**Theme**: Martin Luther King/Maps/Science

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| **Monday Math Monday Jan. 21** |
| **8:25-8:40 Morning Meeting**  **Holiday** |
| **8:50-9:30 Reader’s Workshop RL1.5** |
| **9:30-10:30 Social Studies/Literacy Stations/Guided Reading/Assessments W1.2** |
| **10:15-10:45 Word Study RF1.2 RF1.3** |
| **10:45-11:30 Writer’s Workshop W1.2** |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:50-1:35 Math** |
| **1:40-1:50** **Snack and pack** |
| **1:55-2:40** **Specials** |
| **2:40- 2:50** **Class Meeting/Plus/Delta** |

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| **Tuesday Shop for books Jan. 22** |
| **8:25-8:40 Morning Meeting**  **Teacher Workday** |
| **8:50-9:30 Reader’s Workshop Rl1.5** |
| **9:30-10:30 Literacy Stations/Social Studies/Assessments W1.2** |
| **10:30-11:00 Word Study RF1.2 RF1.3 L1.1c** |
| **11:00-11:35 Writer’s Workshop W1.2 L1.2a** |
| **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 |

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| **Wednesday Write sight words Jan. 23** |
| **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. Read the poem about peace. Discuss the meaning of the poem. **R1.2** * Review the word families: **ing and ell**. Build words with the 2 word families. Discuss when –ing is a suffix and discuss the root word. Discuss the sound that –ell makes in a word. Discuss where the word chunk is found in the word. Reinforce the meaning of the words. |
| **8:40-9:30 Reader’s Workshop Rl1.5**  **Mini-lesson: Authors write to persuade, inform, or to entertain.**  Read The Other Side. As the story is read, ask questions throughout the reading for students to answer. Discuss the author’s message of the story. The author wrote this story to teach us the lesson that treating everyone equally and with kindness despite the color of their skin. Why did the author write the story?  **Meet with a Guided Reading Group. Other children should read in their just right book baskets. As they read, they should read to find the author’s purpose for writing.** |
| **9:30-10:30 Word study/Literacy Stations/Guided Reading**  **Children will complete a word study activity on their think tac toe sheet.**  **Station A:** Children will make a poster of themselves using construction paper as their head. Underneath they will write about what their dream is to make the world a better place. Reinforce correct conventions of print. **L1.1c, W1.2**  **Station B**: Put Martin Luther King words in ABC order. Select 4 words to write sentences that include an adjective to create a mental image. **L1.1c, RF1.3**  **Station C:** Build a NC landmark using LEGO bricks. Children will write an informative story about their landmark, naming the region that it can be found, and 1 or 2 interesting facts or activities that can be done at that landmark. **W1.2**  **Station D:** Children will select a character card and a setting card (a setting that names a place in NC or a landmark in NC). Children will use that character and NC setting card to write a story. Children will decide to write an informative or narrative story. W1.3, W1.2  **Station E:** Use pocket chart to “build a story.” Children will read the sentences and decide what the topic sentence should be then find supporting sentences that follow by using time words that are used in the sentences. Children will then rewrite the story using correct capital letters and punctuation. **Example of story: On Saturday I went to the Pullen Park. First I rode on the train around the park. Then I rode on a pink horse on the carousel. Next I fed the birds. Finally I played on the swings. Pullen Park is a fun place to visit.**  **Station F:** Build a word with different word families, vowel sounds, or beginning sounds. Children will select 3 words to write a sentence with words they created. Each sentence should include an adjective. **RF1.2, RF1.3**  **Smartboard:** Review contractions  **Computers:** Study Island  iTouch: Literacy activity |
| **10:30-11:05 Writer’s Workshop W1.1 See Crystal’s website for notebook file**  Review 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. |
| **11:05-11:35 Social Studies**  Discuss the reason for being out of school earlier in the week. Introduce Martin Luther King, Jr. Ask children to share their schema on this important leader. Watch the segment on Brainpop, jr about Martin Luther King. After watching the segment, record newly learned information about this leader. |
| **11:35-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:40-1:45 Math 5.7** |
| **1:40-1:50 Snack and pack** |
| **1:55-2:40 Specials** |
| **2:50 Class Meeting** |

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| **Thursday Illustrate poem Jan. 24** |
| **8:25-8:45 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 about Peace. Look for sight words or words with chunks. RF1.2, RF1.3 |
| **8:45-9:30 Reader’s Workshop Authors write to inform/teach us/entertain. W1.2**  Read a book about children not being nice or fair to each other. Read Queen at Recess. After reading the story have children make connections to the story. Ask: Why do you think the author wrote the story? What lesson is being taught? |
| **9:30-10:30 Word Study/Literacy Stations/Guided Reading**  **Children will complete an activity on their think tac toe sheet to build words with the word chunks –ing and –ell.**  **Station A:** Children will make a poster of themselves using construction paper as their head. Underneath they will write about what their dream is to make the world a better place. Reinforce correct conventions of print. **L1.1c, W1.2**  **Station B**: Put Martin Luther King words in ABC order. Select 4 words to write sentences that include an adjective to create a mental image. **L1.1c, RF1.3**  **Station C:** Build a NC landmark using LEGO bricks. Children will write an informative story about their landmark, naming the region that it can be found, and 1 or 2 interesting facts or activities that can be done at that landmark. **W1.2**  **Station D:** Children will select a character card and a setting card (a setting that names a place in NC or a landmark in NC). Children will use that character and NC setting card to write a story. Children will decide to write an informative or narrative story. W1.3, W1.2  **Station E:** Use pocket chart to “build a story.” Children will read the sentences and decide what the topic sentence should be then find supporting sentences that follow by using time words that are used in the sentences. Children will then rewrite the story using correct capital letters and punctuation. **Example of story: On Saturday I went to the Pullen Park. First I rode on the train around the park. Then I rode on a pink horse on the carousel. Next I fed the birds. Finally I played on the swings. Pullen Park is a fun place to visit.**  **Station F:** Build a word with different word families, vowel sounds, or beginning sounds. Children will select 3 words to write a sentence with words they created. Each sentence should include an adjective. **RF1.2, RF1.3**  **Smartboard:** Review contractions  **Computers:** Study Island  iTouch: Literacy activity |
| **10:30-11:30 Writing W1.1 Use Crystal’s smart notebook for a resource.**  Continue to discuss opinion writing. Children will select an activity that can be done in NC. They will write an opinion paper persuading their friends that their activity is the best one to do in NC. Reinforce the features that need to be included in the opinion writing.  **National Board Video- Map Making… Authors write to inform. One way we can inform is to write/make a map to teach citizens about the community they are in and the things that can be found in that community.** |
| 11:35-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read aloud from chapter book |
| **12:40-1:45 Math 5.8** |
| 1:40-1:50 Snack and pack |
| 1:55-2:40 Specials |
| 2:50 Class Meeting |

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| **Friday Fix sentences Jan. 25** |
| **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.. * Read the poem about Peace. Find words in the poem that show feelings or ones that appeal to your senses. **R1.4** |
| **8:45-9:30 Reader’s Workshop**  **Mini-lesson: Authors write stories to inform, persuade, or to entertain.**  Read Miss Rumphius. As the book is read, discuss the settings in the story and how they can be connected with a specific region in NC. After reading, discuss the purpose for writing this book. The author’s purpose for writing this book is\_\_\_\_\_\_\_\_\_\_\_\_. |
| **9:30-10:30 Word Study/Literacy centers/Guided Reading**  **Children will complete an activity on the think tac toe sheet by building words witn –ing and –ell.**  **Station A:** Children will make a poster of themselves using construction paper as their head. Underneath they will write about what their dream is to make the world a better place. Reinforce correct conventions of print. **L1.1c, W1.2**  **Station B**: Put Martin Luther King words in ABC order. Select 4 words to write sentences that include an adjective to create a mental image. **L1.1c, RF1.3**  **Station C:** Build a NC landmark using LEGO bricks. Children will write an informative story about their landmark, naming the region that it can be found, and 1 or 2 interesting facts or activities that can be done at that landmark. **W1.2**  **Station D:** Children will select a character card and a setting card (a setting that names a place in NC or a landmark in NC). Children will use that character and NC setting card to write a story. Children will decide to write an informative or narrative story. W1.3, W1.2  **Station E:** Use pocket chart to “build a story.” Children will read the sentences and decide what the topic sentence should be then find supporting sentences that follow by using time words that are used in the sentences. Children will then rewrite the story using correct capital letters and punctuation. **Example of story: On Saturday I went to the Pullen Park. First I rode on the train around the park. Then I rode on a pink horse on the carousel. Next I fed the birds. Finally I played on the swings. Pullen Park is a fun place to visit.**  **Station F:** Build a word with different word families, vowel sounds, or beginning sounds. Children will select 3 words to write a sentence with words they created. Each sentence should include an adjective. **RF1.2, RF1.3**  **Smartboard:** Review contractions  **Computers:** Study Island  iTouch: Literacy activity |
| **10:30-11:30 Science Project….. Falkner Class: Measurement**  **Individual classes can use this time to work on their individual class science project.** |
| **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 5.9 Math Timed Test** |
| **1:55-2:40 Specials** |