  Targeted Practice (Homework and Remembering Book, p.94)- Students will count on to subtract, solve horizontally- and vertically-written subtraction equations |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Friday Fix sentences Nov.9** |
| **Morning Work:**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a**
* 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 using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Read poem of the week**.** Review the main idea. Have children circle sight words or words with chunks found in the poem.  **L1.4, RF1.2, RF1.3**
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| **9:00-10:00 Literacy Centers/Guided Reading****Tool Time:(L1.1j, L1.2a, W1.5, W1.2)** Students will complete a bubble map of ways they keep their bodies healthy (make sure they think of things other than just eating healthy).**ABC:(RF1.2, RF1.3)** When introducing the station, introduce the meaning of compound words. Make a circle map of examples. At the station, students will write and illustrate 7 compound words. Have sentence strips that are folded in like doors. The student will write the first part of the word on the left side and the other part of the word on the right side. On the inside, the students will write the compound word and illustrate it. They can even write a sentence with the word.**Writing: (W1.2)** Students will write riddles to describe healthy foods or a way to keep your body healthy and will then have friends guess it. These can be compiled into a class book.**Computer: 2** Students will go to the website to listen to stories on the computer. 2 students will use the computer to practice spelling words: spellingcity.com**Pocket Chart(FS1.2a)** Sort pictures by number of syllables in word and then students will write words in ABC order**Smartboard** Explore compound words and how those words are made using lesson from Smart exchange labeled “Compound Words”**Vocabualry:(L1.5c, L1.5d)** Use a 4 square to show the meaning of one of our past vocabulary words. **Poetry:** Write an original poem about a topic that we have discussed so far this year: fall, community, citizens, balance, motion. Use the template that reinforces an adjective then a noun. |
| **10:30-11:00 Writer’s Workshop**Children will take their spelling test using the words with the word chunks –an and –ick**.**  Children will also complete a Top Banana page for the top Banana book. They will write about how the child is special. Reinforce to write about a Covey habit that they show. |
| **11:00-11:30 Reader’s Workshop****Mini-lesson: Readers make text to text connections. RL1.9**Introduce the lesson by telling students that good readers, not only think about how books connect to their own lives, but how books connect to each other. We call these text to text connections. (Draw a book with an arrow connecting it to another book as a graphic representation for students). Continue by telling them that over the next week you will be reading books by one author. Read one of the books aloud. Kevin Henkes books are recommended or another series of books by the same author |
| 11:35-12:05 Lunch |
| **12:10-12:45 Outside** |
| 12:45-1:00 Read form our chapter book |
| 1:00-1:50 Math Lesson 3.14 **Math Centers****Measurement:** Counting by ten math game: Children will record ways that they can make the tens number.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Children will count items in the classroom and count them. They will use tally marks to show how many. Differentiation: Add 2 numbers together to show how many of both. Write a math fairy story using the numbers. **Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used. Differentiation: Show another way that you can fill in the pumpkin using the shapes. **Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die. Differentiation: Use the greater than and less than symbols to compare the totals.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number. Differentiation: Use the symbols to show greater than and less than.**I-touch Station** |
| **1:55-2:40 Specials** |
| **2:40-2:50 Snack/Pack/Class Meeting** |