**Theme**: **Dr. Seuss**

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| **Monday Math Monday Feb. 25** |
| **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 Dr. Seuss. Discuss the main idea of the poem. Why did the author write the poem? Discuss what it means when the poem says “That is truer than true! There is no one alive who is you-er than you!” Why does the author say to shout loud and be lucky that you are you? How does the author feel about clams, ham, or gooseberry jam? How do you know? Rl1.2 |
| **8:50-9:30 Reader’s Workshop RL1.1**  Read There’s A Wocket in My Pocket (to give students schema for one of the centers) and to begin reinforcing telling a story in sequence. Discuss retelling stories and words that should be used to retell. Reinforce using time words (first, next, then, finally). Provide students with language frames for retelling. Reinforce the beginning, middle, and end of the story. |
| **9:30-9:45 Social Studies/Tool Time RL1.9, RL1.1**  Introduce Dr. Seuss and his importance. Read the biography Dr. Seuss We Love You. Discuss what a biography is and why an author would write a biography. What was the author’s message in the story? Watch the video segment on brainpopjr. About Dr. Seuss. Have students synergize to complete a lotus to record facts that were learned about Dr. Seuss. (fictional, rhyming words, silly, etc) |
| **9:45-10:00 Word Study RF1.2 RF1.3**  Review the –ay word chunk by building words using the refrigerator magnets. Build words with the word chunk –est. Discuss how this word chunk is also a suffix. Discuss how it is used as a word chunk. Discuss that the –ay word chunk makes the long a vowel sound. Discuss other ways that the long a can be spelled. Write words on the Smartboard and name the long a spelling. |
| **10:00-11:00 Literacy Centers/Guided Reading**  **Station A:** Students will make a “Cat in the Hat” using an Oreo cookie, icing, and gummy red lifesavers. After they make the hat, they will write directions (a recipe card) to explain how the cookie hat is made. Students will use the 3rd quarter writing rubric. **W1.2**  **Station B:** Each student will use construction paper to make a picture of his/her face. They will also add a shirt or dress to the head as well as a Dr. Seuss hat. Then they will write “ I am I because \_\_\_\_\_” Students will write about how they are a leader. Reinforce to use a Covey habit in their sentences. W1.3  **Station C:** Use the book There’s a Wocket in my Pocket for schema. Children will invent something that would be in their pocket. Students will write a description of that thing in the pocket by using adjectives. The sentence starter: There’s a \_\_\_\_\_ in my pocket will be used. Children will continue the sentence by describing the object by naming what it looks like, what it is used for, etc. **W1.3, L1.5c**  **Station D:** Students will create a new character for a Dr. Seuss book. After creating the character, children will write a story about this character. They will draw the character in the setting they wish for him/her to be in. **W1.3**  **Word Work:** Children will put Dr. Seuss words in ABC order  **Pocket chart:** Sort Dr. Seuss words into groups by naming the number of syllables in each word. **FS1.3e**  **Computer:** Spelling City.com  **Smartboard:** Seusville  **Vocabulary:** Build words with the silent e |
| **11:00-11:35 Writer’s Workshop W1.3….. February Writing Assessment**  Review what good writers do and what a good story looks like. Refer to the writing rubric. Children will complete a writing sample for February. |
| **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 Feb. 26** |
| **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. Review the long a word chunk (ay)and the sound it makes. Discuss other ways that long a can be spelled. Show word cards and name the way that it can be spelled. **RF1.2 RF1.3 L1.1c** |
| **8:50-9:30 Reader’s Workshop RL1.1**  Read the story The Cat in the Hat. After reading the story, use time words and a flowchart to retell the story by naming key details that happened in the beginning, middle, and end. RL1.1 Reinforce the idea of selecting key important details that would help understand the story. Use language frames to help retell the story. |
| **9:30-10:30 Literacy Stations/Guided Reading**  **Station A:** Students will make a “Cat in the Hat” using an Oreo cookie, icing, and gummy red lifesavers. After they make the hat, they will write directions (a recipe card) to explain how the cookie hat is made. Students will use the 3rd quarter writing rubric. **W1.2**  **Station B:** Each student will use construction paper to make a picture of his/her face. They will also add a shirt or dress to the head as well as a Dr. Seuss hat. Then they will write “ I am I because \_\_\_\_\_” Students will write about how they are a leader. Reinforce to use a Covey habit in their sentences. W1.3  **Station C:** Use the book There’s a Wocket in my Pocket for schema. Children will invent something that would be in their pocket. Students will write a description of that thing in the pocket by using adjectives. The sentence starter: There’s a \_\_\_\_\_ in my pocket will be used. Children will continue the sentence by describing the object by naming what it looks like, what it is used for, etc. **W1.3, L1.5c**  **Station D:** Students will create a new character for a Dr. Seuss book. After creating the character, children will write a story about this character. They will draw the character in the setting they wish for him/her to be in. **W1.3**  **Word Work:** Children will put Dr. Seuss words in ABC order  **Pocket chart:** Sort Dr. Seuss words into groups by naming the number of syllables in each word. **FS1.3e**  **Computer:** Spelling City.com  **Smartboard:** Seusville  **Vocabulary:** Build words with the silent e |
| **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 Feb. 27** |
| **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. Read for fluency. Find rhyming words. Look at the part of the word that makes them rhyming words. * 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 that –ay makes. Then review the other ways that long a can be spelled. Write some words on a card. Show the words. Have children read the word and then write the word in the correct category to show how the long a is spelled. **RF1.2 RF1.3 L1.1c** |
| **8:45-9:30 Reader’s Workshop RL1.1**  Read If I Ran the Zoo. Retell the story by using language frames and key words to tell about the most important details in the story. Show children sentences that are about the story. Have them decide which sentences are ones that tell about key events in the story. Then use the key event sentences to sequence them in beginning, middle, and end. Have children help move the sentences in the correct order to show the correct retelling of the story. Reinforce telling important details. |
| **9:35-10:35 Literacy Centers/Guided Reading**  **Station A:** Students will make a “Cat in the Hat” using an Oreo cookie, icing, and gummy red lifesavers. After they make the hat, they will write directions (a recipe card) to explain how the cookie hat is made. Students will use the 3rd quarter writing rubric. **W1.2**  **Station B:** Each student will use construction paper to make a picture of his/her face. They will also add a shirt or dress to the head as well as a Dr. Seuss hat. Then they will write “ I am I because \_\_\_\_\_” Students will write about how they are a leader. Reinforce to use a Covey habit in their sentences. W1.3  **Station C:** Use the book There’s a Wocket in my Pocket for schema. Children will invent something that would be in their pocket. Students will write a description of that thing in the pocket by using adjectives. The sentence starter: There’s a \_\_\_\_\_ in my pocket will be used. Children will continue the sentence by describing the object by naming what it looks like, what it is used for, etc. **W1.3, L1.5c**  **Station D:** Students will create a new character for a Dr. Seuss book. After creating the character, children will write a story about this character. They will draw the character in the setting they wish for him/her to be in. **W1.3**  **Word Work:** Children will put Dr. Seuss words in ABC order  **Pocket chart:** Sort Dr. Seuss words into groups by naming the number of syllables in each word. **FS1.3e**  **Computer:** Spelling City.com  **Smartboard:** Seusville  **Vocabulary:** Build words with the silent e |
| **10:35-11:35 Writer’s Workshop/Social Studies/Tool Time W1.2**  Review narrative writing. Refer to the book If I Ran the Zoo. Brainstorm with students other animals that could have been in the zoo. Reinforce that writing is just like retelling a story. Every story must have a beginning, middle, and end with important events in each part. Model how to create a new animal for the zoo. Then model how to write a story about this new animal in the zoo. Include writing about a descriptive setting, a detailed described character, and events that the animal character is going to do in the story. There must be events for the beginning, middle, and end. Refer to the writing rubric.  Review the features of most of Dr. Seuss books (fictional, rhyming words, words that create wonderful mental images, silly) These features should also be included in our original stories. |
| **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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| **Thursday Illustrate poem Feb. 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 the poem and find specific words with endings…. L1.4c * Review the word families of the week. Review the long a spelling –ay. Also review other ways that long a can be spelled. Have words with long a written on cards. Then have each child tape a card on his/her back. Play “Kick Me.” In this game, have children walk around and record on a dry erase board what is written o their friend’s back and how the long a is spelled. Write the words in the correct category. |
| **8:45-9:40 Reader’s Workshop RL1.9, RL1.5**  Read The Hat in the Cat Comes Back. Have children use time words and language frames to retell the story. Students will use a lotus to play pass the lotus. Children will take turns passing the lotus to write events that happened in the story. After the story has been told from beginning to end, have the group synergize to cut the events up into individual parts. Sequence the parts so that they are in the correct order according to how they happened in the story. |
| **9:40-10:40 Literacy Centers/Guided Reading**  **Station A:** Students will make a “Cat in the Hat” using an Oreo cookie, icing, and gummy red lifesavers. After they make the hat, they will write directions (a recipe card) to explain how the cookie hat is made. Students will use the 3rd quarter writing rubric. **W1.2**  **Station B:** Each student will use construction paper to make a picture of his/her face. They will also add a shirt or dress to the head as well as a Dr. Seuss hat. Then they will write “ I am I because \_\_\_\_\_” Students will write about how they are a leader. Reinforce to use a Covey habit in their sentences. W1.3  **Station C:** Use the book There’s a Wocket in my Pocket for schema. Children will invent something that would be in their pocket. Students will write a description of that thing in the pocket by using adjectives. The sentence starter: There’s a \_\_\_\_\_ in my pocket will be used. Children will continue the sentence by describing the object by naming what it looks like, what it is used for, etc. **W1.3, L1.5c**  **Station D:** Students will create a new character for a Dr. Seuss book. After creating the character, children will write a story about this character. They will draw the character in the setting they wish for him/her to be in. **W1.3**  **Word Work:** Children will put Dr. Seuss words in ABC order  **Pocket chart:** Sort Dr. Seuss words into groups by naming the number of syllables in each word. **FS1.3e**  **Computer:** Spelling City.com  **Smartboard:** Seusville  **Vocabulary:** Build words with the silent e |
| **10:40-11:35 Writer’s Workshop/Social studies/Tool Time RL1.9, W1.3**  Refer to the events that happened in The Cat in the Hat Comes Back. Show children sentences and have them decide which sentences are important to use in retelling. Introduce a sequel to a story. Relate to movies. Children will write a sequel to The Cat in the Hat Comes Back…. Again. Model how to think of events that could happen in the beginning, middle, and end. Use a hamburger rubric to help plan the story. Review the features of Dr. Seuss books. Be sure to include these features in their original stories. Discuss describing the setting in great details like Dr. Seuss did. One very rainy day, One stormy rainy night, etc. |
| 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 Mar. 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 chunks ay and est. Use Spellingcity.com to build and unscramble words to make words with the 2 word chunks. **RF1.2, RF1.3 FS1.3f** |
| **8:45-9:30 Reader’s Workshop**  Review features of a Dr. Seuss book (fictional, rhyming words, silly, characters) Have students create a Dr. Seuss story together as a class by using the features. Have partners work together to create the different features. Then show the characters 1 or 2 at a time. Use those characters to think of a sentence with rhyming words. For Example: Hatty Horse wore a funny hat. He always likes to sit on a mat when eating a rat. This reinforces rhyming words… and it is just funny!  **Students can work with only his/her partner as well to think of a sentence of 2 using their character they created.** |
| **9:30-10:30 Literacy centers/Guided Reading/Free Choice Centers and complete work/Spelling Test**  Children will take the test using the word chunks **–ay and –est. Children will write about the Top Banana.**  **Station A:** Students will make a “Cat in the Hat” using an Oreo cookie, icing, and gummy red lifesavers. After they make the hat, they will write directions (a recipe card) to explain how the cookie hat is made. Students will use the 3rd quarter writing rubric. **W1.2**  **Station B:** Each student will use construction paper to make a picture of his/her face. They will also add a shirt or dress to the head as well as a Dr. Seuss hat. Then they will write “ I am I because \_\_\_\_\_” Students will write about how they are a leader. Reinforce to use a Covey habit in their sentences. W1.3  **Station C:** Use the book There’s a Wocket in my Pocket for schema. Children will invent something that would be in their pocket. Students will write a description of that thing in the pocket by using adjectives. The sentence starter: There’s a \_\_\_\_\_ in my pocket will be used. Children will continue the sentence by describing the object by naming what it looks like, what it is used for, etc. **W1.3, L1.5c**  **Station D:** Students will create a new character for a Dr. Seuss book. After creating the character, children will write a story about this character. They will draw the character in the setting they wish for him/her to be in. **W1.3**  **Word Work:** Children will put Dr. Seuss words in ABC order  **Pocket chart:** Sort Dr. Seuss words into groups by naming the number of syllables in each word. **FS1.3e**  **Computer:** Spelling City.com  **Smartboard:** Seusville  **Vocabulary:** Build words with the silent e |
| **10:30-11:30 Writer’s Workshop/Social Studies/Tool Time**  Read/retell Barholomew and the Oobleck. Have children discuss what oobleck is. Have them work with a partner to write adjectives that they think describe oobleck. Then have the directions on how to make oobleck, but they are not written in order. Ask how can we tell what to do first? Conclude that we need to use the time words to know what to do first, second, etc. Have children make the oobleck. Then they each will write a description of their new creation. This story will be written to inform us what oobleck is and what it can be used for. |
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| **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.** |
| **1:55-2:40 Specials** |