**Theme: Thanksgiving and Traditions**

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|  **Monday Math Monday Nov. 26** |
| **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: “Humpty Dumpty Breakfast.” Discuss the main idea of the poem. **Rl1.7**  |
| **9:00-9:30 Reader’s Workshop/Guided Reading** **Mini-lesson: Revisiting Text to Self Connections… Read with Someone*** Working Eye-Eye, Knee-Knee
* Read aloud A Chair for My Mother (probably read it in kindergarten but will have schema to make t-s connections)
* Ask children to get E2E,K2K and discuss connections, report out

Discuss how talking about a book with a friend helps you understand things you didn’t notice |
| **9:30-10:30 Literacy Centers/Guided Reading****Station A:** (W1.3, Rl1.7, Rl1.2)The students will create a flip book about Wants and Needs by pasting pictures of items from sales on pages on the correct side of the flip book. They will write a complete sentence about each picture.**Station B:**  (RL1.9)The students will sort pictures of wants and needs and will then choose one item from the needs and one from the wants to compare and contrast using a venn diagram**Station C:** (FS1.2a) The students will sort food words by syllables and will then sort the foods into the five food groups.**Station D:** (reading 1.028) The students will practice contractions by writing the two words on a note card and then folding the note card and writing the new ending. After making 3 different contractions, the students will write a sentence with each one.**Smartboard: (RF1.2, 1.3)** Children will practice consonant blends by saying words and sorting them into groups according to their consonant blend sound.**Word Games**: Use word family dice to roll a word family. Build a word using the rolled word family. Sort words into group.**Pocket Chart:(** **FS1.2a**) Reinforce long and short vowel sounds. Sort the picture according to their vowel sound. Listening: Listen to the story Too Many Toys. Children will use a flowchart to show the events in the beginning, middle, and end. Students will write a sentence about each part of the story.**Computers:** (**RF1.2, RF1.3**) Play spelling city.com to practice building words with –ake and -ee |
| **10:30-11:10 Writer’s Workshop**Introduce the new word family groups: **-ake and –ee**. Give the pretest with the words. Reinforce the sound that the word chunks make. |
| **11:10-11:35 Social Studies/Science**Review and build schema about wants and needs. Record student responses on a bubble map. Watch brainpopjr.com video “Wants and Needs.” 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 |
| **12:50-1:40 Math** Unit 4 pre-test. Hand out unit 4 test. Students will try to complete items they know how to do. Grade tests and circle items students missed. Write score at top of the tests for the number the students got correct.**Complete centers** |
| **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. 27**  |
| **8:25-8:35 Morning Meeting/Word Study*** 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 the new word chunk –ake. Discuss the vowel sound and discuss that it is a long vowel sound. RF1.2, RF1.3 Build words using the refrigerator magnets on the smartboard.

Reread poem of the week. Discuss the main idea of the poem. **Rl1.7** Find sight words in the poem. **RF1.3** |
|  **9:00-9:30 Reader’s Workshop/Guided Reading RL1.9, Rl1.3****Mini-lesson: Building up to Text to Text Connections*** Read aloud Something Special for Me (Vera B. Williams)
* Ask children to hold their connections in their head
* Place children into groups of 4 and ask them to discuss their

connections and draw their most meaningful on large sheets of paperShare out…again emphasizing how discussion enhances understanding |
| **9:30-10:30 Literacy Stations/Guided Reading****Station A:** (W1.3, Rl1.7, Rl1.2)The students will create a flip book about Wants and Needs by pasting pictures of items from sales on pages on the correct side of the flip book. They will write a complete sentence about each picture.**Station B:**  (RL1.9)The students will sort pictures of wants and needs and will then choose one item from the needs and one from the wants to compare and contrast using a venn diagram**Station C:** (FS1.2a) The students will sort food words by syllables and will then sort the foods into the five food groups.**Station D:** (reading 1.028) The students will practice contractions by writing the two words on a note card and then folding the note card and writing the new ending. After making 3 different contractions, the students will write a sentence with each one.**Smartboard: (RF1.2, 1.3)** Children will practice consonant blends by saying words and sorting them into groups according to their consonant blend sound.**Word Games**: Use word family dice to roll a word family. Build a word using the rolled word family. Sort words into group.**Pocket Chart:(** FS1.2a) Reinforce long and short vowel sounds. Sort the picture according to their vowel sound. **Listening:** Listen to the story Too Many Toys. Children will use a flowchart to show the events in the beginning, middle, and end. Students will write a sentence about each part of the story.**Computers:**  (**RF1.2, RF1.3**) Play spelling city.com to practice building words with –ake and -ee |
| **10:30-11:15 Writer’s Workshop W1.2, W1.3****Mini-lesson: Writers use a topic sentence and supporting details to persuade their readers.**Show the children the hamburger rubric and how we use that to write a story that has a good beginning, middle, and end. We can also write papers to persuade a friend to believe the same thing that we believe. Show the model of the persuasive paper (Crystal’s) Explain to the children that we are going to write a paper trying to persuade our mom and dad that a want they we want is really a need. Model writing a paper explaining why I need ice cream every night after dinner. Make connections with how the hamburger rubric and persuasive writing rubric are the same (both have topic sentence and 3 supporting details). |
| **11:15-11:35 Social Studies 1.C1.1**Read the Berenstein Bears Get the Gimmes. After reading the book, complete a drivers and restrainers that shows what drives you to have the gimmes and what restrains you from getting the gimmes. Talk about solutions that we can make this time of year when shopping or seeing commercials.  |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:50 Math****Mini-lesson: 4.1** Using Teacher Edition, pp. 305-310 Activity 1: Draw and Label Tens. Use Whole Class structureTM xxii for this activity. Children work with their MathBoards. They fill in a circle in each box in the first column of the 10x10 grid and count the circles. They then draw 10 circles in the next column and count and write the total number of circles. Children continue naming and recording the tens groups to 100. Have children point to each number on the grid and say them aloud. Question children about how many tens in each number.Activity 2: Practice Counting by Tens. Use Whole Class structure TM xxii for this activity. Use Student Activity Book page 119. Have them count and write the number of circles by tens. Have children look at the second exercise. Add a group of 10 to each number. 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 numberT: 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 equationT: 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 equationsT: 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. 28**  |
| **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**
* Discuss and build words with the word chunk –ake. Discuss the meaning of the words and discuss the vowel sound. Review the long vowel sound and how the –e is a slient letter. Discuss that the words are rhyming words. What makes them rhyming words? RF1.2, RF1.3

Read poem of the week. Look for rhyming words in the poem. RF1.3 |
| **9:00-9:30 Reader’s Workshop/Guided Reading** **Mini lesson: Readers make connections when reading**. **RL1.9**Read My Rows and Piles of Coins. After reading the book, make connections. Reinforce starting the connections with the phrases learned in the past few weeks.  |
| **9:30-10:30 Literacy Stations/Guided Reading** **Station A:** (W1.3, Rl1.7, Rl1.2)The students will create a flip book about Wants and Needs by pasting pictures of items from sales on pages on the correct side of the flip book. They will write a complete sentence about each picture.**Station B:**  (RL1.9)The students will sort pictures of wants and needs and will then choose one item from the needs and one from the wants to compare and contrast using a venn diagram**Station C:** (FS1.2a) The students will sort food words by syllables and will then sort the foods into the five food groups.**Station D:** (reading 1.028) The students will practice contractions by writing the two words on a note card and then folding the note card and writing the new ending. After making 3 different contractions, the students will write a sentence with each one.**Smartboard: (RF1.2, 1.3)** Children will practice consonant blends by saying words and sorting them into groups according to their consonant blend sound.**Word Games**: Use word family dice to roll a word family. Build a word using the rolled word family. Sort words into group.**Pocket Chart:(** FS1.2a) Reinforce long and short vowel sounds. Sort the picture according to their vowel sound. **Listening:** Listen to the story Too Many Toys. Children will use a flowchart to show the events in the beginning, middle, and end. Students will write a sentence about each part of the story.**Computers:**  (**RF1.2, RF1.3**) Play spelling city.com to practice building words with –ake and -ee |
|  **10:30-11:15 Writer’s Workshop** **Mini-lesson: Writers use a topic sentence and supporting details to persuade their readers.**Show the children the hamburger rubric and how we use that to write a story that has a good beginning, middle, and end. We can also write papers to persuade a friend to believe the same thing that we believe. Show the model of the persuasive paper (Crystal’s) Explain to the children that we are going to write a paper trying to persuade our mom and dad that a want they we want is really a need. Model writing a paper explaining why I need ice cream every night after dinner. Make connections with how the hamburger rubric and persuasive writing rubric are the same (both have topic sentence and 3 supporting details). |
| **11:15-11:35 Social Studies 1.C1.1**Watch the unitedstreaming.com video, “The Difference Between Wants and Needs.” Why are these things needs and why are they wants? |
| 11:35-12:05 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math** **Lesson 4-2**Using Teacher Edition pp. 312-314Activity 1: Write the numbers 10-19 on the board and have children count aloud as you point to each number. Discuss what children know about these numbers. Use the board to introduce tens-and-ones language. Use the Demonstration Secret Code Cards to line cards 1-10 up on the ledge of the board, with the 10-card in the front. Demonstrate how Secret Code Cards can be used to make teen numbers (see suggested paragraph on Teacher Edition pp. 312). Present a teen-grouping story problem to the class and have them solve it any way (see example on Teacher Edition pp. 313). Use the Demonstration Secret Code Cards to show the number that is the answer to the story problem. (Be sure to point out the small number in the top corner of the 10- and 6-cards.)Activity 2: Explain to the students that they'll be making some teen numbers on the 10x10 Grid. Have them begin by drawing 10 circles in the first column on the grid and explain that every teen number has a ten, so you will always need this group of ten. Have children draw 5 more circles in the second column. Ask how many circles are on the grid and how do you show that number with the Demonstration Secret Code Cards. Lastly, ask the students to write the equation 10 + 5 = 15 on their MathBoards or paper. Have the class name other teen numbers between 10 and 20. First have the class show the number by drawing circles on the grid, then show it with the Demonstration Secret Code Cards and have the child write the equation. Use the Math Talk on Teacher Edition pp. 314 to summarize what they've learned about teen numbers. **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 numberT: 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 equationT: 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 equationsT: 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. 29**  |
| **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**
* Discuss and build words with the word chunk –ake. Talk about the long vowel sound and that the –e is silent. Make rhyming words by changing the first letter. **RF1.2, RF1.3**

Read poem of the week. Change some words to make an original poem of our own. Talk about how the words in certain places in the poem need to be rhyming words. **RF1.3** |
| **9:00-9:30 Reader’s Workshop****Mini-lesson: Making Connections**Discuss how by reading more than one book by the same author, you can make predictions, make generalizations and compare them. Read the book Berenstein Bears and Those in Need. After reading the book, discuss how the families had to get things that they needed vs things they wanted. Make connections with this book by using the phrases when making a connection: This book makes me remember when, this reminds me of, I can relate to this book because…. |
| **9:30-10:30 Literacy Centers/Guided Reading** **Station A:** (W1.3, Rl1.7, Rl1.2)The students will create a flip book about Wants and Needs by pasting pictures of items from sales on pages on the correct side of the flip book. They will write a complete sentence about each picture.**Station B:**  (RL1.9)The students will sort pictures of wants and needs and will then choose one item from the needs and one from the wants to compare and contrast using a venn diagram**Station C:** (FS1.2a) The students will sort food words by syllables and will then sort the foods into the five food groups.**Station D:** (reading 1.028) The students will practice contractions by writing the two words on a note card and then folding the note card and writing the new ending. After making 3 different contractions, the students will write a sentence with each one.**Smartboard: (RF1.2, 1.3)** Children will practice consonant blends by saying words and sorting them into groups according to their consonant blend sound.**Word Games**: Use word family dice to roll a word family. Build a word using the rolled word family. Sort words into group.**Pocket Chart:(** FS1.2a) Reinforce long and short vowel sounds. Sort the picture according to their vowel sound. **Listening:** Listen to the story Too Many Toys. Children will use a flowchart to show the events in the beginning, middle, and end. Students will write a sentence about each part of the story.**Computers:**  (**RF1.2, RF1.3**) Play spelling city.com to practice building words with –ake and -ee |
| **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 Writer’s Workshop****Mini-lesson: Writers use a topic sentence and supporting details to persuade their readers.**Show the children the hamburger rubric and how we use that to write a story that has a good beginning, middle, and end. We can also write papers to persuade a friend to believe the same thing that we believe. Show the model of the persuasive paper (Crystal’s) Explain to the children that we are going to write a paper trying to persuade our mom and dad that a want they we want is really a need. Model writing a paper explaining why I need ice cream every night after dinner. Make connections with how the hamburger rubric and persuasive writing rubric are the same (both have topic sentence and 3 supporting details). |
| **11:10-11:35 Science** |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:30 Math** **Lesson 4-3** Using Teacher Edition pp. 318-320Activity 1: Have children find the Dot Array on their MathBoards or give them photocopies of TRB M47 and have them ring 14 dots, moving down the columns. Then have them draw a vertical line through the first column of dots to show that they have made a ten. Have the students write a ten-structured equation and check each child's work. Ask children to make the number 17 with the dots, but this time they should draw a line through the first 10 dots and introduce the term *10-stick* for this representation (see prompts on Teacher Edition pp. 318). Use the Solve and Discuss Math Talk structure for the packaging stories on Teacher Edition pp. 319. For each problem, have them draw the numbers on the Dot Array and then write the equation. **Math Centers**Activity 2: On the board show the class how to quickly represent teen numbers such as 13 and 17, by drawing a stick for 10 and little circles for ones. Have the class count each drawing by tens and ones. Write a few teen numbers on the board as standard numerals and invite children to draw these numbers with 10-sticks and circles on the reverse side of their MathBoards or paper**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 numberT: 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 equationT: 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 equationsT: 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. 30**  |
| **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. Reinforce t he last words being the words that have to rhyme.
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| **9:00-9:30 Reader’s Workshop****Mini-lesson: Good readers make connections.** After reading the book, have the children make connections with the book.Read Too Many Toys. After reading the book (children have listened to the story in listening center this week) have them make connections with the book. |
| **9:30-10:30 Literacy Centers/Guided Reading** Free choice literacy centers. Children will complete a center that makes their brain smarter with words.  |
| **10:30-11:00 Writer’s Workshop/Science****Children will write about their findings in Science** |
| **11:00-11:30 Science****Children will complete experiment and write about the discoveries.** |
| 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 numberT: 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 equationT: 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 equationsT: 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** |