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| **Monday, February 3rd, 2014**  **Theme: Space/Moon & Winter**  **Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **Daily 5 Math 8:40-9:30** |
| **Letterland Quiz 14 –**  **Telling Time Game –**  **Each pair of students gets 1 clock to share and 1 bag of times. Each student takes turns pulling the times to make a time to the hour or half hour. Their partner assesses whether they made the right time.** |
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| **Library 9:35-10:20** |
| **Snack 10:20-10:40 Read Aloud Flat Stanley** |
| **Reader’s Workshop: Inferencing** |
| Questions to ask:   1. - Why do you think Frost titled this poem "Stopping by Woods on a Snowy Evening?" 2. Why do you think Frost uses the word "woods" instead of "forest"? How are these two words different from one another? 3. Why does our speaker worry so much about who owns the woods? 4. ***Why does he repeat the last line? Why is he so tired?*** 5. Who is stopping by woods? 6. Where might the speaker be going? 7. What words and images describe the scene in this poem?   -Connection to prior learning – inferring magic words –  Connect to high school, college, life  -connect to snowy days  State goals for the lesson – connect to wig of fluency,  After we practice we will use our inferring skills to investigate what \_\_\_\_did with his grandma on his snowy day. (hold up envelopes). We will put 1st things 1st and analyze the evidence, synergize and talk with our groups, draw conclusions, and use synergy to create a timeline using what we know (Schema) about telling time.  – read poem – model – turn and talk, model writing down any wonderings  read poem, practice, share out loud  Begin investigation – model how to pick something out, write it down what we think it is called, and write down what we infer they did that day.  Review behaviors for group/table work |
| **Birthday Treat 11:30 – Cupcakes Kaliyah** |
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| **Read Aloud: 11:45-12:10** |
| Read aloud the book on Discovery Ed – Sam’s lucky Money – Have students practice their inferring skills as they listen in.  **12:10 – Visit and view the Science fair in gym and cafe** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Star Research |
| **Day 3:**  Students begin to gather their research using a lotus diagram: 1 topic sentence, 4 facts, 1 closing sentence. Students will use a constellation poster to highlight any key words or phrases. Day 2 and 3 – Students will write a final copy paragraph with indentation, 6 sentences and create a drawing of their constellation – students will place star stickers on the corners of their constellation picture/diagram.  If students finish early, they will write an astronaut adventure story – narrative. They should include a complete beginning, middle, and end to their story using a lotus . They will create an astronaut head to attach to their story. |
| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |

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| **Tuesday, February 4th, 2014**  **Theme: Space/Moon & Winter**  **Thinking Tuesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **Daily 5 Math 8:40-9:30** |
| Mathematics Alignment Lesson Grade 1 Quarter 2 Days 82-83 Common Core State Standard(s) **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  **Materials Needed:**   * Large Judy Clock (from math kit) * Small Judy Clocks for each student * Book – *The Grouchy Ladybug* by,   Eric Carle   * Blackline Master- *“I Know Time –*   *Journal* *Prompt”*   * Cardstock- “*Time on the Half-Hour”* * Sandwich size baggies   Vocabulary  digital, analog, thirty, o’clock, hour hand, minute hand Alignment LessonTime’s Up! **Note: Prior to the start of this lesson, Cardstock- *“Time on the Half-Hour”* cards will need to be pre-cut and placed in baggies.**  **When students are justifying the position of the hands on their clocks, the following sentence stem may be used: I know \_\_\_\_\_\_ because \_\_\_\_.**   1. **Review –** Use the large Judy Clock andset the time to 4:00. Call on a student to state the time. Repeat with other times. Pass out small Judy Clocks and ask students to set their clocks to the times you state as you set the large clock. Hold up clocks – do they match? You will have some show 5:30 when you state 4:30 – again have the conversation about the hour hand needing to be in the middle of the number before it can be stated as the hour.      1. Read *The Grouchy Ladybug*, by Eric Carle. During reading, be sure to point out the clocks with times. Ask students to predict what time it will be on the next page. Discuss the concept of *one hour later* during reading. Use a large Judy clock and assign each student in the class a time from the story (analog and digital). When their time is mentioned the student stands up and models the times shown during the story.      1. Partner students. Give each pair of partners a bag with Cardstock- *“Time on the Half-Hour”*cards and small Judy clock. Partners can take turns drawing a time from the bag and showing that time on their small Judy clock. When it is not their turn, they can check their partner's work. The teacher should circulate and check for student understanding during this time. Ask groups the following questions. ***(use a checklist for informal data collected):***  * ***What time is on your clock?*** * ***What number is showing the hour/minute?*** * ***Show me 9:30.  Which is the hour hand/minute hand?***  1. Complete Blackline Master *“I Know Time Journal Prompt”* – can be an assessment piece.   **Assessment**  Observe and record if students can tell time correctly when playing *Time on the Half-Hour* |
| **Math Stations – Mrs. C pulls 3 groups, Ms. S pulls 3 groups** |
| **Library– 9:35-10:20** |
| **Snack 10:20-10:40 – Read Aloud Flat Stanley** |
| **Literacy 10:40-11:40** |
| Mrs. C will pull 3-4 groups  Mrs. Smith will be pulling 3 groups to work at the yellow table |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Review Non-Fiction features: Students will explore non-fiction space books and find true facts about the different planets using their text features and record them in their planet books.** |
| **Letterland Unit 15 Day 1** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Astronaut stories: |
| they will write an astronaut adventure story – narrative. They should include a complete beginning, middle, and end to their story. They will create an astronaut head to attach to their story.  **Mrs. Catherwood will call students a few at a time to make galaxy dough.**  **Students will write a how to book on making galaxy dough using the words First, Then, Next, and Last.** |
| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |

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| **Wednesday, February 5th, 2014**  **Theme: Space/Moon & Winter**  **Word Study Wednesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Students will work on the work in their cubby (yellow folder) OR if they have no work, they should choose a choice off the yellow poster on the board. |
| **Daily 5 Math 8:40-9:30**  **Please have the students clean up and switch every 15 minutes or so.** |
| Mathematics Alignment Lesson Grade 1 Quarter 2 Day 84 Common Core State Standard(s) **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  **Materials Needed:**   * Small Judy Clocks for each student * Math time sheets for groups 1 and 2 * Grouchy Ladybug story problems for group 3   **Assessment**  Observe and record the level of where each child is with telling time (hour, hour and half-hour, five minute intervals, etc.). |
| **Math Stations – Mrs. C pulls 2-3 groups onto the carpet, Ms. S pulls 2-3 groups to the yellow table.**  **Sub:**  **Group 1:Rufta, Sama, Yair, Rai-Rai**  Rai-Rai is the lowest and will need a lot of support. Please work with them on telling time to the hour and half-Hour – see time sheet, they may use the yellow clocks as needed. If they finish, they can pull a time card from the baggie, and make the time on the yellow clock.  **Group 2: Esme, Christopher, Moriah**  Please work with them on telling time to the hour and half-Hour – see time sheet, they may use the yellow clocks as needed. If they finish, they can pull a time card from the baggie, and make the time on the yellow clock.  **Group 3: Yasmeen, Owen, Qaasim, Natalie, Aidan**  Please work with them on the Grouchy Ladybug elapsed time word problems. They can use a yellow clock if needed. If they finish quickly, have them create their own time story problems on the back. |
| **Imagineering 9:35-10:20** |
| **Snack 10:20-10:40 – Read Aloud from Flat Stanley Chapter Book** |
| **Literacy Stations 10:40-11:40 Please start at 10:40 and tell students to clean up and switch every 15 minutes.** |
| **Sub:**  **Group 1: Rufta, Sama, Yair, Rai-Rai**  Rai-Rai is the lowest, and may need a lot of direction and support. Please do a sight word review: Give each student a board and marker, have them quickly write 5-10 words on their board. When they finish, have them read the words aloud to you. Choose 2-3 words for each student from the spiral book in the BLUE section. Write the word on each students board, then have them blend it. When they read it, have them say it as they write it on their board. Please quickly review any big unknown vocab words in the book before reading:  Have students read their book \_\_\_\_\_\_ quietly as you lean in and listen to their reading.  **Group 2: Esme, Christopher, Moriah**  Please do a sight word review: Give each student a board and marker, have them quickly write 5-10 words on their board. When they finish, have them read the words aloud to you. Practice the LONG E sound. Using the green cards – pick 3-5 words, have students say the word together, then choose which sort it goes into, and have them say it as they write it in the correct column. Have students read their book \_\_\_\_\_\_ quietly as you lean in and listen to their reading.  **Group 3: Yasmeen, Owen, Qaasim, Natalie, Aidan –**  Book: Flat Stanley – Calamity… Please take turns reading the next chapter aloud. As you are reading, practice stopping and summarizing what has happened so far (Self-Monitoring). Review questions for the chapter from their book club packet. Have students respond with complete sentences.  Mrs. Smith will be pulling 2-3 groups to work at the yellow table. |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **\*\*\*\*Look for animal books that highlight animals in the different NC regions**  **RL1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.**  **RI1.2 – Identify the main topic and retell key details.**  **RI1.7 – Use illustrations and details in a text to describe the key ideas.**  Review how we read the book Amazing Animals. How did we use the illustrations to help us understand the story? Were there any text features that helped us understand better? Review captions, headings, table of contentes, etc. Today we are going to read Frogs by Gail Gibbons. There are so many things to remember about frogs, I sometimes have a hard time remembering them all, especially when I want to tell my friends what I learned. It’s almost like when I go to the grocery store to buy more than 1 thing. I have to remember what I want to buy by using my fingers to remember the items I want to buy. Today I am going to show you a way you can remember facts by remembering the facts across your fingers. Let’s look at this book about frogs. I know that frogs have a long tongue and they can jump very far, but I would like to learn more specific details about them. Read the first few pages. Wow! Those pages were packed full of information! I am going to stop and think about what I’ve learned.  Using my finger for each fact, I say: 1. 2. 3. 4.  See how I retold the new facts across my fingers, now I will remember them and what I’ve read so I can share with others. Now, it’s your turn! I am going to read a few pages and when I stop, I want you to retell the facts you’ve learned with your fingers with your partner.  Read a few more pages. Turn and talk to your partner using your fingers to retell the important facts you’ve just learned. Have the children use non-fiction animal books to read the first few pages. They will use their fingers to help remember facts about their animal. |
| **Letterland: 12:15-12:35 Unit 15 Day 2 - See Smartfile** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Astronaut Stories:  they will write an astronaut adventure story – narrative. They should include a complete beginning, middle, and end to their story. They will create an astronaut head to attach to their story.  Please focus on students creating their astronaut head with a gray circle for the helmet and a white circle for them to draw/color their face. Have them add decorations to their helmet. (See space smart file for example).  If they finish they can add to their stories. |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |

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| **Thursday, February 6th, 2014**  **Theme: Space/moon & Winter**  **Tweet Thursday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Students will work on the work in their cubby (yellow folder) OR if they have no work, they should choose a choice off the yellow poster on the board. |
| **Daily 5 Math 8:40-9:30** |
| **Please have students clean up and switch every 15 minutes or so.** |
| **Math Stations – Sub pulls 2-3 groups, Ms. S pulls 2-3 groups**  **Sub:**  **Group 1: Rufta, Sama, Yair, Rai-Rai**  Rai-Rai is the lowest and will need a lot of support. Please work with them on telling time to the hour and half-Hour – see time sheet, they may use the yellow clocks as needed. If they finish, they can pull a time card from the baggie, and make the time on the yellow clock.  **Group 2:Nora, Haamid, Nate, Kaliyah**  Please work with them on telling time to the hour and half-Hour – see time sheet, they may use the yellow clocks as needed. If they finish, they can pull a time card from the baggie, and make the time on the yellow clock.  **Group 3: Davis, Ashleigh, Joshua**  Please work with them on the Grouchy Ladybug elapsed time word problems. They can use a yellow clock if needed. If they finish quickly, have them create their own time story problems on the back. |
| **Imagineering 9:35-10:20** |
| **Snack 10:20-10:40 – Read Aloud from Flat Stanley Chapter Book** |
| **Literacy 10:40-11:40 Please start at 10:40 and tell students to clean up and switch every 15 minutes.** |
| Sub will pull 2-3 groups:  Sub:  **Group 1: Sama, Rufta, Yair, Rai-Rai**  Rai-Rai is the lowest, and may need a lot of direction and support. Please do a sight word review: Give each student a board and marker, have them quickly write 5-10 words on their board. When they finish, have them read the words aloud to you. Choose 2-3 words for each student from the spiral book in the BLUE section. Write the word on each students board, then have them blend it. When they read it, have them say it as they write it on their board. Please quickly review any big unknown vocab words in the book before reading:  Have students read their book \_\_\_\_\_\_ quietly as you lean in and listen to their reading.  **Group 2: Ashleigh, Haamid, Nate**  Have students practice the LONG E sound. Using the green cards – pick 3-5 words, have students say the word together, then they choose which sort it goes into, and have them say it as they write it in the correct column. Have students read their book The Very Greedy Bee for just a few minutes quietly as you lean in and listen to their reading. If time, have students write on the back of their LONG E sheet what the lesson was in the story. Encourage them to use details from the book.  Group 3:  Mrs. Smith will be pulling groups to the yellow table. |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **\*\*\*\*Look for animal books that highlight animals in the different NC regions**  **RI1.6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**  **RI1.2 – Identify the main topic and retell key details.**  **RI1.7 – Use illustrations and details in a text to describe the key ideas.**  Read a non-fiction book about animals.Readers can study the photographs or illustrations in informational texts to understand as much as we can about a topic. One way we can do this is by looking at the illustrations/photos and think about whether they help us understand what the page is teaching us. We can ask ourselves, How does this picture help me understand this word, part, page or book?  I have this really fascinating big book, Amazing Animals to show you. As I look at the title and the cover, I see a bouncing kangaroo, but the title says ‘animals’ not kangaroos. So, I am predicting I will learn about different kinds of animals. Open to the Table of Contents and choose an animal to learn about.  Ok, I think I would like to learn something about hawks because birds are such beautiful animals. No other animal can fly like birds!  Model looking at the large pictures on the hawk page and talk through what you think the author wants to teach you through the photographs and illustrations.  Ask out loud, I wonder why the author chose to include some photographs and some illustrations in this book.  Be really enthusiastic about your personal new learning based on the photos and illustrations about the hawk.  Now have the children try it with a partner. Look at the table of contents and select another animal to study. Look at those pages. Allow children to turn and talk to a partner about what they learned about the animal selected. Have the children share some things that they learned. Give children non-fiction books about animals. Have them read them to “learn about their animal.” Share with the group things that they learned. Remember when you are reading, the pictures, photos, and illustrations can give us a lot of information. |
| **Celebrate Success 12:00-12:30** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Winter Inferencing Timeline |
| **Students will work to finish up their inferencing from Monday. They will create pictures of what Tommy did on his snowy day and choose what time he might have done them using their reasoning (morning, afternoon, evening, night time). Each task will be on a half sheet of paper, colored neatly, with a complete sentence including the time. Each group will assemble their timeline on chart paper and share with the class.**  **Letterland: 2:30-2:45 Unit 15 Day 2** |
| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Friday, February 7th, 2014**  **Theme: Producers/Consumers/Economics**  **Fix It Friday! Royal Sentences** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **Daily 5 Math 8:40-9:30** |
| Mathematics Alignment Lesson Grade 1 Quarter 2 Day 87 Common Core State Standard(s) **1.G.1** Distinguishing between defining attributes (eg., triangles are closed and three-sided) versus non-defining attributes (eg., color, orientation, overall size); build and draw shapes to possess defining attributes.  **Materials Needed:**   * Teacher Guides- *“Sorting Shapes,*   *Guess My Rule”*   * Blackline Masters- *“Thinking About-*   *Sorting Shapes”*   * Cardstock- *“ Van de Walle Shapes”* * Chart Paper * Baggies   Vocabulary  shapes, polygons, closed figure, two-dimensional, attributes, straight lines, curvy, vertices or corners, sides, parallel, angles, triangle, rectangle, square, trapezoid, hexagon, quadrilateral or 4 sided figure Alignment LessonAll Sorts of Shapes ***Prior to Lesson: The teacher will need 12 sets of Cardstock- “Van de Walle Shapes”. Copy the shapes on the 6 pages on colored construction paper or cardstock. All 6 pages should be copied on the same color construction paper, making one set of Van de Walle shapes. Each set should be a different color. These will need to be pre-cut and placed in baggies prior to the lesson.***  The following activities will allow participants to explore 2-D shapes. These activities will focus on properties (attributes) of the shapes, **not just shape identification**.  **Students should begin to understand the difference between defining and non-defining shapes. Students should understand that defining attributes are always present and are used to classify a shape or object. Non-Defining attributes may be present but do not identify what the shape is called.**  ***The chart below features some defining/non-defining attributes you will discuss throughout the Geometry Unit.***   |  |  | | --- | --- | | **Defining Attributes** | **Non-Defining Attributes** | | Number of sides | Orientation (right side up, upside down, any slides, flips, or turns) | | Number of angles | color | | Number of vertices/corners | Size (small, big, etc.) | | Numbers of faces |  | | Number of edges |  | | Straight sides |  | | Open or closed figure |  | | Solid or plane figure (flat surface) |  |   **1. Activity- *Sorting Shapes*** **–** Refer to ***Teacher Guide*** for detailed directions.  **2. Activity- *Guess My Rule*** **–** Refer to ***Teacher Guide*** for detailed directions.  **Assessment**  See notes on Teaching Guide |
| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups**  **Letterland: 11:40-12:00 Unit 15 Day 4** |
| **NO SPECIALS 9:35-10:20 – Review Producer/Consumer smart file. Show the curious George video of his production line for the 100th day of school. Have students share their schema about producers/consumers they have seen. Then, have students sit in big circle and sort different producer/consumer cards. Is someone making something or is someone buying something. Have them create their own T-Chart of pictures of producers/consumers they can think of.** |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will pull 3-4 groups  Mrs. Smith’s groups will finish their research/astronaut stories from the week. |
| **Social Studies: (This may be in place of literacy stations since we have celebrate success!** |
| **Become the producers!**  **Introduce Valentine’s Grams and how we will be giving back to the community – Science Museum.**  **Model how to make a critter using 1 large pom pom, 2 googly eyes, 2 small hearts for ears, and 1 big heart for feet.**  **Brainstorm jobs we would need to be successful.**  **Have students decide in their group who will have what job.**  **Set a timer to see how many we can make in 20 minutes.**  **Stop and regroup on the carpet. Discuss how it is going. How many were you able to make and why? Were they good or poor quality? What could we do to improve our production?**  **Set a timer for 20 minutes and see if groups can improve.** |
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| **Lunch 12:35-1:05 Pizza Party! Peter’s Bday!** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Finishing Up! Students will finish critters if needed, ifnot they will work on their unfinished writing work from the week: Star Research, Astronaut Stories, Planet Books. |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
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| **YMCA 3:10** |