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| **Monday Snowman Day! Dec. 17th**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar
* Sing songs to get our brains working
* Read Snowman poem – discuss the main idea, discuss the author’s purpose, discuss the rhythm and rhyme
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| **8:35-9:00****Play word study game – Snowman SLAM!!!**Directions: Mix all cards. Spread cards face down onto table. (I addeda snowflake sticker to the back of my cards.) Student will roll die todetermine how many cards they will flip over. The player chooses onecard at a time reading each word as he/she chooses. The playercontinues until he/she reads all word cards correctly, misses a word,or flips a snowman or freeze card. A FREEZE card means playerkeeps word cards read. A SNOWMAN card automatically ends the turnand any words chosen and read correctly have to go back onto thetable (flipped down). Game continues until only the snowman andfreeze cards remain. |
| **9:00-9:45 Writer’s Workshop**Show the video of Snowmen at Night book on the smart board. Pause the video inbetween to ask the  **HOT ?: Listen to the author’s words, what kind of adjectives do you hear? Imagine, what would your snowman do at night? What do you notice about these snowmen? Is this a fiction or non-fiction text? How do you know? If we were going to read a non-fiction book about snowmen, what kind of information might we see? What do you predict the snowmen will do when it becomes morning? What rhyming words do you notice? Can you create another rhyming word that rhymes with \_\_\_\_\_? Do you spy one of our word families? Would you recommend this book to someone? Why or why not? Can you summarize this story using the words first, next, and last?**ASK: Review consensogram about 5 senses completed as students came in the morning.IDENTIFY: Elicit students schema about what the 5 senses are on the smartfile. Show the brainpop clip of using our 5 senses when we write. Model for students how to use the 5 senses plan to record their details. Be sure to emphasize how all the details should be connected to the main idea (what the snowman is doing – not 5 different activities). LIST/RECORD: Give students time to create their senses details on their own plan. (Guided practice)Brain break: Share with a partner 2 of the best senses details you came up with.Model: Model how to take the details and create a story using those details (Stretching them out into sentences that make sense and flow with ease). EVALUATE: Review rubric for video conference on Wednesday – What should your process include? – Plan, Descriptive story on one topic, quality art work, loud and proud voice when presenting, and CREATE/IMAGINE: Independent practice: Allow students to finish their senses plans and write their descriptive story about what their snowman does at night. If time, students can find a partner who is also finished and practice presenting to them with an introduction, a loud and proud voice, and eye contact. Students will EVALUATE their partner on how well they included all the parts on the rubric.Extension: Affinity Graph: Students will write on a post-it what their snowman does at night. The class will then sort/CATEGORIZE the postits into main categories based on the type of activity. Students will analyze the data by comparing the most and least popular categories and draw conclusions about the data. Also, students can do a venn diagram to compare and contrast the two Snowmen books (Snowmen at Christmas, Snowmen at Work, or Snowmen All Year) |
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| **10:30-11:25 –** Students create their snowman art for our Video Conference on Wednesday using marshmellows, pretzels, paint, glitter, and sharpies. Students will create a picture of what their snowman does at night. |
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| **11:35-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:50-1:35** Students finish stories and artwork if needed.**Snowman minute-to-win-it games – Keep class data and compare the results.** Snowball PongSet up little buckets (or cups) at a chosen distance in front of each player.Bounce as many snowballs (white ping pong balls) into the cup as you can in a minute Snow Shovel RaceGive each player an equal pile of snowballs (cotton balls) and a plastic spoon.Race to see which player can scoop the most cotton balls off the table into the cup in a minute.  You can’t touch the snowballs with your hands.Snowball FightBall up lots of white tissue paper to make snowballs. Make a line with tape across the floor.Race to see how many snowballs each team can throw across to the other side.  The team with the least snowballs on their side after a minute winsSnow BlowerTape plastic cups to the edge of the table. Give each player a pile of snowballs (white ping pong balls) and an empty paper towel roll. Race to see how many snowballs each player can blow across the table and into the cup.Snowflake RacePlace a paper snowflake on each player’s head.  Set up a racetrack with cones and race around the track with the snowflake on your head.  If it falls off, you have to stop and put it back on.  You can time each player if space is an issue. Snowman WrapBreak into teams and give each team a roll of toilet paper.  Race to wrap one of the team members into a snowman.  You can add a race component to this game if you want to make it more challenging. Snowball TossBreak into teams and have one player hold a bowl on his head.  Give the other player a pile of snowballs (cotton balls).  Race to see how many snowballs you can get in the bowl in a minute. Penguin WalkSet up a racetrack with cones.  Have each player place a large snowball (white balloon or soft ball) between his or her knees and walk like a penguin around the track.  Time each player to see who is the fastest penguin.Snowball KnockoutSet up 3 cones in front of each player.  Ball up white copy paper to make snowballs.  Place a snowball on the top of each cone. Throw snowballs at the snowballs on the cones to try to knock them off.  See which player can knock the most off in a minute. **If time: Students will play the following station games to review math concepts.****Snow many equivalent numbers game:****Snow Play addition problems game:****Winter subtraction cards:****Greater Than/Less Than snowman chomp:**  |
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| **1:55-2:40 Specials – International Festival** |
| **2:40- 2:50 Class Meeting/Snack/Packup** |

**Theme**: Grinch Day (Wear Green!)

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| **Tuesday Dec. 18th**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar
* Sing songs to get our brains working
* 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 and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. Put sight word on word wall.
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| Read the Poem Grinch Punch and students write how to make it.**Reader’s Workshop**1. Read How the Grinch Stole Christmas. As a class, brainstorm a list of adjectives describing the Grinch on a bubble map.

Students will record on their own sheet along with the teacher. Enjoy Grinch Punch while reading the story and write how to make. **HOT ?:**1. Brainstorm adjectives describing the Grinch’s heart (at the beginning of the story).

**HOT ?:**1. Then have the kids write similes comparing the Grinch and his heart to different things using the prompt, “The Grinch was as \_\_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_.  His heart was as \_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_.”  They can choose adjectives from our brainstorm charts and make up their own similes.

**HOT ?:** grinchday5grinchday10[grinchday4[5].jpg] |
| **9:45-10:30 Writer’s Workshop** Have students make a Grinch face and on his mouth answer the statement, "I would make a Ggrinchday6rinch grin by….”  Students should write 5-6 sentences.**HOT ?:** |
| **10:30-11:20 Literacy Stations/Guided Reading** |
| 11:30-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read aloud from chapter book |
| **12:40-1:50**Grinchy Math –Students will use various leveled story problems to glue into their grinchy math book. Students will create an appropriate equation and show 2 strategies of how to solve each problem. Strategies may include counting up with dots, drawing sticks and circles for tens and ones, creating a math mountain, or drawing a picture for subtraction. If time, students may create their own grinchy word problems to solve.**HOT ?:** |
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| 1:55-2:40 International Day… Children will rotate to stations to reinforce customs in central America |
| Give each student a bag of green glitter with this attached:TO make sure the Grinch doesn’t steal your Christmas, you have to stay on guard.  Before going to bed on Christmas Eve, sprinkle this Grinch Dust in your yard.  The Grinch will see your magic dust and know you’ve taken care.  To protect your home & family and keep Christmas joy in the air! |
| 2:40- 2:50 Class Meeting/Snack/Pack-Up |

**Theme**: Polar Express (Wear Pajamas!)

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| **Wednesday –Word Study Dec. 19th**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar
* Sing songs to get our brains working
* 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 and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. Put sight word on word wall.
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| **9:00-9:45 Reader’s Workshop**Read Polar Express. Use Jabber the Reteller to retell the story by using time words to tell events that happened in the beginning, middle, and end. Have children use a flowchart to show the sequenced events. Students drink hot chocolate as they listen to the story.**HOT ?:** **Extension:** Students try to piece together their own polar express train shapes. This will help with their visual spatial skills. |
| **9:45-10:15 Word Study*** Read/sing poems and discuss main idea, sight words, words that have word chunks, etc.
* Students will review word chunks studied so far by playing a Word Snowball. Children will be given a word family (by spinning the dice). After looking at the given word family, they will write a word that contains that word chunk. Then the player will try to shoot the snowball into the basket for an extra point!

**HOT ?:** |
| **10:15-11:00 Writer’s Workshop**Students write a persuasive paragraph using a graphic organizer on why they should receive a ticket to the polar express. If students give reasons why, they will get their own polar express ticket!Read Non-Fiction text about Cocoa. Discuss facts and opinions. Students will put book in order using the following transitional words: First, Next, Then, Last. Then students will retell what they learned about Cocoa.  **HOT ?:**Students will create a descriptive poem about hot chocolate using adjectives. Students will share their poem with a partner. The partner will assess the other student on how well they described their hot chocolate with all their senses and on how many adjectives they used. They will give them 2 glows and 1 grow compliment/encouragement.**HOT ?:** |
| **11:00-11:35** Snowmen at Night videoconference with Arizona schoolStudents will share their descriptive stories about what their snowmen do at night (From Monday’s Plans – also they will share their artwork. |
| 11:35-12:05 Lunch |
| 12:10-12:45 Recess |
| 12:45-12:55 Read Aloud from Chapter book **HOT ?:** |
| **12:55-1:50 Math****Math Station Games: Hot Chocolate Theme**Dice Roll: Students roll a die for tens and a die for ones. Students record the number that is one less and one more.**HOT ?:**Hot Chocolate Graph: Students will survey the class about what they like to put in their hot chocolate. Students will create their own graph and compare the results using the words “how many more/how many fewer”. Students will analyze their results and write a sentence to summarize their data.**HOT ?:**Roll and Cover: Roll the dice and cover the sum. The first to cover a complete row wins! (For a challenge, students can add to dice, and subtract a third from the sum).**HOT ?:**Roll and Add: Roll two dice and add to find the sum. Graph the sum. The first column filled wins!**HOT ?:** |
| 1:40-1:50 Snack and pack |
| 1:55-2:40 Specials |
| 2:40- 2:50 Class Meeting |

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| **Thursday Dec. 20**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar
* Sing songs to get our brains working
* 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 and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. Put sight word on word wall.
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| **8:35-9:00 –** Read “If You Take a Mouse to School” and have students create their own mouse friend to take with them in their pocket. Use grey/white, pink, and black felt, and a string taped for the tail.Have students summarize the story by retelling the beginning, middle, and end in 2-3 sentences.**HOT ?:** |
| **9:00-12:00**  Movie with the School |
| 12:00 Lunch |
| 12:50-1:50  **Winter Celebration**Holiday Workshop – students will rotate through stations that parents have organized. |
| 1:55-2:40 If You Give a Reindeer a Candy Cane…Have students write their own version to the story previously read in the morning. While students are writing, have them create their own candy cane reindeer using 1 candy cane, two googly eyes, 1 brown pipe cleaner for the antlers, and 1 red pom pom for the nose. **HOT ?:** |
| 2:40-2:55 Snack and Pack |
| 2:40- 2:50 Class Meeting |

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| **Friday** Royal Sentences **– Fix Up! Dec.21**  |
| **8:30-8:45 Morning Meeting/Literacy Stations/Guided Reading*** Review LEAD, Mission, Core Values, Ground Rules, Schedule
* Calendar
* Sing songs to get our brains working
* Reread poem to review the meaning. Look for rhyming words in the poem. Circle them. Name other words that could rhyme with them. Read the poem with ease. RF 1.4
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| **10:00-10:45 Chorus Winter Concert** |
| **9:00-10:00 Reader’s Workshop**Read Santa’s Stuck and use Jabber the Reteller to retell the story. Have children work in partners to sketch out the beginning, middle, and end. Then, students will create a new suit for santa to disguise him better. Students will write descriptive sentences describing his new suit and explaining/persuading why it would be a better disguise. **HOT ?:** |
| 10:30-11:30 **Word Study**Play snowman slap (From Monday), snowball throw (from Wednesday), or other word study games.**HOT ?:** |
| 11:30-12:00 Lunch- Students will have to eat in the classroom due to early release |
| 12:15 Pack up and prepare for home! |

**EARLY RELEASE at 12:30!!!!!!**

**Merry Christmas!!**