**Theme:** Maps/Keys, Cardinal Directions, Our World/NC

Planning a Map of the classroom: List of things to include, Label directions, Start to draw a key

**Theme:** Maps and our World

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| **Monday – Math Monday! Jan. 7th**  |
| **Allow students to explore atlases as they come in.** 8:25-8:45 Morning Meeting (Mrs. Williams)* Review LEAD, Mission, Core Values, Ground Rules, Schedule
* Calendar
* Sing songs to get our brains working – Weekly Song/Poem : “We’ve got the whole world in our hands!” & “Where in the world am I”
* Review Covey Habit: Review what it means to Begin with the end in Mind. Sing the song. Read the story about beginning with the end in mind in Seven Habits of Happy Kids. Talk about how we can begin with the end in mind.
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| 8:45/9:00 Reader’s Workshop/S,S, & Literacy StationsRead a passage from a book out loud without showing the pictures. Have students at their seats draw their mental image. Have several kids share their drawings. Then, show the illustration in the book. Then have children read a passage from his/her book to a partner. Partners will draw their mental image after listening to their partner’s passage.**Brain Break 1:** Landform video and lotus diagram of types of landforms**Brain Break 2:** Landform flip-book**Brain Break 3:** Contraction Song/Peanut Butter Jelly Song**Guided Reading Plans – Seeing Guided Reading Notebook –Ms. Williams will teach and do brain breaks.** |
| 10:30-11:20 Writer’s Workshop – How –To Writing – Day 4 |
| Bubble Gum Research and Facts (Facts vs. Opinions)Decorate the cover of Bubble Gum Book! |
| 11:25-11:55 Lunch Ms. Williams will transition students to lunch and to recess. |
| 12:00-12:30 Recess |
| 12:30-12:45 Read Aloud –From Chapter Book (Mrs. Williams) |
| **12:45-1:50 Math 5.3**1.NBT.11.NBT.2 |
| **Math Brain Break/Warm-Up Game:**Jenny’s Pennies: How many cents can I give to Jenny? I have 6 bright dimes and 7 bright pennies. (67 cents)Finger coinsMountains and EquationsSuggest problem solving Strategies:Set up stations with countable objects. Tell children they need to count all of the objects. Ask if they can think of a way to share this task? Discuss their suggestions.It would take a long time for just one of you to count all of these things. Is there a way for everyone in the group to share the work so that it will go faster?Now have students put items into groups of tens. Then show the number with the blue secret code cards.Ungroup objects and switch stations.Student Page 163: Count and color 10-groups “Who can explain how they found the answer?” Discuss strategies. |
| 1:55-2:40 Specials – Music Ms. Williams will transition students to and from specials |
| 2:40- 2:50 Class Meeting/Snack/Packup |

**Theme:** Maps and our World

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| **Tuesday – Thinking Tuesday! Jan. 8th**  |
| 8:25-8:45 Morning Meeting (Mrs. Williams)* Review LEAD, Mission, Core Values, Ground Rules, Schedule
* Calendar
* Sing songs to get our brains working – Weekly Song/Poem : “We’ve got the whole world in our hands!” & “Where in the world am I”
* Review Covey Habit: Review what it means to Begin with the end in Mind. Sing the song. Read the story about beginning with the end in mind in Seven Habits of Happy Kids. Talk about how we can begin with the end in mind.
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| 8:45/9:00 Reader’s Workshop/S,S, & Literacy Stations**Mini-lesson: Author’s Message:** Define author’s message. Many authors write to entertain people and make them laugh. Authors also write to persuade or convince their readers to believe in something. Sometimes authors write to inform or teach you about something. Read Trouble at School by Berenstain Bears. Model using one of the stems below to show your thinking about the author’s message.**Author's Message Stems** 1. The author is trying to tell us...because...
2. I think the author wants us to remember...because
3. The text was mostly about . . .
4. I learned . . .
5. The character \_\_\_\_\_ learned . . .

Brain Break 1: Mapping Skills Worksheet: Students will design a park using directional skills to place objects.Brain Break 2: Me on the Map – Book – Together, students will fill out and color things about the world around them: State, City, Street, etc.Brain Break 3: Compound Boogie!**Guided Reading Plans – Seeing Guided Reading Notebook –Ms. Williams will teach and do brain breaks.** |
| 10:30-11:20 Writer’s Workshop – How-To Writing |
| Day 5 – Bubble gum book How to Blow A Bubble using transition wordsGive students time to finish facts/history from the previous day. |
| 11:25-11:55 Lunch Ms. Williams will transition students to lunch and to recess. |
| 12:00-12:30 Recess |
| 12:30-12:45 Read Aloud –From Chapter Book (Mrs. Williams) |
| 12:45-1:50 Math 5-41.NBT.11.NBT.21.NBT.3Math Brain Break/Warm-Up Game: Jenny’s Pennies: Convert dimes and pennies to cents.How many cents can I give jenny? I have 9 bright dimes and 3 bright pennies.Finger coins.Math mountains.Fact Family HouseAdd and convert coin amounts. Use pennies to show 8 + 5, draw a stop line under the eighth penny. Write the equation to match. Discuss showing the same total with dimes and pennies. Write new equation to match.Practice with a story problem: Megan bought a pencil for 7 cents and an eraser for 5 cents. Show the total as a dime and pennies on your grid. Introduce a teen coin problem: 7 cents + 6 cents. Use back of board to solve. Discuss ways to solve if you didn’t have coins or a board.Make a ten strategy. Write 7 and draw 6 dots, makes 13 cents. Then draw coins with a dime and 3 pennies. Ringing the 10 in the first drawing. Practice make a ten strategy.Solve coin story problems:Joel spent 6 cents on a balloon and 8 cents on a birthday card. What is the total in dimes and pennies.Sara earned 7 cents mowing the lawn and 9 cents pulling weeds. Give the total in dimes and pennies. |
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| 1:55-2:40 Specials – PE Ms. Williams will transition students to and from specials |
| 2:40- 2:50 Class Meeting/Snack/Packup |

**Theme:** Maps and our World

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| **Wednesday – Word Study Wednesday Jan. 9th**  |
| 8:25-8:45 Morning Meeting (Mrs. Williams)* Review LEAD, Mission, Core Values, Ground Rules, Schedule
* Calendar
* Sing songs to get our brains working – Weekly Song/Poem : “We’ve got the whole world in our hands!” & “Where in the world am I”
* Review Covey Habit: Review what it means to Begin with the end in Mind. Sing the song. Read the story about beginning with the end in mind in Seven Habits of Happy Kids. Talk about how we can begin with the end in mind.
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| 8:45/9:00 Reader’s Workshop/S,S, & Literacy StationsWord Study Wednesday – Students come to carpet to get 5 sight words from Frog Prince. Students say the words aloud, then spell the words together as a class as the teacher writes the words on the smartboard, emphasizing letter structure and handwriting. Students will then return to their seats to practice independently. Students will write each sight word at least 4 times. They will now write EVERY sight word in a sentence, not just 1 sentence. (A goal of at least 3 sentences, but try for 5!)Brain Break 1: Create flipbooks with cutouts of A.B. Combs, Raleigh, NC, US, North America, Earth. Each consecutive page with get larger to show that a city is bigger than a school, a state is bigger than a city, etc. The pages will say the following:The name of my school is A.B. Combs.  A.B. Combs is in the city of Raleigh. Raleigh is in the state of North Carolina. North Carolina is in the United States. The United States is on the continent of North America. North America is on the planet Earth.Brain Break 2: Word Family AG – Read AG poem and record AG words on word family chartBrain Break 3: Compound word song & Sight Word Cheers!!!**Guided Reading Plans – Seeing Guided Reading Notebook –Ms. Williams will teach and do brain breaks.** |
| 10:30-11:20 Writer’s Workshop – How to Writing Day 6 |
| Bubble gum comparisons – Complete a Venn Diagram comparing both types of bubble gum. |
| 11:25-11:55 Lunch Ms. Williams will transition students to lunch and to recess. |
| 12:00-12:30 Recess |
| 12:30-12:45 Read Aloud –From Chapter Book (Mrs. Williams) |
| 12:45-1:50 Math 5-51.NBT.11.NBT.21.NBT.3Math Brain Break/Warm-Up Game: Jenny’s PenniesFinger CoinsMountains and equationsHave items pre-priced for students to buy. At least 4 cents and no more than 9 cents. Make a pricelist for students to view.Have the class select two items to buy that will have a total greater than 10. Which two things do you want to buy first?Write an equation on the board to show the two items. Have students lay out the coins at their desk to buy the items.How can we pay for these items with a dime and some pennies?Buying with dimes, nickels, and pennies:Substitute a nickel.Adjust the price list so that there are more totals of 15, 16, 17, and 18.What is the total? (17 cents) All of you have a dime and 7 pennies on your desks. Is there a way to pay for these things without counting out so many coins? Could you change some or all of the pennies for another dime? Could you change some or all of the pennies for a nickel?Extension: Read aloud “My Rows and Piles of Coins” |
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| 1:55-2:40 Specials – Library Ms. Williams will transition students to and from specials |
| 2:40- 2:50 Class Meeting/Snack/Packup |

**Theme:** Maps and our World

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| **Thursday Jan. 10th**  |
| 8:25-8:45 Morning Meeting (Mrs. Williams)* Review LEAD, Mission, Core Values, Ground Rules, Schedule
* Calendar
* Sing songs to get our brains working – Weekly Song/Poem : “We’ve got the whole world in our hands!” & “Where in the world am I”
* Review Covey Habit: Review what it means to Begin with the end in Mind. Sing the song. Read the story about beginning with the end in mind in Seven Habits of Happy Kids. Talk about how we can begin with the end in mind.
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| 8:45/9:00 Reader’s Workshop/S,S, & Literacy StationsBrain Break 1: North Carolina Map/Legend – Students will color and label the 3 regions of North Carolina .Brain Break 2: Brain Break 3: **Guided Reading Plans – Seeing Guided Reading Notebook –Ms. Williams will teach and do brain breaks.** |
| 10:30-11:20 Writer’s Workshop – How-T0 –Writing Day 7 |
| How to Make Dirt Dessert |
| 11:25-11:55 Lunch Ms. Williams will transition students to lunch and to recess. |
| 12:00-12:30 Recess |
| 12:30-12:45 Read Aloud –From Chapter Book (Mrs. Williams) |
| 12:45-1:50 Math 5.61.NBT.11.NBT.21.NBT.3Math Brain Break/Warm-Up Game: “How to Teach Time” Frog storyFinger CoinsJenny’s PenniesMath mountains and equationsUsing mathboards, have students create a 100-grid.A hundred grid shows all the numbers from 1 through 100 in groups of 10. Where do you see groups of ten? (ten numbers down and ten across)Look at each vertical column. Tell me about the tens and ones. You can see how the ten stays the same while the ones go from 1 to 9. Then the ten gets 1 greater.Look at the horizontal rows. Tell me about the tens and ones.Draw 10 sticks and circles for each number. Look at the third row. How many ones are there in each number? How many tens? Let’s make this pattern with sticks and circles. Discuss the pattern and why it happens. Make a rectangle around the seven squares below 3 and the three squares 11, 12, and 13.Add ten using the hundred grid:Find 47 on the grid and now add ten.“56 beetles on the floor. Add ten more”Student page 165. Filling in a number board with tens and ones. |
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| 1:55-2:40 Specials – Library Ms. Williams will transition students to and from specials |
| 2:40- 2:50 Class Meeting/Snack/Packup |

**Theme:** Maps and our World

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| **Friday Jan. 11th**  |
| 8:25-8:45 Morning Meeting (Mrs. Williams)* Review LEAD, Mission, Core Values, Ground Rules, Schedule
* Calendar
* Sing songs to get our brains working – Weekly Song/Poem : “We’ve got the whole world in our hands!” & “Where in the world am I”
* Review Covey Habit: Review what it means to Begin with the end in Mind. Sing the song. Read the story about beginning with the end in mind in Seven Habits of Happy Kids. Talk about how we can begin with the end in mind.
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| 8:45/9:00 Reader’s Workshop/S,S, & Literacy StationsRoyal Fix-Up Sentences: Model for students how to fix up sentences ( 3 lines under a letter for a capital letter, underline a letter to be lowercase, circle a misspelled sight word, put punctuation in and circle it, inserting a word with a carrot, etc.). Students correct sentences along with you (Next week will be modeled too, the 3rd week will be independent giving students 10-15 min. then reviewing answers). **Word Study Quiz!!! Ed/Ag**Brain Break 1: NC regions: On a piece of posterboard, draw a blank map of NC. Create the following mixture:4 c. flour, 2 c. salt, 2 c. water, 2 Tbls. cream of tarter. With this mixture, "build" the regions (mountains, rolling hills for piedmont, flat land for coastal plains) Have students create a key and title for the map..Brain Break 2: Brain Break 3: **Guided Reading Plans – Seeing Guided Reading Notebook –Ms. Williams will teach and do brain breaks.** |
| 10:30-11:20 Writer’s Workshop – How To Writing |
|  Students create their own how-to-book about something they know how to do. |
| 11:25-11:55 Lunch Ms. Williams will transition students to lunch and to recess. |
| 12:00-12:30 Recess |
| 12:30-12:45 Read Aloud –From Chapter Book (Mrs. Williams) |
| 12:45-1:50 Math Math Brain Break/Warm-Up Game: Addition Facts Quiz #2!Introduce timed addition facts to the children. Show them the clock on the smartboard and review counting on. Reinforce the importance of quqlity vs quantity.Model to children how to record their results in their data notebooks.Celebrate Success Award presentation!!!!!!!!!! |
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| 1:55-2:40 Specials – Library Ms. Williams will transition students to and from specials |
| 2:40- 2:50 Class Meeting/Snack/Packup |