**Theme: Holidays Around the World**

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|  **Monday Math Monday Dec. 10** |
| **8:25-8:30 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, FS1.1**
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| **8:30-9:20 Holidays Around the World**Children will rotate around first grade rooms to learn about a winter tradition. Upon returning to the room, they will find the country that shows where the tradition is celebrated and add the tradition in their table of contents |
| **9:20-10:00 Writer’s Workshop** **W1.2, W1.8, W1.3**Children will write details that they learned about the winter tradition. Reinforce writing complete sentences and punctuation. |
| **10:00-10:30 Word Study*** Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Introduce poem of the week: Read/sing the poem Sleigh Bells. Discuss the signs of the winter tradition.
* Review the word chunks that we have studied so far. Spin the dice and have children write a word that contains that word chunk. **RF1.2, F1.3**
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| **10:30-11:30 Literacy Stations/Guided Reading****Station A (RL1.2,1.3)** After hearing the story Santa’s New Suit, students will use a flowchart with beginning, middle, and end parts to record events that happened in each part. Reinforce for children to use “time words” to show what and when things happened.**Station B (L1.5c, SL1.4)** The students will make a gingerbread man or a snowman and then they will write describing words about the one that each chose. Children will then select 3 adjectives to write complete sentences about their object.**Station C** (W1.3) The students will write complete sentences matching the illustrations in the book December is Time to Celebrate.**Station D (RF1.2, 1.3)** The students will make a Lift-a-flap tree by cutting out circle ornaments and writing the word family patterns (ag, at, ake, ee, ed, ick, ug, ill) Underneath each circle they will write a word belonging to that specific word family pattern.**Smartboard**: **(RF1.2, 1.3)** Work with sorting words by different blends**Pocket Chart**: (L1.2d, RF1.2) Students will sort words by long o letter pattern sound and then choose 5 words to write in a sentence.**ABC:** (Students will make and create a contraction caterpillar by writing the contraction and a circle of the caterpillar’s body and then the 2 words that make up the contraction on the legs.**Computer Website with describing words and making sentences****Itouch** |
| 11:30-12:05 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| 12:50-1:50 Math |
|  **Math Centers****Measurement**: Complete the December calendar. Parrellograms- complete the calendar Trapezoid/Hexagons- Make up your own questions about the calendar**Graphing/Data**: Play Roll and Record P- Roll 2 dice T- Roll 2 dice H- Roll 3 dice**Math Games 1**: Play Snowman Cover up using 2 dice**Math Games 2**: Play Reindeer Dash**Write about Math**: Complete math prompt**Number Work**: Look at ten sticks and ones. Play game where you match the number to the ten stick and ones. **Thinking About Math**:**Computer**:**Itouches**: Play a Math game**Smartboard**: Find the site Understanding Subtraction |
| **1:55-2:40 Specials** |
| **2:40-3:00 Snack and Plus/Delta** |

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| **Tuesday Shop for Just right books Dec. 11**  |
| **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**
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| **8:30-9:20 Holidays Around the World**Children will rotate around to another first grade classroom to learn about another winter tradition.  |
| **9:20-10:00 Writer’s Workshop**Upon return children will find the country that shows where the country is that celebrates the tradition they just learned about. Add it to the table of contents and mark the country on the map. Children will write 5-6 sentences about the winter tradition. |
| **10:00-10:30 Word Study/Reader’s Workshop*** Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Read the poem of the week: Sleigh Bells. Look for sight words in the poem or words that have chunks **RF1.3, RF1.2**

Review the word chunks that have been studied so far. Show mixed up letters. Have children unscramble the letters to make a word. Have them concentrate on the word chunk that might be found in the word. |
| **10:30-11:30 Literacy Stations/Guided Reading****Station A (RL1.2,1.3)** After hearing the story Santa’s New Suit, students will use a flowchart with beginning, middle, and end parts to record events that happened in each part. Reinforce for children to use “time words” to show what and when things happened.**Station B (L1.5c, SL1.4)** The students will make a gingerbread man or a snowman and then they will write describing words about the one that each chose. Children will then select 3 adjectives to write complete sentences about their object.**Station C** (W1.3) The students will write complete sentences matching the illustrations in the book December is Time to Celebrate.**Station D (RF1.2, 1.3)** The students will make a Lift-a-flap tree by cutting out circle ornaments and writing the word family patterns (ag, at, ake, ee, ed, ick, ug, ill) Underneath each circle they will write a word belonging to that specific word family pattern.**Smartboard**: **(RF1.2, 1.3)** Work with sorting words by different blends**Pocket Chart**: (L1.2d, RF1.2) Students will sort words by long o letter pattern sound and then choose 5 words to write in a sentence.**ABC:** (Students will make and create a contraction caterpillar by writing the contraction and a circle of the caterpillar’s body and then the 2 words that make up the contraction on the legs.**Computer Website with describing words and making sentences****Itouch** |
| **11:35-12:05 Lunch**  |
| **12:10-12:40 Recess** |
| **12:40-12:50 Read Aloud from chapter book** |
| 12:50-1:50 Math |
|  **Math Centers****Measurement**: Complete the December calendar. Parrellograms- complete the calendar Trapezoid/Hexagons- Make up your own questions about the calendar**Graphing/Data**: Play Roll and Record P- Roll 2 dice T- Roll 2 dice H- Roll 3 dice**Math Games 1**: Play Snowman Cover up using 2 dice**Math Games 2**: Play Reindeer Dash**Write about Math**: Complete math prompt**Number Work**: Look at ten sticks and ones. Play game where you match the number to the ten stick and ones. **Thinking About Math**:**Computer**:**Itouches**: Play a Math game**Smartboard**: Find the site Understanding Subtraction |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Wednesday Dec. 12** |
| **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**
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| **8:30-9:20 Holidays Around the World (Tool Time)**Children will rotate around to different classes to learn more about a winter tradition in another country. Before children leave, remind them of questions they can ask themselves as they are learning. Upon returning to the classroom, children will write a response in their “suitcase” to show what they learned about their country. |
| **9:30-10:00 Writer’s Workshop**Use a lotus to show what was learned about the winter tradition in the country they traveled to. Find the country on the map and discuss its connection to where we live. Children will write in their traveling suitcase facts. Introduce this as informative writing. **W1.2, W1.8** |
| **10:00-10:30 Word Study/Reader’s Workshop*** Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**
* Read the poem of the week: Read/sing song and look for rhyming words

Review the word chunks. Show a word chunk and have children tell a partner a word that has that word chunk.**Reader’s Workshop****Focus: Readers retell a story in order and making connections RL1.2****Anchor chart:** We are learning how readers retell a story in order of what happened. Here are some words we can use: First, Next, Then, Last,**Mini-lesson:*** Review the focus stated on the anchor chart.
* Read a book and then model how we retell the beginning, middle, and end using the time words; first, then, next, last. Record retell on flowchart.
* Dismiss students to read their just right books with partners and practice retelling using the time words in the format of beginning, middle, and end.
* Closure: Have a couple of students share their retellings.
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| **10:30-11:30 Literacy Stations/Guided Reading****Station A (RL1.2,1.3)** After hearing the story Santa’s New Suit, students will use a flowchart with beginning, middle, and end parts to record events that happened in each part. Reinforce for children to use “time words” to show what and when things happened.**Station B (L1.5c, SL1.4)** The students will make a gingerbread man or a snowman and then they will write describing words about the one that each chose. Children will then select 3 adjectives to write complete sentences about their object.**Station C** (W1.3) The students will write complete sentences matching the illustrations in the book December is Time to Celebrate.**Station D (RF1.2, 1.3)** The students will make a Lift-a-flap tree by cutting out circle ornaments and writing the word family patterns (ag, at, ake, ee, ed, ick, ug, ill) Underneath each circle they will write a word belonging to that specific word family pattern.**Smartboard**: **(RF1.2, 1.3)** Work with sorting words by different blends**Pocket Chart**: (L1.2d, RF1.2) Students will sort words by long o letter pattern sound and then choose 5 words to write in a sentence.**ABC:** (Students will make and create a contraction caterpillar by writing the contraction and a circle of the caterpillar’s body and then the 2 words that make up the contraction on the legs.**Computer Website with describing words and making sentences****Itouch** |
| **11:30-12:05** **Lunch** |
| **12:10-12:40 Recess** |
| **12:45-1:00 Read from chapter book** |
| **1:00-1:55 Math** |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Thursday Illustrate poem Dec. 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**
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| **9:30-10:00 Writer’s Workshop**Use a lotus to show what was learned about the winter tradition in the country they traveled to. Find the country on the map and discuss its connection to where we live. Children will write in their traveling suitcase facts. Introduce this as informative writing. **W1.2, W1.8** |
| **10:00-10:30 Word Study/Reader’s Workshop*** Read the poem Auntie Flo. Look for words that have blends: fl, pr, etc. Think of other words that have similar blends.

**Reader’s Workshop****Focus: Readers retell a story in order RL1.2****Anchor chart:** We are learning how readers retell a story in order of what happened. Here are some words we can use: First, Next, Then, Last,**Mini-lesson:*** Review the focus stated on the anchor chart.
* Read a book and then model how we retell the beginning, middle, and end using the time words; first, then, next, last. Record retell on flowchart.
* Dismiss students to read their just right books with partners and practice retelling using the time words in the format of beginning, middle, and end.
* Closure: Have a couple of students share their retellings.
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| **9:00-10:15 Literacy Stations/Guided Reading****Station A (RL1.2,1.3)** After hearing the story Santa’s New Suit, students will use a flowchart with beginning, middle, and end parts to record events that happened in each part. Reinforce for children to use “time words” to show what and when things happened.**Station B (L1.5c, SL1.4)** The students will make a gingerbread man or a snowman and then they will write describing words about the one that each chose. Children will then select 3 adjectives to write complete sentences about their object.**Station C** (W1.3) The students will write complete sentences matching the illustrations in the book December is Time to Celebrate.**Station D (RF1.2, 1.3)** The students will make a Lift-a-flap tree by cutting out circle ornaments and writing the word family patterns (ag, at, ake, ee, ed, ick, ug, ill) Underneath each circle they will write a word belonging to that specific word family pattern.**Smartboard**: **(RF1.2, 1.3)** Work with sorting words by different blends**Pocket Chart**: (L1.2d, RF1.2) Students will sort words by long o letter pattern sound and then choose 5 words to write in a sentence.**ABC:** (Students will make and create a contraction caterpillar by writing the contraction and a circle of the caterpillar’s body and then the 2 words that make up the contraction on the legs.**Computer Website with describing words and making sentences****Itouch** |
| **11:35-12:05 Lunch** |
| **12:05-12:40 Recess** |
| 12:45-1:00 Read from Chapter Book |
| 1:00-1:55 Math |
| 1:55-2:40 Specials |
| **2:45-2:50 Snack/Closing meeting Plus/ delta of the day** |

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| **Friday Fix sentences. Dec. 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**
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| **8:30-9:20 Holidays Around the World (Tool Time)**To review our Holidays around the world. We will use geocaching and bar codes to read the clues that are about a winter tradition. After reading the children will name the tradition and the country. |
|  **9:30-10:00 Writer’s Workshop**Children will write a persuasive paper that tries to persuade their parents to let them visit a country and celebrate a different winter tradition. Reinforce the “hamburger rubric.” Topic sentence, 3 supporting details, and a concluding sentence. |
| **10:00-10:30 Word Study/Reader’s Workshop****Read the poem of the week. How can we change a word to make a new poem?****Reader’s Workshop****Focus: Readers retell a story in order RL1.2****Anchor chart:** We are learning how readers retell a story in order of what happened. Here are some words we can use: First, Next, Then, Last,**Mini-lesson:*** Review the focus stated on the anchor chart.
* Read a book and then model how we retell the beginning, middle, and end using the time words; first, then, next, last. Record retell on flowchart.
* Dismiss students to read their just right books with partners and practice retelling using the time words in the format of beginning, middle, and end.
* Closure: Have a couple of students share their retellings.

**10:30-11:30 Literacy Centers*** Complete incomplete work
* Write about the Top Banana
 |
| 11:35-12:05 Lunch |
| **12:10-12:45 Outside** |
| 12:45-1:00 Read from a chapter book |
| 12:50-1:50 Math  |
| 1:55-2:40 Specials |
| **2:40-2:50 Snack/Pack/Class Meeting.. Pass out Friday folders, Go Gators, and Poetry folders** |