**Theme**: **Valentines and Friends**

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| **Monday Math Monday Feb. 4** |
| **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 RL1.4, RL1.7**  **Mini lesson-** Introduce the term "infer" and the topic of "inferencing".  Explain to the children that when they are reading the author is giving them clues to help them understand the story.  Explain to them that when you "infer" you understand or know something from clues NOT from what the author explicitly tells you.  The author will NOT tell you these things, you must use clues to figure it out.  View the "Voicethread" video (I'll send you a link).  Pause the video between each child and have the children "infer" how they're feeling.  Explain to them that the child didn't tell them how they were feeling.  You have to use clues to know-  have them tell you some of the clues they used.  Talk about facial expressions, tone of voice, and WHAT they're saying.  These are clues to help you know how they're feeling.  Reiterate that they used the clues and no one TOLD THEM how the child was feeling.  Pause the videos between each child to have these discussions.  **Practice-** Have the children go back to their seats and read their just right books.  Go around and conference with a couple of children and discuss how they are/could inference as they read.  **Share-**Choose a couple of children to share what they're inferencing |
| **9:30-10:30 Literacy Centers/Guided Reading**  **Station A:** Children will build compound words by putting an “ice cream” scoop in the cone to make a compound word. Students will select 2 words to write a sentence with an adjective. RF1.2, RF1.3, L1.5d ( use of adjectives)  **Station B:** Follow a flowchart to make/cut out hearts. Decorate a bag and write directions on how to decorate their individual bag. W1.7  **Station C:** Children will pick 4 conversational hearts. Each student will get a large strip of construction paper that is divided into fourths. They will write 1 sentence fragment (from the conversational heart) on each of the 4 paper hearts. Children will rewrite sentence fragments to make them into a complete sentence. Children will write sentences that use periods, exclamation marks, and question marks**. L1.1c** In this center, children can also pick only 1 converstaion heart. Glue one paper heart at the top of a long paper. Children will write 3 different sentences with that 1 conversation heart fragment. Reinforce the use of adjectives!  **Station D:** Read sentences in pocket chart about a friend. Children will sequence the sentences to be a story in sequential order. Children will rewrite the sentences using correct capitalization and punctuation. **L1.1c Sentences (with no capitals or punctuation) One sunny day 2 friends went to the playground they played on the tall monkey bars then they played on the swings swinging high in the air next they built a long deep tunnel in the sandbox finally the friends went to the ice cream shop and ate their favorite strawberry ice cream it was a fun day at the playground**  **Make a Word:** Roll a dice with verbs on each side. Children will add endings to the verbs to make new words with inflectional endings. Choose favorite verb to write 3 sentences showing the correct usage of each of the verbs. Verbs: **walk, jump, call, play, yell, ask Children will add the endings: s, ed, ing**  **Vocabulary:** Children will read sentences and decide which word is needed to complete the sentence: **the word with a silent e with a long vowel or the word with the short vowel sound. FS1.2a**  **Smartboard:** Work on sorting words with long and short vowel sounds. **FS1.2a** |
| **10:30-11:00 Word Study RF1.2 RF1.3**  Introduce 2 new word families: -ay and –est. Give a pre-test using these 2 word families. Discuss the sounds that they make when found together in a word. |
| **11:00-11:30 Social Studies**  Read the book Roses are Pink, You Feet Really Stink. After reading the story, discuss how words can hurt your friends feelings. Use a done diagram that show words/actions that make you a good friend and words/actions that do not make you a good friend. In the middle of the bone diagram include a force field that shows drivers and restrains to being a good friend. |
| **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 100th Day of school Feb. 5** |
| **Make a 100th day badge!**  **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 100 is a Lot**. Reinforce that the poem has 100 words. What would be an easy way to count all of these words? Suggest counting by tens. Group words by 10 and then count by tens to see if there are actually 100 words. How could we show the number of words in money? * **Read/sing the poem How Many is One Hundred?** (to the tune of Mary Had a Little Lamb) Count to 100 by 5s, 10s, 2s, and 1s. * **Word study:** Have students work together in groups to write a group of 10 words. Each group of 2 or 3 children will write 10 words that relate to a different topic: Social Studies, Math, Reading, Science, Art, Writing. At the end of the activity there will be a list of 100 words about what we have learned in 1st grade! |
| **8:50-9:15 Reader’s Workshop Rl1.5, RL1.9**  Read the book about the 100th day of school. Read the story to determine the author’s message: persuade, inform, or to entertain. |
| **9:15-10:30 Literacy Stations/Guided Reading One Hundredth Day Centers**  **Station A:** Use the digits 1- 0- 0 to make a picture. Children will draw a setting and write a story about the thing that they made using the digits.  **Station B:** Make a pair of 100th day glasses  **Station C:** Make a 100th day crown  **Station D:** Read the clues that describe numbers on a 100s board. Children will find the number being described and color in that number. When done with all of the clues, write what the secret message is: 100!  **Station E:** Weigh collections of 100 objects. Compare and contrast the collections. Infer why one weighs more/less than the other. Draw a picture to show what was weighed and write a sentence about the results.  **Station F:** Complete the sentence: I wish I had 100 \_\_\_\_\_ but I don’t want 100 \_\_\_\_\_\_.  **Station G:** Roll 2 dice times. Make a number using the 2 digits (roll a 3 and roll a 5= make the number 35) Color that number in on the 100s grid. Roll the dice 10 times following the same procedure. After rolling the dice 10 times, put the numbers in order from smallest to largest. |
| **10:30-11:30 Writer’s Workshop W1.3**  Children will be given a group of 100 legos. Children will synergize to build a model using the 100 legos. After the moeld has been built, they will work together to write a story about their model. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:45 Math** |
| 1:40-1:50 Snack and pack |
| 1:55-2:40 Specials |
| 2:50 Class Meeting |

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| **Wednesday Write sight words Feb. 6** |
| **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 Rl1.4, RL1.7**  **Mini lesson-** Choose a book to share (I use the wordless book Surprise and I have a couple of copies if you want to borrow).  Don't read the words, but model looking through the book and make inferences as to what's happening in the story.  Say things like, "look at their faces", "I can tell she feels sad", "look what's going on in the background", etc.  I just use picture clues for today's lesson.  **Practice-** Have the children go back to their seats and read their just right books.  Go around and conference with a couple of children and discuss how they are/could inference as they read.  **Share-**Choose a couple of children to share what they're inferencing |
| **9:30-10:30 Literacy Centers/Guided Reading**  **Station A:** Children will build compound words by putting an “ice cream” scoop in the cone to make a compound word. Students will select 2 words to write a sentence with an adjective. RF1.2, RF1.3, L1.5d ( use of adjectives)  **Station B:** Follow a flowchart to make/cut out hearts. Decorate a bag and write directions on how to decorate their individual bag. W1.7  **Station C:** Children will pick 4 conversational hearts. Each student will get a large strip of construction paper that is divided into fourths. They will write 1 sentence fragment (from the conversational heart) on each of the 4 paper hearts. Children will rewrite sentence fragments to make them into a complete sentence. Children will write sentences that use periods, exclamation marks, and question marks**. L1.1c** In this center, children can also pick only 1 converstaion heart. Glue one paper heart at the top of a long paper. Children will write 3 different sentences with that 1 conversation heart fragment. Reinforce the use of adjectives!  **Station D:** Read sentences in pocket chart about a friend. Children will sequence the sentences to be a story in sequential order. Children will rewrite the sentences using correct capitalization and punctuation. **L1.1c Sentences (with no capitals or punctuation) One sunny day 2 friends went to the playground they played on the tall monkey bars then they played on the swings swinging high in the air next they built a long deep tunnel in the sandbox finally the friends went to the ice cream shop and ate their favorite strawberry ice cream it was a fun day at the playground**  **Make a Word:** Roll a dice with verbs on each side. Children will add endings to the verbs to make new words with inflectional endings. Choose favorite verb to write 3 sentences showing the correct usage of each of the verbs. Verbs: **walk, jump, call, play, yell, ask Children will add the endings: s, ed, ing**  **Vocabulary:** Children will read sentences and decide which word is needed to complete the sentence: **the word with a silent e with a long vowel or the word with the short vowel sound. FS1.2a**  **Smartboard:** Work on sorting words with long and short vowel sounds. **FS1.2a** |
| **10:30-11:10 Writer’s Workshop W1.3**  Tell students that today you will teach a new strategy for stretching out a small moment. This strategy involved writing not only about what happened in the small moment, but about your thoughts and feelings of what happened. Bring up and example on the Smartboard of a story you wrote that exemplifies this. For example:  When I came home from school one day, I found a gigantic square package on my front porch in front of my door. I was very curious about what was inside- I had no idea what it could be! I didn’t order anything, so it must have been a package that someone else wanted to give me. I brought the package inside and quickly opened it up. I was so surprised at what I saw inside! My mom has send me a care package with cookies and other goodies I wanted.  Ask students what they notice about this writing piece, drawing attention to the thoughts and feelings that are included. Have students go knee-to-knee with the person next to them on the carpet to take turns sharing a story that they want to write about, making sure to include their thoughts and feelings about the story. After students have shared with a partner, tell a familiar classroom event as a story to the students while modeling the inclusion of thoughts and feelings about the story’s events. Encourage students to include thoughts and feelings in their stories and dismiss them to the carpet. |
| **11:10-11:35 Social Studies**  Watch brainpopjr. about friendship. After watching, use a lotus to record ways that you can be kind and reach out to help others. Make valentines for the children at UNC and Duke hospitals. Explain kind things to write on the cards. |
| **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** |

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| **Thursday Illustrate poem Feb. 7** |
| **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** |
| **8:45-9:30 Reader’s Workshop RL1.4, RL1.7**  **Mini lesson**- Walk into the classroom with rain boots, an umbrella, and pretend like you're soaking wet.  Ask the children to infer what's going on.  They'll say things like, "it's raining outside", "you're soaking wet".  Ask them how they know.  Say "I didn't tell you it was raining outside".  They'll say that you have on rain boots, have an umbrella, etc.  Tell them that they were inferencing!  They used clues to figure out what was going on.    Next scene- Walk into the room and pretend that you're talking to someone.  Say, "I can't wait to get home and see them".  "They were born last night".  "There are 4 of them".  "Their whiskers are so tiny".  "When they meow they sound so cute".  Pretend you have cat hair all over you and you're brushing it off- you could even say "I have fur all over me".  Ask them to tell you what you're talking about.  Hopefully, they'll say you have kittens!  Ask them how they knew?  They'll tell you all of the clues you gave them.    **Practice-** Have the children go back to their seats and read their just right books.  Go around and conference with a couple of children and discuss how they are/could inference as they read.  **Share-**Choose a couple of children to share what they're inferencing |
| **9:30-10:30 Literacy Centers/Guided Reading**  **Station A:** Children will build compound words by putting an “ice cream” scoop in the cone to make a compound word. Students will select 2 words to write a sentence with an adjective. RF1.2, RF1.3, L1.5d ( use of adjectives)  **Station B:** Follow a flowchart to make/cut out hearts. Decorate a bag and write directions on how to decorate their individual bag. W1.7  **Station C:** Children will pick 4 conversational hearts. Each student will get a large strip of construction paper that is divided into fourths. They will write 1 sentence fragment (from the conversational heart) on each of the 4 paper hearts. Children will rewrite sentence fragments to make them into a complete sentence. Children will write sentences that use periods, exclamation marks, and question marks**. L1.1c** In this center, children can also pick only 1 converstaion heart. Glue one paper heart at the top of a long paper. Children will write 3 different sentences with that 1 conversation heart fragment. Reinforce the use of adjectives!  **Station D:** Read sentences in pocket chart about a friend. Children will sequence the sentences to be a story in sequential order. Children will rewrite the sentences using correct capitalization and punctuation. **L1.1c Sentences (with no capitals or punctuation) One sunny day 2 friends went to the playground they played on the tall monkey bars then they played on the swings swinging high in the air next they built a long deep tunnel in the sandbox finally the friends went to the ice cream shop and ate their favorite strawberry ice cream it was a fun day at the playground**  **Make a Word:** Roll a dice with verbs on each side. Children will add endings to the verbs to make new words with inflectional endings. Choose favorite verb to write 3 sentences showing the correct usage of each of the verbs. Verbs: **walk, jump, call, play, yell, ask Children will add the endings: s, ed, ing**  **Vocabulary:** Children will read sentences and decide which word is needed to complete the sentence: **the word with a silent e with a long vowel or the word with the short vowel sound. FS1.2a**  **Smartboard:** Work on sorting words with long and short vowel sounds. **FS1.2a** |
| **10:30-11:10 Writer’s Workshop W1.3**  Have students find their own personal space in the classroom. Remind them that they can still stay in control throughout this activity, and if they can’t I will ask them to sit down. Give them each a piece of paper and instruct them to roll it up however they want. Next, have students transform the rolled up paper into an object (toothbrush, golf club, tennis racket, etc.). After they decide on the object, have them think of a way they could use this object (WITHOUT TALKING). Once they have thought of a way to use the object, have them come up with a short scene with a beginning, middle, and end. (example: picking up a toothbrush, adding toothpaste, brushing, rinsing, putting toothpaste away). Once they have their scenes in their heads, tell them to think of a conflict or problem that could happen, which will be the middle of their scene (example: the toothbrush falls). Allow students a minute to quietly act out their scene to themselves. Bring group back together and ask a few students to stand up and share their scenes. Have class point out the beginning, middle, and end of each scene. Discuss how this relates to writing stories (All stories should have a clear beginning, middle, and end about ONE topic). |
| **11:10-11:35 Social Studies**  Read Will you Be My Friend. After reading, things that you can do with friends. Discuss what makes a good friend. Have children pick a “name out of a hat” to name a friend. Each friend will make a certificate for the friend that they picked form the hat. They will write what makes them a good friend. After completing the certificate, friends will present their certificate to their friend. |
| 11:35-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read aloud from chapter book |
| **12:40-1:45 Math** |
| **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. 8** |
| **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 |
| **8:45-9:30 Reader’s Workshop RL1.4, RL1.7**  **Mini Lesson-**Break the children into groups and give each a skit card.  I'll send you the skits tomorrow or this weekend- I'm going to have to think on these ;) Each group will act out their skit.  The rest of the class will use the clues to guess what's going on.  **Practice-** Have the children go back to their seats and read their just right books.  Go around and conference with a couple of children and discuss how they are/could inference as they read. **Share-**Choose a couple of children to share what they're inferencing |
| **9:30-10:30 Literacy centers/Guided Reading**  **Station A:** Children will build compound words by putting an “ice cream” scoop in the cone to make a compound word. Students will select 2 words to write a sentence with an adjective. RF1.2, RF1.3, L1.5d ( use of adjectives)  **Station B:** Follow a flowchart to make/cut out hearts. Decorate a bag and write directions on how to decorate their individual bag. W1.7  **Station C:** Children will pick 4 conversational hearts. Each student will get a large strip of construction paper that is divided into fourths. They will write 1 sentence fragment (from the conversational heart) on each of the 4 paper hearts. Children will rewrite sentence fragments to make them into a complete sentence. Children will write sentences that use periods, exclamation marks, and question marks**. L1.1c** In this center, children can also pick only 1 converstaion heart. Glue one paper heart at the top of a long paper. Children will write 3 different sentences with that 1 conversation heart fragment. Reinforce the use of adjectives!  **Station D:** Read sentences in pocket chart about a friend. Children will sequence the sentences to be a story in sequential order. Children will rewrite the sentences using correct capitalization and punctuation. **L1.1c Sentences (with no capitals or punctuation) One sunny day 2 friends went to the playground they played on the tall monkey bars then they played on the swings swinging high in the air next they built a long deep tunnel in the sandbox finally the friends went to the ice cream shop and ate their favorite strawberry ice cream it was a fun day at the playground**  **Make a Word:** Roll a dice with verbs on each side. Children will add endings to the verbs to make new words with inflectional endings. Choose favorite verb to write 3 sentences showing the correct usage of each of the verbs. Verbs: **walk, jump, call, play, yell, ask Children will add the endings: s, ed, ing**  **Vocabulary:** Children will read sentences and decide which word is needed to complete the sentence: **the word with a silent e with a long vowel or the word with the short vowel sound. FS1.2a**  **Smartboard:** Work on sorting words with long and short vowel sounds. **FS1.2a** |
| **10:30-11:10 Writer’s Workshop**  Today we are going to continue to discuss how to write a different kind of writing: narrative. This is a kind of writing you do when you want to tell a story or entertain your reader.  Have the following story written on the Smartboard:  “One cloudy day I took my dog for a walk. We walked two miles down to the Rose Garden and back. I came home and ate a peanut butter and jelly sandwich. It was delicious. My mom ate lunch with me. Then, she told me to clean my room. After that, I gave Dakota a bath. Then I did some homework. Then I went to bed.”  Ask students to think back to earlier Writer’s Workshops to tell me what is wrong with this story. The discussion should lead to the fact that I did not stretch out one small moment, but instead wrote non-detailed sentences about a lot of things that happened to me that day.  🡪Where is the beginning, middle, and end of my story? How could I fix this story to make it have a clearer beginning, middle, and end?  🡪”When you are writing your stories today, stop and ask yourself what the topic of your story is. See if you can find the beginning, middle, and the story, and whether your entire story is about the topic you started with. When I conference with you, I’ll point out where I think the beginning, middle, and end are, and we’ll see if it matched with what you thought. If it doesn’t, we might need to take another look at your story to see how we can fix it to make it have a beginning, middle, and end that stand out more.”  **W1.3** |
| **11:10-11:35 Social Studies**  Use Smartexchange to reinforce good deeds. Discuss what good deeds are. Talk about the different good deeds we can do for and with our friends. Use the smartBorad exchange: Good deeds to sort good deeds vs deeds that are not nice or good. |
| **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** |