**Theme**: NC Habitats and NC Landmarks

|  |
| --- |
| **Monday Math Monday Jan. 14** |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Have student leader choose a NC vocabulary word from “Mrs. Big Mouth.” Lead students in a cheer for the word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a statement, an exclamation 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. * Read poem and discuss the main idea. Rl1.2 |
| **8:50-9:30 Reader’s Workshop RL1.5**  *The Boy Who Cried Wolf*Read the story and take a poll from students using colored dot stickers that represent their votes. Create a chart with three columns (to persuade, to inform, to entertain.) After reading, give each student a colored dot to place on the chart according to what they think the author’s message is. Then, look at the graph and count up the votes for each column. Have one person that voted for their column to tell why they voted for that reason. Then explain to students that the story’s message is to teach a lesson. Talk about the message in the story and its importance. Have children read from their book baskets and think about the author’s purpose of writing the story. |
| **9:30-10:30 Social Studies/Literacy Stations/Guided Reading/Assessments W1.2**  Discuss with students the different places and landmarks that we can visit in North Carolina. Show pictures of the places that will be researched. Discuss the regions that these landmarks on in and what directions that we would need to travel to in the state to get to these landmarks. Record these landmarks on a NC shape map (to be used for hallway display). Use a lotus if wanted to record what region different landmarks are found. Discuss with students how many of them have traveled to different places. How did you know what was there to see? How did you know where to go or what to do when you got there? How did you know where it was? Conclude that we could use a map and a travel brochure to help us have the most fun at our vacation. Explain to the children that we are going to make a travel brochure to visit a landmark on NC. Students will get with a partner and select a landmark that will be researched. Discuss the facts that we are going to learn about each of the landmarks. Make a lotus to show what facts are going to be found.  Complete Aimsweb or Assessments |
| **10:15-10:45 Word Study RF1.2 RF1.3**  Introduce 2 new word families: ing/ell Discus the sounds that are made using these word families. Give the pre-test with these word families. Children will complete their Go Gator paper that includes their words to practice at home. |
| **10:45-11:30 Writer’s Workshop W1.2**  Discuss informative writing. Discuss why authors write informative stories. Review what we have learned about North Carolina, our country, our city, etc and maps. Model to children how to write an informative story. Model writing about North Carolina and teaching a friend about our state. Use the “Hamburger Rubric” as a model to plan ideas that can be included in the story. Explain that the story needs a topic sentence (top bun) and 3 supporting sentences (burger, lettuce, tomato) and a concluding sentence so the story will not fall apart! |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:50-1:35 Math**  **Math Assessment and Math centers** |
| **1:40-1:50** **Snack and pack** |
| **1:55-2:40** **Specials** |
| **2:40- 2:50** **Class Meeting/Plus/Delta** |

|  |
| --- |
| **Tuesday Shop for books Jan. 15** |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Have student leader choose a word from “Mrs. Big Mouth.” Lead students in a cheer for the word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a statement, an exclamation 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. RF1.2, RF1.3 * Read the poem and find the sight words or words that have chunks. RF1.3 RF1.2 |
| **8:50-9:30 Reader’s Workshop Rl1.5**  Using the smart board, display the dough making recipe used for centers. Bring all the ingredients to the front as well as a mixing bucket. As a class, we will make the dough. After we are finished, we will go over what we just did and what we used to make the dough (recipe). We will talk about why step by step directions are so important. We will go over what the author’s message is and what the purpose of the recipe was. |
| **9:30-10:30 Literacy Stations/Social Studies/Assessments W1.2**  **Model to students how to take learned facts and turn them into complete sentences. Model to the children how the facts can be used to make a story.**  Students will synergize with their partner to facts about their NC landmark. Children will record their facts in the provided lotus. |
| **10:30-11:00 Word Study RF1.2 RF1.3 L1.1c**  Review the word families of the week. Review what sounds your mouth makes when you see the named chunk. Build words using the word chunk –ing. Look at words where it is a suffix and not a suffix. Discuss the meaning of a suffix. Discuss how the suffix changes the meaning of the verb. Children will write their word sorts into groups. |
| **11:00-11:35 Writer’s Workshop W1.2 L1.2a**  **Model to students how to take facts recorded on their lotus to make complete sentences to make a story.**  Students will write a story to inform us about their landmark. Students will work together, but write individual papers, to write about his/her landmark. They will each use their lotus to find facts. The “Hamburger rubric” will be used to reinforce writing a topic sentence, supporting details, and a concluding sentence. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:45 Math**  **Math Assessment and Math centers** |
| 1:40-1:50 Snack and pack |
| 1:55-2:40 Specials |
| 2:50 Class Meeting |

|  |
| --- |
| **Wednesday Write sight words Jan. 16** |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Have student leader choose a NC vocabulary word from “Mrs. Big Mouth.” Lead students in a cheer for the word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a statement, an exclamation 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. * Read the poem. Look for \_\_\_\_\_ |
| **8:45-9:30 Reader’s Workshop Rl1.5**  Read a book about NC and the regions. After reading the book, discuss the purpose for the author writing the book. Use the language frame to describe the purpose for writing.  Meet with a book club. |
| **9:30-10:30 Social Studies/Literacy Centers/Assessment W1.1**  Students will continue to find facts about their landmark. After finding facts, students will synergize to create a travel brochure to influence/persuade others to travel to their landmark. |
| **10:30-11:10 Writer’s Workshop W1.1 See Crystal’s website for notebook file**  Introduce opinion writing. Discuss what opinions are and how they are different from facts. Students will write an opinion story to persuade their friends that one region in NC is better than the other. Use a “Hamburger rubric” to reinforce including a topic sentence and supporting details, and a concluding sentence. |
| **11:10-11:35 Word Study RF1.2, RF1.3 FS1.3f**  Build words with the words that have the chunk –ing. Review how the suffix changes the meaning of the verb. Discuss the meanings of the words. Apply the knowledge of the suffix –ing and add the adding to other verbs. Read the new word and discuss the meaning. Students will complete a think tat toe activity using their word sorts and individualized words. |
| **11:35-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:40-1:45 Math**  **Math Assessment and Math centers** |
| **1:40-1:50 Snack and pack** |
| **1:55-2:40 Specials** |
| **2:50 Class Meeting** |

|  |
| --- |
| **Thursday Illustrate poem Jan. 17** |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Have student leader choose a NC vocabulary word from “Mrs. Big Mouth.” Lead students in a cheer for the word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a statement, an exclamation 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. |
| **8:45-9:40 Reader’s Workshop Writers write to inform/teach us. W1.2**  Use this lesson to incorporate map mapping and other map objectives. Review what all maps have: title, key, compass rose, symbols. Discuss the importance for all of these things. Explain to children that they will be mapping a map of different places. Break students up into groups. Assign each student one of the following jobs: placer, gluer, key maker, compass rose maker, and director. Give each group a lotus. Students will decide on a place (park, beach, etc) that is found in North Carolina that they will design a map for. They will pass the lotus and add ideas for what they want included on the map. Then, each person will draw and cut their idea to put on the map tomorrow. |
| **9:40-10:40 Literacy Centers/Social Studies/Assessment W1.8 W1.2 L1.1c**  Students will continue to find facts about their landmark. After finding facts, students will synergize to create a travel brochure to influence/persuade others to travel to their landmark. |
| **10:45-11:30 Writing W1.1 Use Crystal’s smart notebook for a resource.**  Continue to discuss opinion writing. Students will write an opinion paper about what activity is the best activity to participate within their landmark. For example: If they are researching Tweetsie Railroad one could write an pinion paper stating that gem panning is the best activity to do while visiting the landmark. |
| 11:35-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read aloud from chapter book |
| **12:40-1:45 Math**  **Math Assessment and Math centers** |
| 1:40-1:50 Snack and pack |
| 1:55-2:40 Specials |
| 2:50 Class Meeting |

|  |
| --- |
| **Friday Jan. 18** |
| **Morning Work:** Please pass out “top banana” pages. Students will fill in Top Banana’s name in first line and then say why is the top banana. Top Banana will decorate cover of top banana book that he can take home in the afternoon. When students complete pages, have them place on square table on tile floor. Pages can then be stapled together to make book. |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Word Study – Have student leader choose a NC vocabulary word from “Mrs. Big Mouth.” Lead students in a cheer for the word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a statement, an exclamation 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.. |
| **8:45-10:00 Reader’s Workshop Writers write to inform/teach us. Incorporate map making.**  **National Board’s lesson to video taped**  Children will synergize in groups having 1 responsibility within the group. Children will create a key and a compass rose to be included on their map. Children will use their lotus to include places on their map. Items will be placed on the map by using the compass rose. Language frames can be used to write directions with how to get from one place to the other. |
| **10:00-10:40 Literacy centers**  **Children will complete and share their travel brochures of landmarks in North Carolina.** |
| **10:40-11:15 Writer’s Workshop Use Crystal’s smart notebook file for a resource. W1.1**  **Review opinion writing.** After listening to the groups share their landmark children will write an opinion paper that states which landmark would be the best to visit for a family vacation. |
| **11:35-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read Aloud from Chapter Book** |
| **12:50-1:05 Pack up to prepare for home** |
| **12:45-1:45 Math**  **Math Assessment and Math centers** |
| **1:55-2:40 Specials** |