**Theme:** Thanksgiving and Traditions

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| **Monday – Math Monday Nov.18** |
| **8:30-8:45 Morning Meeting**   * Welcome with song by shaking friends’ hands and greeting them * Review LEAD, Core Values, and mission statement   Calendar: Day, date, # of days in school and Math Fairy. |
| **8:45-9:30 Math Workshop We will**  **Math Centers:**  **Number Work:** How many are hiding game/sheet 1.0A.1  **Geometry/Shapes:** Name that shape game 1.G.1  **Measurement:** I have who has telling time game 1.MD.3  **Thinking about Math:** Count/color 10 more on a 120 board. Children will start counting at different numbers and color the specific color asked. For example: start at 56 and color 10 more yellow. Differentiate by asking children to write a sentence about 2 of the numbers in the row that is colored: 56 is less than 58. Differentiate the starting number point for each group. 1.NBT.1  **Writing About Math:** Complete the math prompt that is designed for specific groups/ 1.OA.1  **Math Games #1:** What’s my number page. Reinforce building numbers with tens and ones. 1.NBT.2  **Math Games #2:** Practice subtraction with dinosaur math game board 1.0A.5, 1.0A.6  **Computer:** Tenmarks.com… complete the pre-assessment.  **iTouch:** Play Math Bingo  **I will meet with math clubs to differentiate instruction by using smartboard file. Children will complete 1 center a day.** |
| **9:35-10:20 Specials** |
| **10:20-10:30 Snack** |
| **10:40-11:00 Word study/Letterland**  **Read poem** Monday—Identify the main idea of poem/song, number of lines/stanzas, what other title could the author give this poem/song? Rl1.2   * Tuesday—Point out sight words, demonstrate syllables and sounds by producing single-syllable words and blending sounds; initial, medial, and final sounds (phonemes). FS1.2b, FS1.2c * Wednesday—Find adjectives L1.1f, and rhyming words. * Thursday—Determine meaning of unknown and multiple-meaning words, blends and digraphs L1.4 * Friday—Point out words with short vowel sounds, chunks in words, compound words.   **Continue with Unit 8 in Letterland.** Children will learn that when a 2 or 3 etter word has one vowel at the end, the vowel almost always says the Vowel Man’s name. They will also learn why “y” as a single vowel on the end of a short word says “i.” as in **my and why.** Build words with the new word chunks. Review the vowel sounds. |
| **11:00-11:50 Literacy Centers/Assessments**  **Station A:** Students will create a book about Thanksgiving by writing sentences to match the pictures. Reinforce complete sentences and correct punctuation.  **Station B:** Rewrite sentences by using commas in the correct places. Students will be challenged by writing an original sentence about Thanksgiving that includes commas. Use this for an assignment in Powerschools. **L1.2c, L1.2b, L1.1a** At the bottom of the paper, have children write a sentence that tells what the main idea of all the sentences are. **RI1.2**  **Station C:** Students will write a cinquain about Thanksgiving. They will select a topic that relates to Thanksgiving. They will then select words that describe that topic and words that show action that the topic can do. **RI1.2**  **Station D**: Students will build words using the letters in Thanksgiving. They will record the words in the correct category: Real/Nonsense. They will read their words by using their decoding skills (CVC). **FS1.3a**  **Writing:** Sort words that have diagraphs: wh, sh, th, ch. Sort pictures then record the words in the correct group by the diagraph. **FS1.3a**  **Creation Station:** Add endings to words: ed and ing. Find the root word. Select 1 word and write 2 sentences to show the different meanings of the words. **L1.4c, L1.1e, FS1.3f** (Dropbox activity) Save for Powerschool assignment  **Listening:** Listen to story and retell by drawing the beginning, middle, and end parts of the story. Write a sentence about each part. **RL1.2**  **Vocabulary:** Use one of the “tools” to describe a word that has been studied so far this year. **L1.5c**  **Reading/Library:** Find a just right book and read with a partner. Retell the story with a partner. **RL1.2** |
| **11:50-12:15- Writer’s Workshop Good writers study the step pictures of how-to texts to see how published writers include pictures that show action and pictures that zoom in to teach more so that they can include pictures that teach within their own booklets. W1.2**  Children will continue their how to book started the previous week. |
| **12:15-12:45 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. 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. |
| **12:45-1:15 Lunch** |
| **1:15-1:45 Recess** |
| **2:00-2:40 Reader’s Workshop** |

**Theme:** Thanksgiving and Traditions

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| **Tuesday Read at tables/Shop for books Nov. 19** |
| **8:30-8:45 Morning Meeting**   * Welcome with song by shaking friends’ hands and greeting them * Review LEAD, Core Values, and mission statement * Calendar: Day, date, # of days in school and Math Fairy. |
| **8:40-9:35 Math Workshop**  **Math Centers:**  **Number Work:** How many are hiding game/sheet 1.0A.1  **Geometry/Shapes:** Name that shape game 1.G.1  **Measurement:** I have who has telling time game 1.MD.3  **Thinking about Math:** Count/color 10 more on a 120 board. Children will start counting at different numbers and color the specific color asked. For example: start at 56 and color 10 more yellow. Differentiate by asking children to write a sentence about 2 of the numbers in the row that is colored: 56 is less than 58. Differentiate the starting number point for each group. 1.NBT.1  **Writing About Math:** Complete the math prompt that is designed for specific groups/ 1.OA.1  **Math Games #1:** What’s my number page. Reinforce building numbers with tens and ones. 1.NBT.2  **Math Games #2:** Practice subtraction with dinosaur math game board 1.0A.5, 1.0A.6  **Computer:** Tenmarks.com… complete the pre-assessment.  **iTouch:** Play Math Bingo  **I will meet with math clubs to differentiate instruction. Children will complete 1 center a day.** |
| **9:35-10:20 Specials** |
| **10:20-10:35 Snack** |
| **10:40-11:00 Word Study/Letterland**  **Read poem** Monday—Identify the main idea of poem/song, number of lines/stanzas, what other title could the author give this poem/song? Rl1.2   * Tuesday—Point out sight words, demonstrate syllables and sounds by producing single-syllable words and blending sounds; initial, medial, and final sounds (phonemes). FS1.2b, FS1.2c * Wednesday—Find adjectives L1.1f, and rhyming words. * Thursday—Determine meaning of unknown and multiple-meaning words, blends and digraphs L1.4 * Friday—Point out words with short vowel sounds, chunks in words, compound words.   Children will review that when a 2 or 3 etter word has one vowel at the end, the vowel almost always says the Vowel Man’s name. They will also learn why “y” as a single vowel on the end of a short word says “i.” as in **my and why.** Build words with the new word chunks. Review the vowel sounds. **Give the Unit 8 Letterland Assessment.** |
| **11:00-11:45 Literacy Centers**  **Station A:** Students will create a book about Thanksgiving by writing sentences to match the pictures. Reinforce complete sentences and correct punctuation.  **Station B:** Rewrite sentences by using commas in the correct places. Students will be challenged by writing an original sentence about Thanksgiving that includes commas. Use this for an assignment in Powerschools. **L1.2c, L1.2b, L1.1a** At the bottom of the paper, have children write a sentence that tells what the main idea of all the sentences are. **RI1.2**  **Station C:** Students will write a cinquain about Thanksgiving. They will select a topic that relates to Thanksgiving. They will then select words that describe that topic and words that show action that the topic can do. **RI1.2**  **Station D**: Students will build words using the letters in Thanksgiving. They will record the words in the correct category: Real/Nonsense. They will read their words by using their decoding skills (CVC). **FS1.3a**  **Writing:** Sort words that have diagraphs: wh, sh, th, ch. Sort pictures then record the words in the correct group by the diagraph. **FS1.3a**  **Creation Station:** Add endings to words: ed and ing. Find the root word. Select 1 word and write 2 sentences to show the different meanings of the words. **L1.4c, L1.1e, FS1.3f** (Dropbox activity) Save for Powerschool assignment  **Listening:** Listen to story and retell by drawing the beginning, middle, and end parts of the story. Write a sentence about each part. **RL1.2**  **Vocabulary:** Use one of the “tools” to describe a word that has been studied so far this year. **L1.5c**  **Reading/Library:** Find a just right book and read with a partner. Retell the story with a partner. **RL1.2** |
| **11:45-12:15 Writer’s Workshop Good writers study the step pictures of how-to texts to see how published writers include pictures that show action and pictures that zoom in to teach more so that they can include pictures that teach within their own booklets. W1.2**  Children will continue their how to book started the previous week. |
| **12:15-12:45 Social Studies We will learn about holiday traditions celebrated in our country in November.**  Refer to the lotus that was made yesterday about the Covey habits that the Pilgrims and Native Americans must have used. Children will use Lego bricks to build a model that shows a Covey habit that the Pilgrims used. Children will be asked to explain their model to a partner and how it shows a Covey habit. |
| **12:45-1:15 Lunch** |
| **1:15-1:45 Recess** |
| **1:50-2:40 Reader’s Workshop We will name the main idea of the book.**  **RI1.2 Identify the main topic and retell key details of a text.**  Read Thanks for Thanksgiving. Discuss the main idea and the have students help retell it by turning and talking to a partner about each specific part. First talk about he beginning. Discuss as a class. Then the middle, and finally the end. Remind of the importance of using sequence words that tell the order. |
| **2:40-2:50 Afternoon News/Plus/Delta** |

**Theme:** Thanksgiving and Traditions

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| **Wednesday Nov. 20** | | |
| **8:25-8:40 Morning Meeting**   * Welcome with song by shaking friends’ hands and greeting them * Review LEAD, Core Values, and mission statement * Calendar: Day, date, # of days in school and Math Fairy. | | |
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| **8:45-10:15 Leadership Symposium**  Children will attend a symposium led by the administration. They will go outside at this time as well… o Specials due to the symposium. | | |
| **10:15-11:35 Math Workshop We will**  **Math Centers:**  **Number Work:** How many are hiding game/sheet 1.0A.1  **Geometry/Shapes:** Name that shape game 1.G.1  **Measurement:** I have who has telling time game 1.MD.3  **Thinking about Math:** Count/color 10 more on a 120 board. Children will start counting at different numbers and color the specific color asked. For example: start at 56 and color 10 more yellow. Differentiate by asking children to write a sentence about 2 of the numbers in the row that is colored: 56 is less than 58. Differentiate the starting number point for each group. 1.NBT.1  **Writing About Math:** Complete the math prompt that is designed for specific groups/ 1.OA.1  **Math Games #1:** What’s my number page. Reinforce building numbers with tens and ones. 1.NBT.2  **Math Games #2:** Practice subtraction with dinosaur math game board 1.0A.5, 1.0A.6  **Computer:** Tenmarks.com… complete the pre-assessment.  **iTouch:** Play Math Bingo  **I will meet with math clubs to differentiate instruction. Children will complete 1 center a day.** | | |
| **11:35-12:05 Lunch** | | |
| **12:10-12:30 Word study/Letterland**   * **Read poem.** Monday—Identify the main idea of poem/song, number of lines/stanzas, what other title could the author give this poem/song? Rl1.2 * Tuesday—Point out sight words, demonstrate syllables and sounds by producing single-syllable words and blending sounds; initial, medial, and final sounds (phonemes). FS1.2b, FS1.2c * Wednesday—Find adjectives L1.1f, and rhyming words. * Thursday—Determine meaning of unknown and multiple-meaning words, blends and digraphs L1.4 * Friday—Point out words with short vowel sounds, chunks in words, compound words.   **Introduce Unit 9 in letterland.** Students will learn the letterland story that explains the sound of **a** in –all. They will also review the short vowel sounds and build words with these vowels. | | |
| **12:30-1:00 Social Studies** Explain the importance of folklore and celebrations around the world. 1.H.1.2 Compare the languages, traditions, and holidays of various cultures. 1.C.1.1 **We will learn about a tradition that is celebrated around the world when children loose a tooth. We will compare this tradition to our tradition in our country.**  Explain to students that Thanksgiving is a tradition that is celebrated all around the world. Review ways that we celebrate the tradition. We also have other traditions that we celebrate. Have children name these different traditions that we celebrate each year. Record these on a lotus. One of these traditions is celebrating a birthday. Have children share how they celebrate birthdays. Explain to children that all children around the world celebrate birthdays. But they celebrate in different ways. Share some of those ways through books. Read F is for Fiesta. After reading, use a venn diagram to compare and contrast a Latino’s birthday celebration to our birthday celebration. | | |
| **1:00-1:50 Literacy Centers**  **Station A:** Students will create a book about Thanksgiving by writing sentences to match the pictures. Reinforce complete sentences and correct punctuation.  **Station B:** Rewrite sentences by using commas in the correct places. Students will be challenged by writing an original sentence about Thanksgiving that includes commas. Use this for an assignment in Powerschools. **L1.2c, L1.2b, L1.1a** At the bottom of the paper, have children write a sentence that tells what the main idea of all the sentences are. **RI1.2**  **Station C:** Students will write a cinquain about Thanksgiving. They will select a topic that relates to Thanksgiving. They will then select words that describe that topic and words that show action that the topic can do. **RI1.2**  **Station D**: Students will build words using the letters in Thanksgiving. They will record the words in the correct category: Real/Nonsense. They will read their words by using their decoding skills (CVC). **FS1.3a**  **Writing:** Sort words that have diagraphs: wh, sh, th, ch. Sort pictures then record the words in the correct group by the diagraph. **FS1.3a**  **Creation Station:** Add endings to words: ed and ing. Find the root word. Select 1 word and write 2 sentences to show the different meanings of the words. **L1.4c, L1.1e, FS1.3f** (Dropbox activity) Save for Powerschool assignment  **Listening:** Listen to story and retell by drawing the beginning, middle, and end parts of the story. Write a sentence about each part. **RL1.2**  **Vocabulary:** Use one of the “tools” to describe a word that has been studied so far this year. **L1.5c**  **Reading/Library:** Find a just right book and read with a partner. Retell the story with a partner. **RL1.2** | | |
| **1:50-2:35 Reader’s Workshop/Writer’s Workshop We will name the main idea of the book.**  **RI1.2 Identify the main topic and retell key details of a text.**  Read Gracias for Thanksgiving. After reading the book, children will complete the who/what/where page to show understanding of the characters, setting, and main idea. Reinforce to include a question about their thinking. Show sentence that could be used in a retelling about the book. Some of the sentences would be ones that you could use and others you would not use because they are too detailed and do not tell only the main idea. Students will help sort ones you would use and then put them in order by using the sequence words. | | |
| **2:40-2:50 Afternoon News/ Plus/Delta** | | |

**Theme:** Thanksgiving and Traditions

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| **Thursday Nov. 21** |
| **8:25-8:45 Morning Meeting**   * Welcome with song by shaking friends’ hands and greeting them * Review LEAD, Core Values, and mission statement * Calendar: Day, date, # of days in school and Math Fairy. |
| **8:45-9:35 Math Workshop We will**  **Math Centers:**  **Number Work:** How many are hiding game/sheet 1.0A.1  **Geometry/Shapes:** Name that shape game 1.G.1  **Measurement:** I have who has telling time game 1.MD.3  **Thinking about Math:** Count/color 10 more on a 120 board. Children will start counting at different numbers and color the specific color asked. For example: start at 56 and color 10 more yellow. Differentiate by asking children to write a sentence about 2 of the numbers in the row that is colored: 56 is less than 58. Differentiate the starting number point for each group. 1.NBT.1  **Writing About Math:** Complete the math prompt that is designed for specific groups/ 1.OA.1  **Math Games #1:** What’s my number page. Reinforce building numbers with tens and ones. 1.NBT.2  **Math Games #2:** Practice subtraction with dinosaur math game board 1.0A.5, 1.0A.6  **Computer:** Tenmarks.com… complete the pre-assessment.  **iTouch:** Play Math Bingo  **I will meet with math clubs to differentiate instructions. Children will complete one center a day.** |
| **9:25-10:20 Specials** |
| **10:20-10:30 Snack** |
| **10:40-11:00 Word study/Letterland**   * **Read poem.** Monday—Identify the main idea of poem/song, number of lines/stanzas, what other title could the author give this poem/song? Rl1.2 * Tuesday—Point out sight words, demonstrate syllables and sounds by producing single-syllable words and blending sounds; initial, medial, and final sounds (phonemes). FS1.2b, FS1.2c * Wednesday—Find adjectives L1.1f, and rhyming words. * Thursday—Determine meaning of unknown and multiple-meaning words, blends and digraphs L1.4 * Friday—Point out words with short vowel sounds, chunks in words, compound words.   **Continue with Unit 9 in letterland.** Students will learn the letterland story that explains the sound of **a** in –all. They will also review the short vowel sounds and build words with these vowels. |
| **10:30-11:30 Literacy Centers**  **Station A:** Students will create a book about Thanksgiving by writing sentences to match the pictures. Reinforce complete sentences and correct punctuation.  **Station B:** Rewrite sentences by using commas in the correct places. Students will be challenged by writing an original sentence about Thanksgiving that includes commas. Use this for an assignment in Powerschools. **L1.2c, L1.2b, L1.1a** At the bottom of the paper, have children write a sentence that tells what the main idea of all the sentences are. **RI1.2**  **Station C:** Students will write a cinquain about Thanksgiving. They will select a topic that relates to Thanksgiving. They will then select words that describe that topic and words that show action that the topic can do. **RI1.2**  **Station D**: Students will build words using the letters in Thanksgiving. They will record the words in the correct category: Real/Nonsense. They will read their words by using their decoding skills (CVC). **FS1.3a**  **Writing:** Sort words that have diagraphs: wh, sh, th, ch. Sort pictures then record the words in the correct group by the diagraph. **FS1.3a**  **Creation Station:** Add endings to words: ed and ing. Find the root word. Select 1 word and write 2 sentences to show the different meanings of the words. **L1.4c, L1.1e, FS1.3f** (Dropbox activity) Save for Powerschool assignment  **Listening:** Listen to story and retell by drawing the beginning, middle, and end parts of the story. Write a sentence about each part. **RL1.2**  **Vocabulary:** Use one of the “tools” to describe a word that has been studied so far this year. **L1.5c**  **Reading/Library:** Find a just right book and read with a partner. Retell the story with a partner. **RL1.2** |
| **11:40-12:10 Writer’s Workshop Good writers study the step pictures of how-to texts to see how published writers include pictures that show action and pictures that zoom in to teach more so that they can include pictures that teach within their own booklets. W1.2**  Children will continue their how to book started the previous week. |
| **12:15-12:45 Social Studies** Explain the importance of folklore and celebrations around the world. 1.H.1.2 Compare the languages, traditions, and holidays of various cultures. 1.C.1.1 **We will learn about a tradition that is celebrated around the world when children loose a tooth. We will compare this tradition to our tradition in our country.**  Review the meaning of the word custom. Review different customs that we celebrate and those that are celebrated around the world. Reinforce that all over the world, traditions are celebrated but in a different way. Review the differences that we learned about how birthdays are celebrated. Explain that another tradition that is celebrated around the world is loosing teeth. Have the children describe what happens in their home when they loose a tooth. Discuss that all children around the world loose teeth. They also celebrate this custom in a different way. Use the countries that children are from in the room. Explain how their ancestor’s celebrated this custom. Record findings in a table: Country/What they do/Who **Pakistan** I wrap my tooth in a piece of cotton or cloth and bury it in the garden or throw it into the river. ***Ireland*** *Children will generally leave the tooth under their pillow and get a gift of money from the tooth fairy.* ***Germany*** *We put our tooth under the pillow and wait for the fairy to bring me a present or money* ***North Korea*** *We throw it on the roof or in the air and a black bird comes and takes it.* ***Jun South Korea*** *I stand on a balcony and sing this song that tells the birds that I’ll give them my old tooth in return for a new tooth. Then I close my eyes and throw my tooth into the air.* ***China*** *If it is my top tooth I bury it in the ground. If it is my boottom tooth I throw it into the air.* ***South Africa*** *I would put my tooth in my slippers under my bed. At night the mouse would come and take it and bring me money* ***Thailand*** *Thai people believe that when Thai's children were lost baby teeth. They will throw up on the roof for losing upper teeth and bury for lower teeth*  Have children fold a piece of paper in half. On one side of the paper, they will show how they celebrate the custom of losing a tooth. On the other side they will compare and contrast how another country celebrates custom. Students will write 3-6 sentences comparing and contrasting. |
| **12:45-1:15 Lunch** |
| **1:15-1:45 Recess** |
| **1:50-2:40 Reader’s Workshop We will name the main idea of the book.**  **RI1.2 Identify the main topic and retell key details of a text.**  Read Tappleton’s Thanksgiving**.** Children will compare the events in this story to their own customs. Turn and talk with a partner. Discuss the main idea of the story and the important parts that we would use to retell the story. Show sentences from the book. Have children decide which sentences would be important to use in a retelling. Some of the sentences would be ones that you could use and others you would not use because they are too detailed and do not tell only the main idea. Students will help sort ones you would use and then put them in order by using the sequence words. |
| **2:40- 2:50 Class Meeting** |

Theme: Thanksgiving and Traditions

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| **Friday Nov.22** |
| **8:25-8:45 Morning Meeting**   * Welcome with song by shaking friends’ hands and greeting them * Review LEAD, Core Values, and mission statement * Calendar: Day, date, # of days in school and Math Fairy. |
| **8:45-9:35 Math Workshop**  **Math Centers:**  **Number Work:** How many are hiding game/sheet 1.0A.1  **Geometry/Shapes:** Name that shape game 1.G.1  **Measurement:** I have who has telling time game 1.MD.3  **Thinking about Math:** Count/color 10 more on a 120 board. Children will start counting at different numbers and color the specific color asked. For example: start at 56 and color 10 more yellow. Differentiate by asking children to write a sentence about 2 of the numbers in the row that is colored: 56 is less than 58. Differentiate the starting number point for each group. 1.NBT.1  **Writing About Math:** Complete the math prompt that is designed for specific groups/ 1.OA.1  **Math Games #1:** What’s my number page. Reinforce building numbers with tens and ones. 1.NBT.2  **Math Games #2:** Practice subtraction with dinosaur math game board 1.0A.5, 1.0A.6  **Computer:** Tenmarks.com… complete the pre-assessment.  **iTouch:** Play Math Bingo  **I will meet with math clubs to differentiate instructions. Students will complete one center.** |
| **9:25-10:20 Specials** |
| **10:20-10:30 Snack** |
| **10:40-11:10 Word Study**   * **Read poem.** Monday—Identify the main idea of poem/song, number of lines/stanzas, what other title could the author give this poem/song? Rl1.2 * Tuesday—Point out sight words, demonstrate syllables and sounds by producing single-syllable words and blending sounds; initial, medial, and final sounds (phonemes). FS1.2b, FS1.2c * Wednesday—Find adjectives L1.1f, and rhyming words. * Thursday—Determine meaning of unknown and multiple-meaning words, blends and digraphs L1.4 * Friday—Point out words with short vowel sounds, chunks in words, compound words.   **Continue with Unit 9 in letterland.** Students will learn the letterland story that explains the sound of **a** in –all. They will also review the short vowel sounds and build words with these vowels. |
| **11:10-11:40 Literacy Centers**  **Station A:** Students will create a book about Thanksgiving by writing sentences to match the pictures. Reinforce complete sentences and correct punctuation.  **Station B:** Rewrite sentences by using commas in the correct places. Students will be challenged by writing an original sentence about Thanksgiving that includes commas. Use this for an assignment in Powerschools. **L1.2c, L1.2b, L1.1a** At the bottom of the paper, have children write a sentence that tells what the main idea of all the sentences are. **RI1.2**  **Station C:** Students will write a cinquain about Thanksgiving. They will select a topic that relates to Thanksgiving. They will then select words that describe that topic and words that show action that the topic can do. **RI1.2**  **Station D**: Students will build words using the letters in Thanksgiving. They will record the words in the correct category: Real/Nonsense. They will read their words by using their decoding skills (CVC). **FS1.3a**  **Writing:** Sort words that have diagraphs: wh, sh, th, ch. Sort pictures then record the words in the correct group by the diagraph. **FS1.3a**  **Creation Station:** Add endings to words: ed and ing. Find the root word. Select 1 word and write 2 sentences to show the different meanings of the words. **L1.4c, L1.1e, FS1.3f** (Dropbox activity) Save for Powerschool assignment  **Listening:** Listen to story and retell by drawing the beginning, middle, and end parts of the story. Write a sentence about each part. **RL1.2**  **Vocabulary:** Use one of the “tools” to describe a word that has been studied so far this year. **L1.5c**  **Reading/Library:** Find a just right book and read with a partner. Retell the story with a partner. **RL1.2** |
| **11:40-12:15 Writer’s Workshop/Social Studies** Explain why national holidays are celebrated. 1.H.1.3 **Good writers study the step pictures of how-to texts to see how published writers include pictures that show action and pictures that zoom in to teach more so that they can include pictures that teach within their own booklets. W1.2**  Students will create a healthy meal for Thanksgiving. They will then write a “How to” book on how to make a healthy Thanksgiving meal. They should be reminded of vocabulary that should be included: well balanced meal, food groups, fruits, vegetables, dairy, meat, grains. Remind students the purpose of commas when making a list of foods. |
| **12:15-12:45 Social Studies/Writer’s Workshop** Explain why national holidays are celebrated. 1.H.1.3 **Good writers study the step pictures of how-to texts to see how published writers include pictures that show action and pictures that zoom in to teach more so that they can include pictures that teach within their own booklets. W1.2**  Review that holidays and traditions are celebrated all around the world. Have children turn and talk with a partner about one of these traditions/customs and how it is celebrated in different places. Remind the students that one tradition that we celebrate is Thanksgiving. Review the purpose that we celebrate this holiday. One way we celebrate this tradition is by eating a big feast with family and friends. Discuss the first feast with the Pilgrims and Native Americans. Why did they have this feast? What was the importance? Explain to children that they are going to create a healthy plate for our Thanksgiving dinner. Remind them that if we want it to be healthy, what do we need? (well balanced meal) We need to include things that we need to be healthy.. not things we want. Show students SB file from healthy living (food pyramid and cost of food). Explain that they are going to create a meal and then find the total of their meal. |
| **12:45-1:15 Lunch** |
| **1:15-1:45 Recess** |
| **2:00-2:40 Reader’s Workshop We will name the main idea of the book.**  **RI1.2 Identify the main topic and retell key details of a text.**  Read Pilgrim Rock. Discuss what the main idea is by looking at sentences about the book. Students will decide what sentences are important ones for a good retelling. Then use the sequence words to put the sentences in order to retell. |
| **2:40- 2:50 Class Meeting** |