**Theme**: **Leaders**

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| **Monday Math Monday Feb. 18** |
| **8:25-8:40 Morning Meeting**  Teacher Workday |
| **9:00-9:45** |
| **8:50-9:30 Reader’s Workshop**  No Reader’s Workshop due to service project |
| **9:50-10:45 Literacy Centers/Guided Reading** |
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| **10:50-11:30 Social Studies 1.C&G.1** |
| **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**  Teacher Workday |
| **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. 19** |
| **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. Infer what the author is telling us. What is another title that the author could have used? **RL1.10, RF1.2, RF1.3** |
| **8:50-9:15 Reader’s Workshop RL1.4, RL1.7**  **Mini lesson-** Model inferring tricky words and the meaning of unknown words by using context clues or pictures. Read Where Are You Going Mayoni? After a few more pages, ask dis to describe what inferring looks like. Write what the children infer the words in the story mean. Write their predictions. Discuss how they came to the predictions. Reinforce that when reading you can predict what unknown words mean. |
| **9:15-10:30 Literacy Stations/Guided Reading**  Review what makes a good leader. Reinforce that good leaders use the Covey habits every day to accomplish their goals. There have been many leaders in our history that have made a difference and have helped make great changes.  Show the posters of these famous leaders. Explain to the children that they will be using synergy with a partner to learn more about a leader. Ask the children to help make a list of things someone would want to know about a famous leader. Record their thoughts on an anchor chart.  Children will select a leader to begin research. As they research this famous leader, they will record their findings on the lotus. |
| **10:30-11:10 Writer’s Workshop W1.3**  **Introduce the new word families: -ay and –est. Give the pretest with these word chunks.**  If time model writing a narrative story using the elements that are expected to be used. Also share the writing rubric. Encourage children to refer to their rubrics to make their stories better. |
| **11:10-11:35 Social Studies**  Read the story Ruby Bridges and watch the scholastic video that Ruby Bridges speaks in. Create a Venn Diagram comparing A.B. Combs and Ruby’s school. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:45 Math 6.5** |
| 1:40-1:50 Snack and pack |
| 1:55-2:40 Specials….. Imagineering |
| 2:50 Class Meeting |

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| **Wednesday Write sight words Feb. 20** |
| **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 ay. Discuss the long a sound in this word chunk. Look at where –ay is in the word. What sound does –ay make? Use refrigerator magnets to build words and discuss the meanings of the words. **RF1.2, 1.3** |
| **8:45-9:30 Reader’s Workshop Rl1.4, RL1.7**  **Mini lesson-** Inferring unknown words The Royal Bee. Model definitions of unknown words such as yangban, sangmin, and Royal Bee. Stop when Song-ho is told that only privileged children get to go to school and ask children to predict (infer) what will happen next. Record children’s predictions on a T-chart and then as the story is continued, check their predictions. Put a check mark by the predictions that were predicted correctly. Discuss how we were able to make these predictions.  Meet with Group 1 |
| **9:30-10:30 Literacy Centers/Guided Reading**  Children will select a leader to begin research. As they research this famous leader, they will record their findings on the lotus. After the research has been completed, model to the children how this information is taken and put into a poster! Refer to make a connection to the Grace posters they made when we were discussing voting. |
| **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**  Read Martin’s Big Words. After reading the story, use a T-chart to record conflicts that we have from words and solutions that we can use to solve the conflicts. |
| **11:35-12:00 Lunch** |
| **12:10-12:40 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:50-1:10 Math 6.3**   * **Math Fairy word problem** * **Mini lesson (whole group) 6.5** |
| **1:10-1:55 Special time with Opera singer**  **In Media Center** |
| **1:55-2:40 Math 6.6**  Continue Math be meeting in small groups to differentiate mini-lesson. Children will go to the appropriate center. |
| **2:40-2:50 Snack and Pack** |
| **2:50 Class Meeting** |

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| **Thursday Illustrate poem Feb.21** |
| **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. Circle sight words and words with chunks to help decode the word. **RF1.3, RL1.10** * 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 ay. Discuss the long a sound in this word chunk. Look at where –ay is in the word. What sound does –ay make? Use refrigerator magnets to build words and discuss the meanings of the words. **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. Readers can infer the meaning of unknown words by using clues in the words and pictures.  Read a one of the poems sent by Crystal about the colored skin. Infer what message the author is trying to send the reader. Who is the dark skin boy? Why did the author write the poem?  **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**  Children will select a leader to begin research. As they research this famous leader, they will record their findings on the lotus. After the research has been completed, model to the children how this information is taken and put into a poster! Refer to make a connection to the Grace posters they made when we were discussing voting. |
| **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**  Read the poem about Rosa Parks. (Donna has found this poem!) Have children infer how people feel about Rosa Parks and infer how Rosa Parks is feeling about the situation she is in. How do you know? Have students act out the situation and infer how Rosa Parks most have felt at that time when people would not let her sit on the bus and would not let her eat at a restaurant. Watch brainpop.jr to hear/view Rosa Parks. Make a list of things that we can do to help others feel appreciated and apart of the group. |
| 11:35-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read aloud from chapter book |
| **12:40-1:45 Math 6.7** |
| **1:40-1:50 Snack and pack** |
| **1:55-2:40 Lego Build (I don’t have a special this day… that is why I am doing this here.)**  Students build a model to show a difference that one of the Black American Leaders has made. Students will be given time to explain their model. They may build a model about their leader that they did research on. |
| **2:50 Class Meeting** |

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| **Friday Freaky Sentences- Edit Feb. 22** |
| **8:25-8:40 Morning Meeting**   * 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. * Word Study: Review what sounds your mouth makes when you see the named chunk. Build words using the word chunk ay. Discuss the long a sound in this word chunk. Look at where –ay is in the word. What sound does –ay make? Use refrigerator magnets to build words and discuss the meanings of 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**  Mini-lesson: Readers infer the meaning of unknown words by using the words and picture clues.  Read The Other Side. Infer what message the author was sending us. Infer why the girls did not want to “cross the fence.” |
| **9:30-10:30 Literacy centers/Guided Reading**  Children will use their posters and lotus to teach peers about their famous leader. Reinforce to share why they are important and how they made a difference. |
| **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**  Watch brainpopjr about George Washington Carver. Make a lotus to record facts about why he is a leader. Reinforce using the Covey Habit to explain how he is a leader. He began with the end in mind because he wanted to do science experiements. |
| **11:35-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read Aloud from Chapter Book** |
| **12:50-1:10 Math 6.8**   * Math Fairy * Begin mini-lesson |
| **1:10-1:55 Special time with Opera Singer** |
| **1:55-2:40 Math**  **Students will meet in guided math groups and then complete one rotation of math centers.** |
| **2:40-2:50 Snack and Pack** |