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| **Monday, December 2nd, 2013**  **Theme: Holidays Around the World**  **Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Prizes!!!!  Students will glue in their Unit 10 words into their word journals.  Students will work on Unit 3 post test. |
| **Calendar/Daily 5 Math 8:40-9:30** |
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| Math Lesson:  **Grade 1 Quarter 1 Day 47**  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  **1.NBT.3** Compare two two-digit numbers based on the meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  **Materials Needed:**   * MathBoard materials and markers * Blackline Master *“Thinking About-Items in Our Classroom” “Ten Frame Record Slips” “Counting Groups” “Count and Compare Contest”* * Small objects for counting and sorting (ex. Pennies, counters, cotton balls, etc.)   Vocabulary   * **Ten Place Value** * **Decade Number**  Alignment LessonTens Groupings & Place Value Stations *\*Today’s lesson will begin with a modification of Unit 4 Lesson 1 from MX and end with the introduction and modeling of the place value stations/centers which will be used in tomorrow’s lesson.*  **Activity 1**  1. Have children turn to the 10x10 grid on their MathBoard.  Instruct children to draw a circle in each box in the first  column of the 10x10 grid.  2. Ask students to count the circles (10) and write the  number 10 under the first group of circles. Ask, “What  does 10 mean?” Answer: 10 means 1 group of ten with  zero ones left over.  3. Draw a line under the “1” to show that there is 1 group  of ten in the number 10.  4. Continue naming and recording the tens groups to 100,  asking the same questions. Name and write the new  total each time, underlining the first digit to show how  many groups of ten are in the new decade number.  **Activity 2**  1. Point to each number on the 10x10 grid in sequence.  Have children respond by saying the number and telling  how many tens it has. Then you say the number of tens  and have the children tell you the number it represents.  2. Next, write several decade numbers in random order on  the board and have the children say each number and  tell how many tens it has. Example: 60 is 6 tens.  ***.Place Value Stations/Centers***  *You may choose to introduce and model these stations one at a time and allow students to practice or you may introduce all 3 and allow students to work at 3 different stations and rotate.*  Station 1- Thinking About Items in Our Classroom  Station 2- Teen Numbers  Station 3- Counting Groups  *Refer to* ***Teacher Guide*** *for detailed directions and materials for each station.*   1. ***How Many Pockets in Our Class? -***  Refer to ***Teacher Guide*** for detailed directions.   **Note**: Make sure to include Math Talk & Promote Student Leaders as students share their solutions with all activities described above.  **Note:** For ongoing number collection incorporate a “Lost Tooth Chart.”  **Students will finish their Unit 3 post test 1st before going to stations. Please check over their work before collecting it and sending them to their station.**  **\*\*\*Ms. Smith will be monitoring students at their stations by walking around and ensuring students are at the correct station doing the appropriate task. Refer to math station description print out for what students should be doing at each station.**  **Mrs. C will be calling math groups to the back table:**  **Grade 1 Quarter 2 Day 50**  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  **Materials Needed:**   * Premade towers of ten sticks and single cubes) * dice * Math journal or mathboards * Teacher Guide * *Equivalent Representations* * *Trading Tens* * Blackline Master- *“How Many Ways*   *- Journal Prompt”*  Cardstock- *“Place Value Mat* Alignment LessonRepresenting a Two-digit Number in A Variety of Ways *A student’s ability to conserve number is an important aspect of this standard. It is not obvious to young children that 42 cubes is the same amount as 4 tens and 2 leftovers. It is also not obvious that 42 could also be composed of 2 groups of ten and 22 leftovers. Therefore, first graders require ample time grouping proportional objects (cubes, beans, ten frames) to make groups of ten, rather than using pre-grouped materials (base ten blocks).*     1. ***Equivalent Representations (Whole Group) –*** Refer to **Teacher Guide** for directions. 2. ***Trading Tens –*** Additional Place Value station/center - Refer to **Teacher Guide** for directions. |
| **Specials 9:35-10:20 – Imagineering Mrs. Page** |
| **Snack 10:20-10:40 Read aloud Mrs. Piggle Wiggle** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations:  \*\*\*Ms. Smith will be monitoring students at their stations by walking around and ensuring students are at the correct station doing the appropriate task. Refer to literacy station description print out for what students should be doing at each station. Our goal this quarter is at least 4 sentences.  Mrs. C will call reading groups to the back table. Groups 1 and 2. |
| **Reader’s Workshop/SS.**  **Connect:** We have been learning about what some of our needs are like water, air, food, and shelter. Today we are going to read 2 books about wants. We will compare and contrast the two books using a Venn Diagram. Let’s start with some schema….What are some things we might want to have but don’t need? The boys in these books both have a similar problem. They have too many wants and need to clean up or get rid of some of their toys.  Read aloud the book Too Many Toys! and Clean Your Room Harvey Moon!  Using a Venn Diagram, compare and contrast the two stories – mainly the characters/actions/behaviors/feelings and the events in the stories. (This is an assessment)  Letterland Unit 10: Day 1: Introduction (See smart file) |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Introduction to holidays around the world – Introduce MAP and different countries/holidays we will visit. Discuss how we will be traveling and learning about the different holidays and making a souvenir to take home. Introduce the suitcase. Have students decorate their suitcase.** |
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| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Tuesday, December 3rd, 2013**  **Theme: Holidays Around the World**  **Thinking Tuesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Unit 4 Pre\_test Schema! |
| **Calendar/Daily 5 Math 8:40-9:30** |
| Math Lesson:  **Grade 1 Quarter 1 Day 48**  **2 more stations really just a mini lesson!!!!**  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  **1.NBT.3** Compare two two-digit numbers based on the meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  **Materials Needed:**   * Teacher Guide, “Place Value Stations” * Blackline Masters- *“Thinking About Items in Our Classroom” “Ten Frame Record Slips” “Counting Groups” “Count and Compare Contest” “Is it More Than >, Equal =, or Less Than <” “More, Less, Equal”* * Small objects for counting and sorting (ex. Pennies, counters, cotton balls, etc.) * Cardstock- *“More, Less, and Equal Symbol Cards.”*   Vocabulary   * **Greater Than Equal** * **Less Than**  Alignment Lesson ***Using Place Value to Compare Two-Digit Numbers***  *\*Today’s lesson will begin by introducing place value to compare two-digit numbers as well as adding 2 more stations to those previously learned on Day 47. The largest portion of today’s instruction will be students participating in the place value stations.*  **Introducing “Count and Compare Contest”**   1. Begin by explaining to students that two numbers can be compared using the vocabulary, “greater than” and “less than.” \**Through previous lessons, students have been using the phrases more than and less than to compare numbers.* 2. Using the directions in the Teacher Guide, explain and model the station, *“Count and Compare Contest.”* In this station, students will be using the sentence stem, *“\_\_ is greater than \_\_\_” and “\_\_\_ is less than \_\_\_”* to compare two numbers.   *\*Students will come back to this station later in the*  *lesson when all place value stations are practiced.*  **More or Less Symbols**  1**.** Now that students have been reminded that they can use  the terms “greater than” and “less than” to compare  numbers, the symbols will be introduced.  2. Write on the board: 21 is more than 18 and 18 is less  than 21. Say, “Another way to write this is to use a  symbol instead of a word. This is the symbol you use for  more than >. So 21 >18. Let’s read this together… 21 is  more than 18.” Point to each number and symbol as you  read and repeat with less than (<) and equal (=) symbols.  Repeat and practice a lot!  3. Using cardstock- *“More, Less, and Equal Symbol Cards”*  write 2-digit numbers and ask a student volunteer to come  up and select the correct card to place between the  numbers.  **More Than, Equal, or Less Than Station**  1. Introduce “Is It More Than >, Equal =, or Less Than <?”  station. See Teacher Guide for detailed instructions.  2. For the remainder of instructional time, allow students to  rotate to all place value stations learned today and on  Day 47.  **Grade 1 Quarter 1 Day 49**  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.  **1.NBT.3** Compare two two-digit numbers based on the meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  **Materials Needed:**   * Premade towers of ten sticks and single cubes * Number cards 11-99 (students create) * Blackline Masters- “*Is it More Than*   *>, Equal =, or Less Than <?”*,  *“Place Value Mat”*   * **From Day 48:**   Cardstock- *“More, Less, and Equal*  *Symbol Cards”*  Vocabulary  **Place value** refers to the value of each position or place in a number**.** Alignment LessonUsing Place Value to Compare Two-digit Numbers  1. ***More or Less Symbols*** – (Whole Group Lesson) Through previous lessons, children have been using the phrases *more than* and *less than* to compare numbers. Now let’s introduce the symbols. Write on the board: 21 is more than 18 and 18 is less than 21**. Say,** *“Another way to write this is to use a symbol instead of a word. This is the symbol you use for more than >. So 21 > 18. Let’s read this together….. 21 is more than 18”* (point to each number and symbol as you read). Repeat with less than and equal symbols. Repeat and practice **a lot!**   Use document camera or overhead and Cardstock- *“More, Less, and Equal Symbol Cards”* (from Day 48). Write 2 two-digit numbers. Ask a student volunteer to come up and select the correct card to place between the numbers. Read the statement. You may also ask students to write the statements, using symbols, in their math journal or on a math white board. Post the cards on the Word Wall or on the board for children to reference.  *\*\* Stay away from “alligator mouth” or “pacman” references. We want children to understand the symbol as a mathematics symbol stating either “more than” or “less than” rather than a “picture”.*   1. ***Is It More Than >, Equal =, or Less Than <?-*** Model this lesson with the whole class. You may then choose to have the whole class do work with partners to do this lesson or add this in as a station rotation (with stations from Day 15) and you facilitate this station .   \*\*\*Ms. Smith will be monitoring students at their stations by walking around and ensuring students are at the correct station doing the appropriate task. Refer to math station description print out for what students should be doing at each station.  Mrs. C will be calling math groups to the back table. |
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| **Specials 9:35-10:20 – Imagineering Mrs. Page** |
| **Snack 10:20-10:40 Read aloud Mrs. Piggle Wiggle** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations:  \*\*\*Ms. Smith will be monitoring students at their stations by walking around and ensuring students are at the correct station doing the appropriate task. Refer to literacy station description print out for what students should be doing at each station. Our goal this quarter is at least 4 sentences.  Mrs. C will call reading groups to the back table. Groups 3 and 4. |
| **Reader’s Workshop/SS.**  **Create:** Can you design a device that can help collect/clean up the boys’ toys and put them in a box to give to goodwill? Your device must have a way to pick up the toys. Your device must be able to move so it can carry the toys from one place to another. Your device must use a motor.  Students should work in groups of 2-3 and should browse designs that could use a motor and possibly pick up/move items. Students should choose 1 design to start to build. Students should record their design choice in their STEAM journal and write about what worked/didn’t work/thoughts/etc.  Letterland Unit 10: Day 2: Blending Words – Finger Spelling/Roller coaster/etc. See smartfile. |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Travel to India in our classroom.**  **\*\*Ms. Smith will monitor students when they begin their rangoli designs. Mrs. C will pull students to finish assessments during the last 20 minutes.**  **Students watch 2 videos about Diwali: 1 national geographic about the customs/traditions and 1 about the story of Rama.**  **Students create their own Rangoli Designs with Latshkmi’s footprints.**  **Students place their India flag sticker on their suitcase and color the appropriate color based off the flag on the smartboard/google. If time, students can create another rangoli design.**  **In suitcase, Students should write an informative paragraph about Diwali. 1 topic sentence, 3 key details/facts, 1 closing sentence. They should have a diagram/picture drawn/colored and labeled. They should write their date at the top of the page.** |
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| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Wednesday, December 4th,2013**  **Theme: Holidays Around the World**  **Word Study Wednesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| Mathematics Alignment Lesson Grade 1 Quarter 2 Day 53 Common Core State Standard(s)  |  | | --- | | **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens  and ones.  **1.NBT.2.a** 10 can be thought of as a bundle  of ten ones-called a "ten."  **1.NBT.2.b** The numbers from 11 to 19 are  composed of a ten and one, two, three, four,  five, six, seven, eight, or nine ones. |   **Materials Needed:**   * Blackline Masters: “*Packaging*   *Stories”, “Packaging Stories*  *Homework”, “Packaging Stories*  *Assessment”*   * MathBoards or dot arrays * Dry erase markers and erasers   Vocabulary  Ten stick, dot array, tens, ones, teen numbers Alignment Lesson ***Packaging Stories***  **Note: This lesson is a continuation of Day 52: Math Expressions Unit 4 Lesson 3 Activity 1.**  **Activity 1**: Review how to use the dot array on the MathBoard to show teen numbers. Present students with the following examples:  Draw tens and ones to show the number 17. Write the tens. Write the ones. Write how many.  \_\_\_ ten and \_\_\_\_ ones = \_\_\_\_  Draw tens and ones to show the number 12. Write the tens. Write the ones. Write how many.  \_\_\_ ten and \_\_\_\_ ones = \_\_\_\_  **Activity 2**: **This is a continuation of Day 52: Math Expressions Unit 4, Lesson 3, Activity 1, pages 318-319 in the Teacher’s Manual.**   1. Students will complete the packaging stories using the **Solve and Discuss strategy** introduced in Unit 2, Lesson 5. Have a few students complete their work on their MathBoard at the front of the room while the other children complete the activity at their seats. For each problem, children will represent the number on the dot array and then write the equation.   ***Differentiation:*** There are 2 different types of packaging stories:   1. Cynthia has a juice box with 10 ounces of juice and another 9 ounces of juice in a cup. How much juice does Cynthia have altogether? (Easier) 2. Jason has 17 markers. A marker box holds 10 markers. How many marker boxes can Jason fill? How many extra markers does Jason have? (Harder)   You may create more examples of the harder or easier stories depending on your students.  ***Assessment:*** For assessment use Blackline Master, *“Packaging Stories Assessment”*.  Assign Blackline Master, *“Packaging Stories Homework”* for homework.  **Source- Teacher Created, MX 4.3** |
| **Holiday Game:Diwali Diya Digit Dazzle Math Puzzles**  **Students will work in groups of 3. Students will each choose 1 diwali puzzle page, they will use their whiteboard to figure out where the missing numbers belong so that each diya candle has the same total. If they finish the puzzle, they should switch with a friend in their group and try another puzzle.** |
| **Specials 9:35-10:20 – Art Ms. Ferrel** |
| **Snack 10:20-10:40 – Read aloud Mrs. Piggle Wiggle** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations: Before students go to their stations, they must write about the holiday they visited.  **Writing:**  **In suitcase, Students should write an informative paragraph about Diwali. 1 topic sentence, 3 key details/facts, 1 closing sentence (5 sentences total). They should use lower case letters except the 1st letter, spaces, and punctuation. They should have a diagram/picture drawn/colored and labeled. They should write their date at the top of the page.**  Mrs. C will call Reading groups 1 and 2 |
| **Create and Contemplate:**  Students will finish creating their design and begin to test it using the mac laptops/lego software. Students will record results in their STEAM journals.  **If time,**  **Word Study Wednesday – 5 sight words, sight word cheers, write in sight word journal,**  **Letterland Unit 10: Day 3 (See smartfile)** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Travel to Ms. Randle’s Room for Chinese New Year!  **\*\*\*Ms. Smith travels WITH the students and helps monitor behavior and assist with craft.** |
| When students return, they will put their china flag sticker on their suitcase and color the appropriate colors. |
| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Thursday, December 5th, 2013**  **Theme: Holidays Around the World**  **Tweet Thursday!** |
| **SUB for AM TODAY!!!! I will be at court.**  **Please note that you can have students move their clips up/down based on their choices (located on brown rolling cabinet under clock). They can also have their table stick moved (located by the white shelves by my reading table)**  **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Students will place their Green GO folders in the basket by the door, and they will go to the smartboard to choose their stations. They do not need to choose math, just the purple slides (reading/writing stations). They should then choose a choice off the yellow poster on the board.  Morning news will come on channel 7 sometime between 8:20-8:30. |
| **Calendar/Daily 5 Math 8:40-9:30** |
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| Mathematics Alignment Lesson Grade 1 Quarter 2 Day 56  ***Math Expressions Lesson***  ***Unit 4 Lesson 6: Understand Tens and Ones***  **Activity 1**   1. Ask students to draw 4 sticks and 3 circles on a Dot Array. When they are finished, have them count the number of tens aloud. Teacher writes 40 + 3 on the board, and students write it somewhere on their MathBoard. 2. ***Build with Secret Code Cards:*** Teacher shows the class the number 43 using the Demonstration Secret Code Cards and class discusses what the cards tell about 43. Teacher demonstrates how to show 43, by placing the 3 card (from the ones cards) over the 0 in the 40 card. 3. ***Build and Count 2-Digit Numbers:*** Class draws 6 sticks and 5 circles, then count the tens. Teacher holds up hand to signal STOP and tells the class to "freeze". Then class counts the ones. Teacher turns the Demonstration Secret Code Card over to show the 10-sticks and ones on the back. Repeat several times (Teacher Guide, p. 339).   Assessment  Write a number on the board and ask: What is the number? How many tens? How many ones? Say a number aloud and ask: How do you write it? How many tens? How many ones? ***For advanced learners***, invite them to work at the board or work with children who need extra help. ***For extra help***, clearly pronounce teen and decade numbers that are easily confused, spell out the names of the numbers on the board, pointing out the difference in the  **GAME:**  Show students how to sort the dragon cards into two piles: true and false (use the headings that say true/false for them to sort with). Please demonstrate for students on a whiteboard/smartboard how to complete the recording sheet: Show them how to write down the equation from the dragon card. Show them how to show their thinking by drawing both numbers with sticks and circles (see below). If students finish sorting and their recording sheet early, have them play again or write their own true/false equations on the back of their recording sheet. Remind them to show their work by drawing each number.  **Holiday Game: Chinese Number Crunch!**  Students work in groups of 3 – Please see list of groups. They will sort the dragon cards into true/false equation groups. Then, students will complete the sheet where they pick a few equations and draw the numbers using sticks and circles (34 = lll…. ). They then will create their own true/false equations for their partners to solve.  **Groups:**  **Davis,Aidan, Olivia (pink table)**  **Ahmed, Esme, Kaliyah (pink table) – Esme will need to stay on task**  **Owen, Aaron, Sama,(blue table) – Aaron will need to stay on task**  **Qaasim, Ashleigh, Peter (blue table)**  **Nate, Natalie, Haamid (yellow table) – Nate and Haamid may need more assistance**  **Christopher, Sanaa, Rufta (yellow table) – Chris and Rufta May need more assistance**  **Moriah, Yasmeen, Yair (green table) – Moriah will need to stay on task.**  **Justin, Nora, and Joshua (green table) – Joshua will need to stay on task**  **9:25 Have students clean up and place items back in their baggies.**  **9:30ish start lining up for art. Call each table that is cleaned up and ready.** |
| **Specials 9:35-10:20 – Art Ms. Ferrel** |
| **Snack 10:20-10:40 –** Snack helpers can help you pass out snack. Snack is behind the door. If students do not like the snack of the day, they can get something from their backpack that they brought. Please read aloud from the book: Mrs. Piggle Wiggle. Call 1 table at a time to get water/restroom as you read. The chapters are long so only read as much as 10-15 minutes. |
| **Daily 5 Literacy 10:40-12:30** |
| Stations: Before students go to their stations, they must write about the holiday they visited.  \*\*\*Ms. Smith will be walking around and monitoring students and their work. Please help assist her in this and in monitoring stations.  **Writing:**  **In suitcase, Students should write an informative paragraph about Diwali. 1 topic sentence, 3 key details/facts, 1 closing sentence (5 sentences total). They should use lower case letters except the 1st letter, spaces, and punctuation. They should have a diagram/picture drawn/colored and labeled. They should write their date at the top of the page.**  Key Points from Diwali:  Rangoli designs that they put in front of their door to welcome Latshkmi. They are made from colored sand/glass/chalk.  Clean their houses the night before Diwali to see if Latshkmi will leave her dirty footprints inside.  They light candles called Diyas to show Rama and Sita the way back home.  Rama had to fight the evil god to rescue the princess Sita. The evil God had 10 heads.  They give gifts to their brothers and sisters.  They have fireworks and they light up the whole city like we do for Christmas with lights. |
| **Reader’s Workshop: Read Aloud: Berenstain Bears get the gimmies! Please read aloud the story (or play it on the smartboard under the youtube link). Then, using the wants/needs smartboard file, please call students 1 at a time to sort items into wants/needs. Give students a piece of construction paper, have them draw a line down the center making a t-chart – label one side WANTS and the other NEEDS. Have students draw/color/label different items that are wants and different items that are needs.**  **Letterland Unit 10:** See smartboard file for Letterland Unit 10. Please go to day 4: Have students get their Word Study Journals from their cubbies 1 table at a time. They should turn to the next new page and make a word sort like on the smart file.  The sorts are:  They should sort from the list of words glued in their journal for unit 10. Tricky Words and List A. If time, they can sort list B and C.  Have students start to clean up around 12:25, call the table that is ready to line up 1st. Go straight to the lunch room. Pick students up from lunch and allow them to use the restroom by the lunch exit only 3-4 students at a time. Choose a leader to be the statue picker. They will go up and down the line to pick someone doing a good job! Return to the classroom and have students get their coats/gloves/etc. They will line up in the hallway for recess. |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:50** |
| Leave the classroom at 1:50. Travel to Ms. Rizzuto’s Room for Christmas!  **\*\*\*Ms. Smith travels WITH the students and helps monitor behavior and assist with craft.** |
| When students return, they will put their American flag sticker on their suitcase and color the appropriate colors. |
| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Friday, December 6th, 2013**  **Theme: Holidays Around the World**  **Fix It Friday! Royal Sentences** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Before students play the holiday game, they must write about the holiday they visited.  **Writing:**  **In suitcase, Students should write an informative paragraph about Diwali. 1 topic sentence, 3 key details/facts, 1 closing sentence (5 sentences total). They should use lower case letters except the 1st letter, spaces, and punctuation. They should have a diagram/picture drawn/colored and labeled. They should write their date at the top of the page.**  Holiday Game:  Christmas Lights ordering numbers – Students will work in groups of 3. Each student will grab 5 lights from the pile and place them in order from least to greatest. Students will record their responses on their sheet.  ---------------------------  Field Trip Today!  Load the buses by 9:30/9:45?  Bring a Snack/Juice for kids to eat before going into the theatre.  Show starts 11:20-12:50  Leave theatre at 1:00 |
| **Arrive back at school 1:45ish Eat Lunch/Recess** |
| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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