**Theme**: **Winter**

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| **Monday Math Monday Jan. 28** |
| **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. Read the poem about snowflakes. Hide the word snow and have children predict what the missing word is. How did you know what the missing word is? What clues were given? Rl1.2 |
| **8:50-9:30 Reader’s Workshop RL1.5**  Read White Snow Bright Snow. After reading the story, have the children discuss the purpose of writing the story. What message was the author sending? Use language frames to tell the author’s purpose. The author is saying… I think that the author is …… Together as a class create a circle map, bubble map, etc of a list of adjectives that were used in the story to describe snow/winter. These adjectives will be used in a later lesson. |
| **9:30-9:45 Social Studies/Tool Time**  Watch the brainpopjr.com video about winter. As a class complete a fishbone diagram of the sights, sounds, smells, adaptations of animals, plants, and people in winter.Begin to compare the changes that this weather brings to our environment. |
| **9:45-10:00 Word Study RF1.2 RF1.3**  Review the –ing word chunk and when –ing is a suffix. Build words by adding –ing. Discuss the –ell word chunk. Build words and discuss the sound in this word chunk. See Crystal’s/Rachel’s Smartboard notebook file. |
| **10:00-11:00 Literacy Centers/Guided Reading**  **Station A:** Write a narrative story using a snowman and another character from the character cards. Also use the setting cards to select a setting for the story. Use the chosen character and snowman and setting to write a story that follows the 3rd quarter rubric. Reinforce capitalization, punctuation, details, and 5-6 sentences. L1.1b, W1.3  **Station B:** Write a how to paper: How to make a descriptive snowman. Students will use time words and adjectives to explain how to make/build a snowman. For differentiation, provide language frames and a list of time words. After writing the explanation, children will use their directions to build a snowman. Reinforce adjectives to describe the individual snowman. W1.2, W1.5  **Station C**: Write a cinquain about a snowman. Reinforce adjectives and verbs with endings –ing. L1.4c  **Station D:** Review vowel sounds. Review short vowel sounds by reading CVC words. Introduce “Silent E” by watching youtube.com about silent E. Discuss with children how the silent e can be added to words to make the vowel sing its name. Show examples. **FS1.3d**  **Listening:** Listen to There was an Old Lady Who Swallowed some Snow. Have children draw pictures to retell the story. Write a sentence using time words to retell. **RL1.1,**  **Spelling:** Review the word chunk –ing. Discuss how the –ing can be part of the word or a suffix. Show examples. Children will look at the words and sort them into the correct categories: ing as a suffix/or ing as aprt of the word. **L1.4c**  **Smartboard:**  **Computers:** Study Island |
| **11:00-11:35 Writer’s Workshop**  Review informative writing. What is important that we remember about writing if we want to teach a friend about something. Reinforce that we need to state our topic (topic sentence) and then we need to give 3-4 supporting details about the one topic. Today we are going to write about winter and what winter looks and feels like. Have the children refer back to the fishbone or make a list of words that describe winter. Model to children how to use these words to write an informative story. **Example:** Winter is one of the 4 seasons. Winter is a very cold season. It may snow and the temperature drops. During this season the ground gets hard because it freezes. Trees become bare and lose all of their leaves. Winter is a cold and white season.  Children will write their own informative writing about winter. **Refer to the Reader’s workshop lesson and the adjectives that were used in the story to create a mental image.** |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:50-1:35 Math 5.9** |
| **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. 29** |
| **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 * 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.  **RF1.2 RF1.3 L1.1c** |
| **8:50-9:30 Reader’s Workshop Rl1.5, RL1.9**  Read the story Sheila Rae the Brave\*-Kevin Henkes (bravery). Discuss the author’s purpose of writing. Use this story to compare the character in this story to other characters in other books who were brave. Use the language frames: I think the author is saying ……. The character, Shelia, is like \_\_\_\_\_\_ because…… |
| **9:30-10:30 Literacy Stations/Guided Reading**  **Station A:** Write a narrative story using a snowman and another character from the character cards. Also use the setting cards to select a setting for the story. Use the chosen character and snowman and setting to write a story that follows the 3rd quarter rubric. Reinforce capitalization, punctuation, details, and 5-6 sentences. L1.1b, W1.3  **Station B:** Write a how to paper: How to make a descriptive snowman. Students will use time words and adjectives to explain how to make/build a snowman. For differentiation, provide language frames and a list of time words. After writing the explanation, children will use their directions to build a snowman. Reinforce adjectives to describe the individual snowman. W1.2, W1.5  **Station C**: Write a cinquain about a snowman. Reinforce adjectives and verbs with endings –ing. L1.4c  **Station D:** Review vowel sounds. Review short vowel sounds by reading CVC words. Introduce “Silent E” by watching youtube.com about silent E. Discuss with children how the silent e can be added to words to make the vowel sing its name. Show examples. **FS1.3d**  **Listening:** Listen to There was an Old Lady Who Swallowed some Snow. Have children draw pictures to retell the story. Write a sentence using time words to retell. **RL1.1,**  **Spelling:** Review the word chunk –ing. Discuss how the –ing can be part of the word or a suffix. Show examples. Children will look at the words and sort them into the correct categories: ing as a suffix/or ing as aprt of the word. **L1.4c**  **Smartboard:**  **Computers:** Study Island |
| **10:30-11:35 Social Studies/Tool Time/Writer’s Workshop**  Read Katy and the Big Snow. Make a list of the places she went. Have students synergize with a friend to create a map of the places Katy plowed in the snow. Challenge: Have the students write the directions for how she went from one place to another using N,S,E,W. |
| **10:30-11:35 Writer’s Workshop/Social Stuides W1.2**  Children will use the list of places that Katie traveled to in order to create a map. Reinforce the importance of using a compass rose and map key. Children will use language frames to write about the places where Katy traveled. Directions words will be used in their writing. Reinforce that this is informative writing. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:45 Math 5.10** |
| 1:40-1:50 Snack and pack |
| 1:55-2:40 Specials |
| 2:50 Class Meeting |

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| **Wednesday Write sight words Off to write to write for National Boards Jan 30** |
| **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. * 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.  **RF1.2 RF1.3 L1.1c** |
| **8:45-9:30 Reader’s Workshop Rl1.5, RL1.9**  Read the story The Recess Queen\*-Alexis O'Neill. After reading disucss the author’s message. Use the language frame: The author is teaching us…. The author is telling us……. Use this story to compare the character to another character in another story. Use the language frame: The character\_\_\_\_\_\_ is like \_\_\_\_\_\_ because…… |
| **9:30-10:30 Literacy Centers/Guided Reading**  **Station A:** Write a narrative story using a snowman and another character from the character cards. Also use the setting cards to select a setting for the story. Use the chosen character and snowman and setting to write a story that follows the 3rd quarter rubric. Reinforce capitalization, punctuation, details, and 5-6 sentences. L1.1b, W1.3  **Station B:** Write a how to paper: How to make a descriptive snowman. Students will use time words and adjectives to explain how to make/build a snowman. For differentiation, provide language frames and a list of time words. After writing the explanation, children will use their directions to build a snowman. Reinforce adjectives to describe the individual snowman. W1.2, W1.5  **Station C**: Write a cinquain about a snowman. Reinforce adjectives and verbs with endings –ing. L1.4c  **Station D:** Review vowel sounds. Review short vowel sounds by reading CVC words. Introduce “Silent E” by watching youtube.com about silent E. Discuss with children how the silent e can be added to words to make the vowel sing its name. Show examples. **FS1.3d**  **Listening:** Listen to There was an Old Lady Who Swallowed some Snow. Have children draw pictures to retell the story. Write a sentence using time words to retell. **RL1.1,**  **Spelling:** Review the word chunk –ing. Discuss how the –ing can be part of the word or a suffix. Show examples. Children will look at the words and sort them into the correct categories: ing as a suffix/or ing as aprt of the word. **L1.4c**  **Smartboard:**  **Computers:** Study Island |
| **10:30-11:10 Writer’s Workshop W1.2**  Review informative writing. What is important that we remember about writing if we want to teach a friend about something. Reinforce that we need to state our topic (topic sentence) and then we need to give 3-4 supporting details about the one topic. Today we are going to write about winter and what winter looks and feels like. Have the children refer back to the fishbone or make a list of words that describe winter. Model to children how to use these words to write an informative story. Students will write an informative story about activities that you can do during the winter. Reinforce having a topic sentence with 4-5 supporting details. Stress the importance of having a concluding sentence so the story is “held” together. |
| **11:10-11:35 Social Studies/Tool Time…continue after lunch**  Read The Mitten. Make a t-chart of each animal and the verb telling how it moved. Give each student a sentence strip. Have them think of their own animal and a way it moves using the language frame “A \_\_\_\_\_\_\_\_\_ came \_\_\_\_\_\_\_\_\_\_\_ along.” Make the animal out of construction paper and then write a sentence that shows how animal moved: The snake slithered into the mitten. Have students share their sentences with the class. **L1.5 Display these in the room!** |
| **11:35-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:40-1:45 Math 5.11** |
| **1:40-1:50 Snack and pack** |
| **1:55-2:40 Specials** |
| **2:50 Class Meeting** |

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| **Thursday Illustrate poem Jan. 31** |
| **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 and find specific words with endings…. L1.4c * 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.  **RF1.2 RF1.3 L1.1c** |
| **8:45-9:40 Reader’s Workshop RL1.9, RL1.5**  Read the story Chrysanthemum-Kevin Henkes (bullying, teasing). Use this story to discuss author’s purpose of writing as well as comparing characters in a story. Use language frames: The author writes this story to ……. The character in this story is like \_\_\_\_\_\_\_\_\_ in the book \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_. |
| **9:40-10:40 Literacy Centers/Guided Reading**  **Station A:** Write a narrative story using a snowman and another character from the character cards. Also use the setting cards to select a setting for the story. Use the chosen character and snowman and setting to write a story that follows the 3rd quarter rubric. Reinforce capitalization, punctuation, details, and 5-6 sentences. L1.1b, W1.3  **Station B:** Write a how to paper: How to make a descriptive snowman. Students will use time words and adjectives to explain how to make/build a snowman. For differentiation, provide language frames and a list of time words. After writing the explanation, children will use their directions to build a snowman. Reinforce adjectives to describe the individual snowman. W1.2, W1.5  **Station C**: Write a cinquain about a snowman. Reinforce adjectives and verbs with endings –ing. L1.4c  **Station D:** Review vowel sounds. Review short vowel sounds by reading CVC words. Introduce “Silent E” by watching youtube.com about silent E. Discuss with children how the silent e can be added to words to make the vowel sing its name. Show examples. **FS1.3d**  **Listening:** Listen to There was an Old Lady Who Swallowed some Snow. Have children draw pictures to retell the story. Write a sentence using time words to retell. **RL1.1,**  **Spelling:** Review the word chunk –ing. Discuss how the –ing can be part of the word or a suffix. Show examples. Children will look at the words and sort them into the correct categories: ing as a suffix/or ing as aprt of the word. **L1.4c**  **Smartboard:**  **Computers:** Study Island |
| **10:45-11:15 Writer’s Workshop**  Review that one way we can write is to teach our friends about something. That is called **informative writing.** Another kind of writing we can do is called **narrative writing**. This kid of writing is writing when we write a story like Jan Brett or a story like Mercy Watson. Why do you think the author writes these stories? Yes… they write these stories to entertain us. Today we are going to write a narrative story about winter. Model using a character, setting card to write a story. Reinforce the hamburger rubric to have a topic sentence, 4-5 supporting details, and a concluding sentences. **W1.2** |
| **11:15-11:35 Science/Writing…Continue after outside**  **Learner Objective:** We will learn about standard units of measure.  **Focus Question:** What is a standard unit of measure and how does it help us get consistent answers?   * Students work with a partner to measure objects using coffee stirrers. * Students display their measurement results on the class graph. * Students make comparisons during a class discussion.   **Lesson:**   * Guide students to use the same set of units, coffee stirrers, to measure objects. * Direct students to select a numbered strip that corresponds to numbered objects to measure. Then students work with a partner to measure the objects with coffee stirrers by placing them end to end and counting. * Prompt students to match the length of the line of coffee stirrers with adding tape and glue the coffee stirrers to the tape. Then direct students to glue their tapes on the "Measuring with Coffee Stirrers" graph beginning on the red line. * Lead a class discussion so students can compare the objects measured and the results to find out which object took the most and fewest coffee stirrers.   **Questioning:**   * Which object took the most/fewest coffee stirrers to measure? * Which objects took about the same number of coffee stirrers to measure? * What kinds of things do you do when measuring to help you make fair comparisons? * Why do you need to use the same standard unit when measuring? * How did writing the words "coffee stirrers" next to the number help you compare your results?   How have you used the red starting line? |
| 11:35-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read aloud from chapter book |
| **12:40-1:45 Math 5.12** |
| **1:40-1:50 Snack and pack** |
| **1:55-2:40 Specials** |
| **2:50 Class Meeting** |

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| **Friday Freaky Sentences- Edit Feb. 1** |
| **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 poem and discuss the author’s purpose of writing the poem and the words that are used to carry out this purpose**. L1.5d**   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. Prepare for the –ing/-ell spelling test. **RF1.2, RF1.3 FS1.3f** |
| **8:45-9:30 Reader’s Workshop**  Read the story Ruby the Copycat\*-Margaret Rathmann (being yourself). Discuss the author’s message. Use language frames: The author is teaching us…. The author is telling us…. Also use the story to compare characters in this story to characters in another story . Use language frames: The character in \_\_\_\_\_ is like the character \_\_\_\_ because \_\_\_\_\_\_\_ |
| **9:30-10:30 Literacy centers/Guided Reading/Complete center work/Spelling Test –ing/-ell**  **Station A:** Write a narrative story using a snowman and another character from the character cards. Also use the setting cards to select a setting for the story. Use the chosen character and snowman and setting to write a story that follows the 3rd quarter rubric. Reinforce capitalization, punctuation, details, and 5-6 sentences. L1.1b, W1.3  **Station B:** Write a how to paper: How to make a descriptive snowman. Students will use time words and adjectives to explain how to make/build a snowman. For differentiation, provide language frames and a list of time words. After writing the explanation, children will use their directions to build a snowman. Reinforce adjectives to describe the individual snowman. W1.2, W1.5  **Station C**: Write a cinquain about a snowman. Reinforce adjectives and verbs with endings –ing. L1.4c  **Station D:** Review vowel sounds. Review short vowel sounds by reading CVC words. Introduce “Silent E” by watching youtube.com about silent E. Discuss with children how the silent e can be added to words to make the vowel sing its name. Show examples. **FS1.3d**  **Listening:** Listen to There was an Old Lady Who Swallowed some Snow. Have children draw pictures to retell the story. Write a sentence using time words to retell. **RL1.1,**  **Spelling:** Review the word chunk –ing. Discuss how the –ing can be part of the word or a suffix. Show examples. Children will look at the words and sort them into the correct categories: ing as a suffix/or ing as aprt of the word. **L1.4c**  **Smartboard:**  **Computers:** Study Island |
| **10:30-11:15 Writer’s Workshop**  Review that one way we can write is to teach our friends about something. That is called **informative writing.** Another kind of writing we can do is called **narrative writing**. This kind of writing is writing when we write a story like Jan Brett or a story like Mercy Watson. Why do you think the author writes these stories? Yes… they write these stories to entertain us. Today we are going to write a narrative story about winter. Model using a character, setting card to write a story. Reinforce the hamburger rubric to have a topic sentence, 4-5 supporting details, and a concluding sentences. **W1.2** |
| **11:15-11:35 Science/Writing…continue after outside**  **Learner Objective:** We will explain why Unifix cubes help us measure with more accuracy.  **Focus Question:** How do Unifix cubes help us measure with more accuracy?   * Students compare the characteristics of the Unifix Cubes with those of the coffee stirrers. * Students work with a partner and use Unifix Cubes to measure objects in the room. * Students share their discoveries and observations with the class.   **Lesson:**   * Introduce students to another unit of measure: Unifix Cubes. * Prompt students to compare the characteristics of the Unifix Cubes with those of the coffee stirrers. * Lead a class discussion to decide which unit of measure would be easier to use to measure the height of a door (stackable). * Invite students to use Unifix Cubes to measure objects in the room. * Call students together to share their discoveries and observations with the class as well as their ideas about the differences between the Unifix Cubes and the coffee stirrers.   **Questioning:**   * Can you put the coffee stirrers end to end? Can you the Unifix Cubes end to end? * Are the coffee stirrers all the same size? Are the Unifix Cubes all the same size?   Can the coffee stirrers be hooked together? Can the Unifix Cubes be hooked together? |
| **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**  **Addition Timed test and graph into data notebooks.**  **Review 100 grid. Play a game where children find numbers on the 100 grid by listening to the clues given by adding on 10 and 1. Stress the growing pattern on the 100 grid.** |
| **1:55-2:40 Specials** |