**Theme: Thanksgiving and Traditions**

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| **Monday Math Monday Nov. 12** |
| **8:25-8:35 Morning Meeting**  **No School… Holiday** |
| **8:45-10:00 Literacy Stations/Guided Reading** |
| **10:00-10:40 Writer’s Workshop** |
| **10:40-11:10 Reader’s Workshop** |
| **11:10-11:35 Social Studies/Science** |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math** |
| **1:45-1:55 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. 13** |
| **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** * Roll a die on the smartboard that has different word families. Have children name a word that contains that chunk. **RF1.2, RF1.3**   Introduce poem of the week. Discuss the main idea of the poem. **Rl1.7** |
| **8:45-10:00 Literacy Stations/Guided Reading**  **StationA:** (Rl1.7, RL1.2, RL1.7, L1.2a)The students will create a book about Thanksgiving by writing sentences to match the pictures.  **Station B:**  (L1.2, RF1.2, RF1.3) The students will make words using the letters in THANKSGIVING and will record them on their paper. Have magnetic letters and boards provided for students to use as they manipulate letters to create words.  **Station C;** (SS goal 4, writing 4.02, 4,06) The students will write a cinquain about Thanksgiving (pilgrim, turkey, native American, etc) using class created anchor charts of topics, describing words, actions, and feelings.  **Station D:** (math 3.04, 3.01, 3.03; writing 4.06, 5.04) The students will use pattern blocks to create a turkey. They will then write at least 4 sentences telling what they observe about the shapes used to make the turkey. Provide the students with the correct spelling of the shapes and newsprint for writing.  **Pocket Chart:** (RF1.3, RF1.2)Students will match words together to form compound words using anchor chart of compound words as a guide. Students will record words made.  **Smartboard:** ( FS1.2a) Students will explore Rhyme Time lesson to review short vowel sounds of word families.  **Spelling:** (RF1.3, RF1.2) Students will roll a die to find a word family that has been discussed so far. Students will think of a word that has that word family. Students will write the word in the correct word family sort.  **Vocabulary:(L1.5c)**Students will use a graphic organizer to describe one of the following words: election, community, balance, tradition. Children will use words that they associate with these words to define in detail. |
| **10:00-10:40 Writer’s Workshop**  **Mini-lesson:** Good writers stick to the topic when writing.   * Review **Hamburger Paragraph Writing (**found on smartexchange click on standards-correlated lessons, (Rl1.2) * 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/Guided Reading RL1.9, Rl1.3**  Good readers are always making connections. Have children review what kind of phrases we can use when making connections. Read a Thanksgiving book about the Pilgrims. As I read, model making connections. Ask for children to make connections too. Children will read from their book baskets. While they are reading, encourage them to make connections. |
| **11:10-11:30 Social Studies**  Review and build schema about Pilgrims. Record student responses on a bubble map. Watch brainpopjr.com video “Thanksgiving.” Record any new learning on bubble map. |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:50 Math**  Using Teacher Edition, pp. 289-295 **Activity 1**: Use Whole Class structureTM xxii and Solve and Discuss structure for this activity. Teacher will present mixed story problems to the class. Children will retell each story in their own words. A small group of children works at the board explaining their methods while children at their seats ask questions.  **Activity 2**: The Number Grabber: Use Whole Class structure TMxxii for this activity. Number Grabber was previously played in Unit 3, Lesson 5 Children work in groups of five at the board. Each child draws a Math Mountain with all three numbers. The Number Grabber pretends to grab a number while erasing one number. The rest of the children in the class close their eyes until the number grabber says, "Open your eyes for a big surprise," and the class identifies the missing number.  Grab from Equations: Use Whole Class structure TM xxii for this activity. Invite five children to write addition equations in horizotal form. The Number Grabber erases either a total or a partner. The class procedes to solve this problem  **Math Centers**  **Measurement:** Use a balance scale to weigh turkeys using different items from the math center.  Differentiate:P: Write a sentence that uses the word more, less, equal to compare the objects that were weighed.  T: Use the greater/less than symbols to compare the objects weighed.  H: Find another object in the room that would be the same number of units of measurement: turkey weighs 6 cubes. Find something else that would weigh 6 cubes**.**  **Thinking About Math**: Use pictures and equations to solve Thanksgiving Math Problems**.**  Differentiate:Math problems are differentiated  **Geometry/Shapes:** Use the master sheet of Thanksgiving pictures to graph how many there are of each kind of shape.  Differentiate: P: Write a sentence comparing 2 of the pictures. Pictures will be limited in number  T: Make math equations by adding 2 different kinds of pictures.  H: Make math equations by adding 3 different kinds of pictures.  **Write about Math:** Make math equations with the number on the turkey.  Differentiate: Numbers will be differentiated  **Number Work:** Each student will choose an equation that is written on a popsicle stick. That stick will be put in the correct numbered pumpkin that shows the answer.  Differentiate: P: Match answer to equation  T: Children will write another equation that matches answers.  H: Students will write equations that have 3 partners that equal answer.  **Math Games:** Match fall leaves to the correct tree. Record.  Differentiate: P: Record math equations  T: Write another equation that would go on tree.  H: Write equations that use 3 partners to match answer. |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Wednesday Nov. 14** |
| **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** * Roll the die on the smartboard. Have children name words that have that word family. RF1.2 RF1.3   Read poem of the week. Look for sight words in the poem. RF1.3 |
| **8:45-10:00 Literacy Stations/Guided Reading**  **StationA:** (Rl1.7, RL1.2, RL1.7, L1.2a)The students will create a book about Thanksgiving by writing sentences to match the pictures.  **Station B:**  (L1.2, RF1.2, RF1.3) The students will make words using the letters in THANKSGIVING and will record them on their paper. Have magnetic letters and boards provided for students to use as they manipulate letters to create words.  **Station C;** (SS goal 4, writing 4.02, 4,06) The students will write a cinquain about Thanksgiving (pilgrim, turkey, native American, etc) using class created anchor charts of topics, describing words, actions, and feelings.  **Station D:** (math 3.04, 3.01, 3.03; writing 4.06, 5.04) The students will use pattern blocks to create a turkey. They will then write at least 4 sentences telling what they observe about the shapes used to make the turkey. Provide the students with the correct spelling of the shapes and newsprint for writing.  **Pocket Chart:** (RF1.3, RF1.2)Students will match words together to form compound words using anchor chart of compound words as a guide. Students will record words made.  **Smartboard:** ( FS1.2a) Students will explore Rhyme Time lesson to review short vowel sounds of word families.  **Spelling:** (RF1.3, RF1.2) Students will roll a die to find a word family that has been discussed so far. Students will think of a word that has that word family. Students will write the word in the correct word family sort.  **Vocabulary:(L1.5c)**Students will use a graphic organizer to describe one of the following words: election, community, balance, tradition. Children will use words that they associate with these words to define in detail. |
| **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. |
| **10:40-11:15 Reader’s Workshop/Guided Reading**  Mini lesson: Readers make connections when reading. **RL1.9**  Read a book about Thanksgiving. Have children model making connections while reading. Name the kind of connection that was made. |
| **11:15-11:35 Social Studies RL1.9, Rl1.3**  Read The Pilgrim’s First Thanksgiving by Ann McGovern. Talk about the Covey Habits used by the Pilgrims. Record them on a lotus labeled in the middle “Covey Habits used by the Pilgrims.” In each box of the lotus, have one Covey Habit written and room to record students thinking on how the Pilgrims showed that habit. Review making connections. |
| 11:35-12:05 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math**  **Students will take the post test for Unit 3 for assessment.**  **Math Centers**  **Measurement:** Use a balance scale to weigh turkeys using different items from the math center.  Differentiate:P: Write a sentence that uses the word more, less, equal to compare the objects that were weighed.  T: Use the greater/less than symbols to compare the objects weighed.  H: Find another object in the room that would be the same number of units of measurement: turkey weighs 6 cubes. Find something else that would weigh 6 cubes**.**  **Thinking About Math**: Use pictures and equations to solve Thanksgiving Math Problems**.**  Differentiate:Math problems are differentiated  **Geometry/Shapes:** Use the master sheet of Thanksgiving pictures to graph how many there are of each kind of shape.  Differentiate: P: Write a sentence comparing 2 of the pictures. Pictures will be limited in number  T: Make math equations by adding 2 different kinds of pictures.  H: Make math equations by adding 3 different kinds of pictures.  **Write about Math:** Make math equations with the number on the turkey.  Differentiate: Numbers will be differentiated  **Number Work:** Each student will choose an equation that is written on a popsicle stick. That stick will be put in the correct numbered pumpkin that shows the answer.  Differentiate: P: Match answer to equation  T: Children will write another equation that matches answers.  H: Students will write equations that have 3 partners that equal answer.  **Math Games:** Match fall leaves to the correct tree. Record.  Differentiate: P: Record math equations  T: Write another equation that would go on tree.  H: Write equations that use 3 partners to match answer. |
| **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. 15** |
| **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** * Review the word families that have been studied so far. Have children sort the words in the correct word sort.   Read poem of the week. Look for chunks for words in the poem |
| **8:45-10:00 Literacy Centers/Guided Reading**  . **StationA:** (Rl1.7, RL1.2, RL1.7, L1.2a)The students will create a book about Thanksgiving by writing sentences to match the pictures.  **Station B:**  (L1.2, RF1.2, RF1.3) The students will make words using the letters in THANKSGIVING and will record them on their paper. Have magnetic letters and boards provided for students to use as they manipulate letters to create words.  **Station C;** (SS goal 4, writing 4.02, 4,06) The students will write a cinquain about Thanksgiving (pilgrim, turkey, native American, etc) using class created anchor charts of topics, describing words, actions, and feelings.  **Station D:** (math 3.04, 3.01, 3.03; writing 4.06, 5.04) The students will use pattern blocks to create a turkey. They will then write at least 4 sentences telling what they observe about the shapes used to make the turkey. Provide the students with the correct spelling of the shapes and newsprint for writing.  **Pocket Chart:** (RF1.3, RF1.2)Students will match words together to form compound words using anchor chart of compound words as a guide. Students will record words made.  **Smartboard:** ( FS1.2a) Students will explore Rhyme Time lesson to review short vowel sounds of word families.  **Spelling:** (RF1.3, RF1.2) Students will roll a die to find a word family that has been discussed so far. Students will think of a word that has that word family. Students will write the word in the correct word family sort.  **Vocabulary:(L1.5c)**Students will use a graphic organizer to describe one of the following words: election, community, balance, tradition. Children will use words that they associate with these words to define in detail. |
| **10:00-10:30 Reader’s Workshop/Guided Reading**  **Mini-lesson: Readers make connections: text to text, text to self, text to world. 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 Thanksgiving. 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 Leadership Day Lesson**  **See leadership day lesson plans** |
| **11:10-11:35 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. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:30 Math**  Give the Unit 4 pre-test to measure what they know.  **Math Centers**  **Measurement:** Use a balance scale to weigh turkeys using different items from the math center.  Differentiate:P: Write a sentence that uses the word more, less, equal to compare the objects that were weighed.  T: Use the greater/less than symbols to compare the objects weighed.  H: Find another object in the room that would be the same number of units of measurement: turkey weighs 6 cubes. Find something else that would weigh 6 cubes**.**  **Thinking About Math**: Use pictures and equations to solve Thanksgiving Math Problems**.**  Differentiate:Math problems are differentiated  **Geometry/Shapes:** Use the master sheet of Thanksgiving pictures to graph how many there are of each kind of shape.  Differentiate: P: Write a sentence comparing 2 of the pictures. Pictures will be limited in number  T: Make math equations by adding 2 different kinds of pictures.  H: Make math equations by adding 3 different kinds of pictures.  **Write about Math:** Make math equations with the number on the turkey.  Differentiate: Numbers will be differentiated  **Number Work:** Each student will choose an equation that is written on a popsicle stick. That stick will be put in the correct numbered pumpkin that shows the answer.  Differentiate: P: Match answer to equation  T: Children will write another equation that matches answers.  H: Students will write equations that have 3 partners that equal answer.  **Math Games:** Match fall leaves to the correct tree. Record.  Differentiate: P: Record math equations  T: Write another equation that would go on tree.  H: Write equations that use 3 partners to match answer. |
| **1:50-1:55 Clean up from Math centers and get ready to go to specials** |
| **1:55-2:40 Specials** |
| **2:45-2:50 /Snack/Closing meeting Plus/ delta of the day** |

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| **Friday Fix sentences. Nov. 16** |
| **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** * Review the word families that have been studied so far. Have children sort the words in the correct word sort. * Read poem of the week. Review the main idea. Rewrite the poem by changing a few words. |
| **9:00-10:00 Literacy Centers/Guided Reading**  **StationA:** (Rl1.7, RL1.2, RL1.7, L1.2a)The students will create a book about Thanksgiving by writing sentences to match the pictures.  **Station B:**  (L1.2, RF1.2, RF1.3) The students will make words using the letters in THANKSGIVING and will record them on their paper. Have magnetic letters and boards provided for students to use as they manipulate letters to create words.  **Station C;** (SS goal 4, writing 4.02, 4,06) The students will write a cinquain about Thanksgiving (pilgrim, turkey, native American, etc) using class created anchor charts of topics, describing words, actions, and feelings.  **Station D:** (math 3.04, 3.01, 3.03; writing 4.06, 5.04) The students will use pattern blocks to create a turkey. They will then write at least 4 sentences telling what they observe about the shapes used to make the turkey. Provide the students with the correct spelling of the shapes and newsprint for writing.  **Pocket Chart:** (RF1.3, RF1.2)Students will match words together to form compound words using anchor chart of compound words as a guide. Students will record words made.  **Smartboard:** ( FS1.2a) Students will explore Rhyme Time lesson to review short vowel sounds of word families.  **Spelling:** (RF1.3, RF1.2) Students will roll a die to find a word family that has been discussed so far. Students will think of a word that has that word family. Students will write the word in the correct word family sort.  **Vocabulary:(L1.5c)**Students will use a graphic organizer to describe one of the following words: election, community, balance, tradition. Children will use words that they associate with these words to define in detail. |
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| **11:00-11:30 Reader’s Workshop/Guided Reading**  **Mini-lesson: Readers make connections: text to text, text to self, text to world. RL1.9**  Read a book about Thanksgiving and have children model making connections. |
| 11:35-12:05 Lunch |
| **12:10-12:45 Outside** |
| 12:45-12:50 Come in from outside and get water |
| **12:50-1:50 Math**  **Math Centers**  **Measurement:** Use a balance scale to weigh turkeys using different items from the math center.  Differentiate:P: Write a sentence that uses the word more, less, equal to compare the objects that were weighed.  T: Use the greater/less than symbols to compare the objects weighed.  H: Find another object in the room that would be the same number of units of measurement: turkey weighs 6 cubes. Find something else that would weigh 6 cubes**.**  **Thinking About Math**: Use pictures and equations to solve Thanksgiving Math Problems**.**  Differentiate:Math problems are differentiated  **Geometry/Shapes:** Use the master sheet of Thanksgiving pictures to graph how many there are of each kind of shape.  Differentiate: P: Write a sentence comparing 2 of the pictures. Pictures will be limited in number  T: Make math equations by adding 2 different kinds of pictures.  H: Make math equations by adding 3 different kinds of pictures.  **Write about Math:** Make math equations with the number on the turkey.  Differentiate: Numbers will be differentiated  **Number Work:** Each student will choose an equation that is written on a popsicle stick. That stick will be put in the correct numbered pumpkin that shows the answer.  Differentiate: P: Match answer to equation  T: Children will write another equation that matches answers.  H: Students will write equations that have 3 partners that equal answer.  **Math Games:** Match fall leaves to the correct tree. Record.  Differentiate: P: Record math equations  T: Write another equation that would go on tree.  H: Write equations that use 3 partners to match answer. |
| **1:55-2:40 Specials** |
| **2:40-2:50 Snack/Pack/Class Meeting.. Pass out Friday folders, Go Gators, and Poetry folders** |