**Theme**: **Leaders**

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| **Monday Math Monday Feb. 11** |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Have student leader choose a word from “Mrs. Big Mouth.” This word can be a core curriculum word too or a catch of the day word! 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 a leader. Infer what the poem is about and name the clues. Discuss other titles for the poem. **RL1.2, 1.3, RL1.10** * Review the –ine word chunk. Build words with this word chunk. Review the –ot word chunk. Discuss the sound of the vowel “o.” Use refrigerator magnets to build words and to discuss their meanings. Have children use them in a sentence. **RF1.2, RF1.3** |
| **9:00-9:45 Stop Hunger Now project for first grade** |
| **8:50-9:30 Reader’s Workshop**  No Reader’s Workshop due to service project |
| **9:50-10:45 Literacy Centers/Guided Reading**  **Station A:** Children will trace their hand to use as a part of a class wreath. On each finger, they will write what makes them a leader. Include a small picture with the sentence. **W1.2**  **Station B:** Children will write an acrostic poem about themselves. The poem should have descriptive words that explain how and ways they are leaders. **W1.2**  **Station C:** Children will pull a “cupcake word” out of a bag. Record the word on the recording sheet. Students will write the root word and then the ending that is used in the word. They will select 2 or 3 words to write a sentence with. Reinforce the use of adjectives. **L1.4c**  **Station D:** Children will pick category cards. With each of these cards, students will think of 3 things that are related to the topic. They will write a sentence using their list of 3 things and by using commas. **L1.2c**  **Pocket Chart:** Sort words into groups according to how the long e is spelled. **FS1.2a**  **Vocabulary:** Children will write their academic and personal goal for Quarter 3. Also record in data that is missing in the data notebook.  **Smartboard:** Reinforce synonyms and finding words that may have a deeper meaning. Smart exchange…. Synonym Safari |
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| **10:50-11:30 Social Studies 1.C&G.1**  Read The Color Of Us. Discuss why the author used so many different colors. What was his message? What was he inferring? Ask: If you had to choose a color to name your skin, what color would it be? Talk about selecting colors that give a great mental image. Take a look at the name of crayon colors. Why did crayon makers choose these colors: bubblegum… and not just pink? What were the crayon makers trying to do? I want you to do the same thing as you complete the sentence: My name is \_\_\_\_\_\_\_\_ and I am the color of \_\_\_\_\_\_\_\_\_\_. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:50-1:35 Math 6.1** |
| **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 Feb. 12** |
| **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 for the week. Find sight words in the poem or words that have word chunks. **RL1.10, RF1.2, RF1.3** |
| **8:50-9:15 Reader’s Workshop RL1.4, RL1.7**  **Mini lesson-** Review inferring to understand the hidden message that the author is trying to give you. Have the children break into groups and give each group a skit card. Each group will act out their skit for the rest of the class. The class will infer what action is taking place by using the clues that the groups give.  Read the book Ira Sleeps Over. Infer how Ira feels about sleeping over at a friend’s house without his teddy bed. **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. **Meet with Book Club 1 and 2. Share-**Choose a couple of children to share what they're inferencing |
| **9:15-10:30 Literacy Stations/Guided Reading**  **Station A:** Children will trace their hand to use as a part of a class wreath. On each finger, they will write what makes them a leader. Include a small picture with the sentence. **W1.2**  **Station B:** Children will write an acrostic poem about themselves. The poem should have descriptive words that explain how and ways they are leaders. **W1.2**  **Station C:** Children will pull a “cupcake word” out of a bag. Record the word on the recording sheet. Students will write the root word and then the ending that is used in the word. They will select 2 or 3 words to write a sentence with. Reinforce the use of adjectives. **L1.4c**  **Station D:** Children will pick category cards. With each of these cards, students will think of 3 things that are related to the topic. They will write a sentence using their list of 3 things and by using commas. **L1.2c**  **Pocket Chart:** Sort words into groups according to how the long e is spelled. **FS1.2a**  **Vocabulary:** Children will write their academic and personal goal for Quarter 3. Also record in data that is missing in the data notebook.  **Smartboard:** Reinforce synonyms and finding words that may have a deeper meaning. Smart exchange…. Synonym Safari |
| **10:30-11:10 Writer’s Workshop W1.3**  Continue to reinforce narrative writing. Show students the rubric and what the expectations are. Model thinking of a small moment that would be found in a narrative story. Think outloud the details that I am going to include in my story. Model writing the story. After writing, use the rubric to check myself to be sure I included everything I needed. Be sure to omit some requirements purposely to show the children the importance of going back and checking their work. Reinforce how using all of these parts on the rubric help make our stories more interesting and fun to read. |
| 11:10-11:35 Social Studies  Review different kinds of things leaders do. What makes a leader? Leaders are proactive. Discuss what that means to be proactive. Sing the song “Be Proactive.” Read the story in The 7 Habits of Happy Kids about being proactive: Bored! Bored! Bored! Make connections with the story and talk about ways that we can be proactive. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:45 Math 6.2** |
| 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. Look for adjectives in the poem. What are other adjectives that could have been used? How do they help the meaning of the poem **RF1.10** * 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 –ine and -ot. Discuss the vowel sound of the “i” in –ine and the “o” in –ot. Reivew short and long vowel sounds. Build words using these chunks. Spin the dice on the smartboard and name the chunk. Say a word with that chunk. **RF1.2, 1.3** |
| **8:45-9:30 Reader’s Workshop Rl1.4, RL1.7**  **Mini lesson-** Continue to reinforce inferring while reading to help you better understand the story.  Students will be in groups of 4-5. Each group will be given an inference kit with 4 clues or evidences about an activity. It will be their job as inferencing detectives to infer what the pieces of evidence mean and what the activity is by the clues. Students will record their ideas on the recording sheet. Then, they will come back to the carpet to share their ideas with the class.  Read Miss Nelson is Missing. Infer who Miss Viola Swamp is. |
| **9:30-10:30 Literacy Centers/Guided Reading**  **Station A:** Children will trace their hand to use as a part of a class wreath. On each finger, they will write what makes them a leader. Include a small picture with the sentence. **W1.2**  **Station B:** Children will write an acrostic poem about themselves. The poem should have descriptive words that explain how and ways they are leaders. **W1.2**  **Station C:** Children will pull a “cupcake word” out of a bag. Record the word on the recording sheet. Students will write the root word and then the ending that is used in the word. They will select 2 or 3 words to write a sentence with. Reinforce the use of adjectives. **L1.4c**  **Station D:** Children will pick category cards. With each of these cards, students will think of 3 things that are related to the topic. They will write a sentence using their list of 3 things and by using commas. **L1.2c**  **Pocket Chart:** Sort words into groups according to how the long e is spelled. **FS1.2a**  **Vocabulary:** Children will write their academic and personal goal for Quarter 3. Also record in data that is missing in the data notebook.  **Smartboard:** Reinforce synonyms and finding words that may have a deeper meaning. Smart exchange…. Synonym Safari |
| **10:30-11:10 Writer’s Workshop W1.3**  Continue to reinforce narrative writing. Show students the rubric and what the expectations are. Model thinking of a small moment that would be found in a narrative story. Think outloud the details that I am going to include in my story. Model writing the story.  First… write/share a story that has no adjectives or details. Use the rubric to check and conclude that I did not do a good job with using all the parts I needed to use to have a good story. Refer to the rubric to name things I need to include.  Second…write/share another story. The second one includes adjectives, details. Refer to the writing rubric. Conclude that the second story is much better because it includes more details and there are more characteristics of a good story found.  Reinforce how using all of these parts on the rubric help make our stories more interesting and fun to read. |
| **11:10-11:35 Social Studies**  Review being proactive as a way to be a leader. What is another way we can show that we are a leader? We can set a goal and begin with the end in mind. Talk about goals that they have set and how they accomplished them. Read “Goob and the Bug-Collecting Kit.” How did Goob begin with the end in mind? What connections can you make to Goob? Talk about goals that we can set for this upcoming quarter. Children will complete their quarter 3 goal sheet. |
| **11:35-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:40-1:45 Math 6.3** |
| **1:40-1:50 Snack and pack** |
| **1:55-2:40 Specials** |
| **2:50 Class Meeting** |

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| **Thursday Illustrate poem Valentine’s Day Feb.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 the poem. What is another title the author could have named this poem? Why did you choose that title? **RF1.3, RL1.10** * Review the word families of the week. Show a word and name the word family. Have children build words with the word families. Peers will read the word. **RF1.2, 1.3** |
| **8:45-9:30 Reader’s Workshop RL1.4, RL1.7**  **Mini lesson**- Readers can infer to better understand what the author is writing about.  Read the poem about the fish. The word fish is omitted. Have children read the poem and infer what animal is being described. Have them turn and talk to a partner and explain how they know the animal. They must give 3 reasons according to the poem. **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.  **Meet with Book Clubs 1 and 2. Share-**Choose a couple of children to share what they're inferencing |
| **9:30-10:30 Literacy Centers/Guided Reading**  **Station A:** Children will trace their hand to use as a part of a class wreath. On each finger, they will write what makes them a leader. Include a small picture with the sentence. **W1.2**  **Station B:** Children will write an acrostic poem about themselves. The poem should have descriptive words that explain how and ways they are leaders. **W1.2**  **Station C:** Children will pull a “cupcake word” out of a bag. Record the word on the recording sheet. Students will write the root word and then the ending that is used in the word. They will select 2 or 3 words to write a sentence with. Reinforce the use of adjectives. **L1.4c**  **Station D:** Children will pick category cards. With each of these cards, students will think of 3 things that are related to the topic. They will write a sentence using their list of 3 things and by using commas. **L1.2c**  **Pocket Chart:** Sort words into groups according to how the long e is spelled. **FS1.2a**  **Vocabulary:** Children will write their academic and personal goal for Quarter 3. Also record in data that is missing in the data notebook.  **Smartboard:** Reinforce synonyms and finding words that may have a deeper meaning. Smart exchange…. Synonym Safari |
| **10:30-11:10 Writer’s Workshop W1.3**  Continue to reinforce narrative writing. Show students the rubric and what the expectations are. Model thinking of a small moment that would be found in a narrative story. Think outloud the details that I am going to include in my story. Model writing the story.  First… write/share a story that has no adjectives or details. Use the rubric to check and conclude that I did not do a good job with using all the parts I needed to use to have a good story. Refer to the rubric to name things I need to include.  Second…write/share another story. The second one includes adjectives, details. Refer to the writing rubric. Conclude that the second story is much better because it includes more details and there are more characteristics of a good story found.  Reinforce how using all of these parts on the rubric help make our stories more interesting and fun to read. |
| **11:10-11:35 Social Studies**  Review being proactive and beginning with the end in mind as ways to be a leader. Discuss putting first things first. Read Pokey and the Spelling Test. Discuss how Pokey did not put first things first and what changes he made. How have you put first things first? Make connections. |
| 11:35-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read aloud from chapter book |
| **12:40-1:45**  **Valentine’s Day Celebration** |
| **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. 15** |
| **8:25-8:40 Morning Meeting Early Release…. 12:30**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Word Study – 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. * 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 Spelling Test with –ine and –ot words**  While children are completing their test, they will complete a top banana page for the top banana’s book. |
| **9:30-10:30 Literacy centers/Guided Reading**  **Cultural Arts Assembly** |
| **10:30-11:10 Lunch**  **If time give a timed math test.** |
| **11:10-11:35**  **Early Release** |
| **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** |
| **1:55-2:40 Specials** |