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| RI1.8 | **Identify the reasons an author gives to support points in a text.** |
| RI1.9 | **Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).** |
| RL1.5 | **Explain major differences between books that tell stories and books that vie information, drawing on a wide reading of a range of text types.** |
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L1.1bUse common, proper, and possessive nouns.

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| RF1.3d | **Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.** |
| RL1.9 | **Compare and contrast the adventures and experiences of characters in stories.** |
| RI1.5 | **Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menues, icons) to locate key facts or information in a text.** |
| RL1.1 | **Ask and answer questions about key details in a text.** |
| RI1.3 | **Describe the connection between two individuals, events, ideas, or pieces of information in a text.** |

Letterland math facts copy

3-d shapes copy

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| **Monday, March 10th, 2014**  **Theme: Rainforest/Desert**  **Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7**  **Students complete a KWL about the rainforest to put in their book** |
| As students come in, encourage them to get any work from their cubby and work on that first. If they do not have any work (please check their cubby if they say this) they can make a choice off the yellow poster on the board. |
| **Daily 5 Math 8:40-9:30 – Addition Facts Quiz #3** Common Core State Standard(s) **1.OA.6-** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between  addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| Alignment LessonZero & One and Two More Than **Note:** The next 7 alignment lessons revolve around practice for fluency with math facts. Although these lessons are introduced in 7 days, please continue to use the games and activities as often as possible. **Students will not master their fluency facts in 7 lessons**, especially when they will be introduced to several specific fact strategies. These games are great to add to math stations, to use as morning work, and to send home for practice. **Some thoughts to keep in mind:**  **Fluency: Key Behaviors:**   * Students who are fluent, use number facts without   being prompted. They demonstrate **Flexibility,**  **Efficiency & Accuracy**.   * Knowledge of sums to 10 ***is critical for success***   with addition and subtraction of multi-digit numbers  **Meaningful Fact Mastery:** According to Van de Walle, for fact mastery children need…   * A strong understanding of number relationships and   of the operations   * Efficient strategies for fact retrieval through practice   I know all my plus ones. See 6 + 1 = 7 8 + 1 = 9  3 + 1 = 4   * Drill in the use and selection of those strategies   ***once*** *they have been developed*  Eight horses and 9 cows…  How many animals?  I know that 8 + 8 is 16.  So 8 + 9 is 17 animals    ***Meaningful Fact Strategies***  **Activity- Facts with Zero:**   1. Begin by asking the students to define zero and give examples. Allow several students to share their thinking with the class. 2. Pass out counters and pose several “Facts with Zero” problems. For example: *Crystal has 10 pennies in one hand. She has zero pennies in her other hand. How many pennies does Crystal have?*   **Activity- Meaningful Fact Strategy: Facts with Zero Continued:**   1. After solving several problems with counters, write a list of facts with zero on the board *(0+2, 8+0, 0+5, 4+0, 0+1, 1+0, 0+7, 3+0, 9+0, 0+10)*. 2. Ask students to discuss with a partner how all these facts are alike. Allow a few minutes for students to use counters to model these facts. Have the students use Blackline Master, *“Facts with Zero”* to list the ways the facts are alike. 3. After the groups are ready, utilize math talk by having partners share their findings with the class.   For the remainder of the class students will have time to practice strategies using the 2 games explained below. Be sure that students have adequate time to play both games.  ***Meaningful Fact Strategy:* One-more-than and two-more-than:**  \*\* As with all games, the teacher should model the following two games with this class. As students are working with a partner, the teacher should spend a few minutes with each pair. The teacher should listen and note how each child solves the fact (is he/she using the strategy taught, if the fact is 6 + 2 is the child showing 6 fingers and starting at one and counting to six and then adding or two more or is the child saying 6 and counting on two more, etc.).  **One-More-Than and Two-More-Than:**  Each student group will need 2 blank dice. Prior to teaching this lesson Mark one die +1, +2, +1, +2, +1, +2. Mark the other die 5, 6, 7, 8, 9, 10.  Have students roll the two die and state the number sentence (example: 10 +2 =12). Students can play with a partner or independently.  **Differentiation:** Set timer for a minute and player 1 tallies each time player 2 correctly states a fact. Switch roles and repeat. Play against self (not partner) to increase number correct in a minute.  **Enrichment: Plus One or Two Game**  **Materials needed:** Blackline Master, *“Plus 1 or 2 Game board”*, 10 counters per player, 2 dice, and +1, +2 die (see above),   1. Explain to students that they will take turns rolling the 3 dice. They will need to add the numbers on the 2 number dice and then, add 1 more or add 2 more based on the +1, +2 dice to get a total number. 2. Students should then place a counter on that sum on their *“Plus 1 or 2 Game board”*. 3. Players continue taking turns until one player has used all ten counters.   **Example:** I roll a 6 and 4 and then roll a +2. 6+4=10 and 2 more make 12. |
| Mrs. C pulls 2 groups  Ms. Smith pulls 2 groups |
| **Specials 9:35-10:20 – Art** |
| **Snack 10:20-11:00 Read Aloud – Rico Tico Tango – color game!** |
| **Literacy Stations – Please display DAY 1 – literacy stations (pink slide) on smartboard** |
| Spelling Test Unit 18  Ms. Smith – Work with students on finishing work if needed. Make up spelling tests. |
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| **Reader’s Workshop/S.S.**   |  |  | | --- | --- | | RI1.9 | **Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).** | |
| [**www.wegivebooks.org**](http://www.wegivebooks.org) **– mrscatherwood – 1stgrade**  **Select the book: Watch Me Grow: Ape**  **Compare and contrast with the research page orangutans and venn diagram**  **(This can also be done with Watch Me Grow: Turtles, See how we grow: Penguins, 24 hours desert (page 35 and 36 camels, page 45 fennec kit fox, scorpion page 47), page 21 and 22 of Look Closer: Birds (Toucan), 24 hours: Rainforest (pg 39 sloths), Rainforest (tree frog on cover), Shark attack!, Eye Wonder: Whales and dolphins, 24 hours Arctic, Arctic and Antarctic, DK Readers: Emperor Penguins)**  **Choose page 9 and 10 with the Orangutans – Read aloud and point out key text features. Have students read rainforest research page about orangutans and compare the information from one text with another text using the orangutan venn diagram.** |
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| **Lunch 12:35-1:05 – Sophmore is coming from NCSU** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Lego Cars/Ramps  Introduction: Students will be proposed with a problem:  How will we design a car to carry 4 of the magical socks for Mr. Fox? Your car must travel 2 yards.  Students will be able to look at the materials and sketch a diagram of their design. They will write a prediction about their car. Our car will travel \_\_\_\_\_feet/yards because we \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  They will use their prior schema from wheels/axles science lesson to help them construct a car that moves when pushed on a ramp. Students may begin building their car IF their prediction and diagram are complete.  Students will finish their diagram, making sure it is labeled. They will write their prediction of how far and fast their car will go. All the group should have their writing/diagram before building. They will construct their lego car and add/change things to make it meet the accommodations. If time, we will test the lego cars in the hallway by Mr. Kelley’s room. |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |

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| **Tuesday, March 11th, 2014**  **Theme: Rainforest/Desert**  **Thinking Tuesday! Ms. Smith OUT** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **Math Stations 8:40-9:30 – Math Pre-Assessment Day 125** Common Core State Standard(s) **1.OA.6**  Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between  addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| Alignment LessonDoubles *Students need to understand doubles to 20. This means more than memorizing the doubles facts. Students need to* ***see*** *the doubles so they can create a visual to refer back to when working with doubles facts. If they memorize the facts without understanding, they will not be able to apply the doubles plus one strategy.*  **Activity 1- Pictures with Doubles**:   1. Give each student an index card or small sheet of blank paper. Ask students to draw a picture showing a double (spider with 4 legs on each side, an egg carton with 6 six eggs in each row, 2 hands showing 5 fingers on each, a truck with 2 wheels on each side, etc). *Students will enjoy this and may want to create a picture card for each double fact to ten. This will be a neat booklet for them to use to learn their doubles facts.* 2. Have student’s select one card to share with the class. Allow each student time to briefly explain their double. The teacher can collect one card of each double to keep and use as flashcards to help students practice doubles during free time. The cards can also be placed in a math station to be used with a partner or independently.   ***Activity 2- Go Fish with Doubles****:*   1. Explain to students that they will be playing a doubles game with a partner. Each partner group will need one copy of Cardstock, *“Task Card & Number Cards”* and Cardstock, *“Doubles Cards”*. **These should be precut and bagged prior to the lesson to expedite the setup of the game.** 2. Choose a student to help you model the game for the class:  * Shuffle the number cards and the doubles cards so they are mixed together. Place the deck face down. * Each person takes 3 cards from the deck and holds them in his or her hand. * Partners take turn asking the questions on the Math Talk Task Card to make matches. * When a player lays down a match, he must state the double *(The double of 5 is 10 or 5+5=10).* * If a player does not have the card requested, he must say, “Go Fish” and the other player draws a card from the deck. * The player with the most matches wins. * Model several times with different students before having students play on their own.   ***\*\* Differentiation* – If students are counting the dots on the cards instead of calling the fact, have them play with fact cards to ten instead of to twenty.** |
| **Math Stations – Mrs. C pulls 3 groups, meets with Ms. S groups** |
| **Specials– 9:35-10:20 Art** |
| **Snack 10:20-10:40 – Read aloud Rainforest – Very sleepy sloth** |
| **Literacy Stations 10:40-11:40** |
| Mrs. C pulls 3-4 groups  Mrs. Smith pulls 3 groups |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| [**www.wegivebooks.org**](http://www.wegivebooks.org) **mrscatherwood 1stgrade**  **24 hours: Rainforest (pg 39 sloths),**  **Compare and contrast with the research page about sloths and venn diagram**  **Compare and contrast the fiction “very sleepy sloth” with the online book.** |
| **12:15-12:30 Letterland Day 1 Unit 19** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40**  **Common Core State Standards –**  • 1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.  • 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.  • 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.  • 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. |
| Amber will be coming to film  Finish testing lego cars measuring from the bottom of the ramp outward.  Return to classroom to discuss conclusions about our data and record data in journals.  Think and write about any improvements they want to make for when we retest and write why they would make those changes. |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |

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| **Wednesday, March 12th, 2014**  **Theme: Rainforest/Desert**  **Word Study Wednesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Students will work on the work in their cubby (yellow folder) OR if they have no work, they should choose a choice off the yellow poster on the board. Please check their cubby first if they have no work. |
| **8:30-9:30 Math Stations** Common Core State Standard(s) **1.OA.6-** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between  addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| Alignment LessonDoubles Plus One *Once students are proficient with their doubles, introduce the strategy of doubles plus one. If students are not proficient with their doubles, they will revert to the strategy of counting on or counting all.*  *\*\****Review Doubles by using a Number Balance (see teacher notes on next page)**  **Activity 1- Doubles Plus One with Cubes:**  1. Begin by modeling for the students. Create two unifix/ pop cube towers to represent a doubles fact (two towers of 2) and then make two more towers, one showing two cubes and one showing three cubes. Compare the two sets of towers. *(See picture below)*  2. Ask students to discuss with a partner how the towers are alike and how they are different. Along partners to share their thoughts with class. Encourage discussion until someone mentions that one set shows ***a double and one set shows a double plus one more.***  3. Have a student volunteer state the number sentences the towers represent: 2+2=4 and 2+3=5.  4. Pair students and ask them to create two towers to show a doubles fact and then to two other towers that show a doubles plus one fact.  5. Have students illustrate and record the doubles fact and the doubles fact plus one on Blackline Master, *“Doubles Plus One”.*    **Activity 2- Doubles Plus One:**  1. Students will continue to practice the Doubles and Doubles Plus One strategies. Model for students the following steps:   * Roll a single die and say the double of the number you roll (roll a 5 and say 5+5=10). * State 5+5=10 and one more is 11. So that means 5+6=11. * Record each step on Blackline Master, “*Doubles Plus One with Dice”*(write 5+5=10 and then underneath write 5+6=11).   2. Allow students to practice these strategies alone or with partner.  3. Once adequate practice time has been allowed bring the students back together to reflect on the 2 strategies.  **Review Doubles with a Number Balance (need doubles cards from Day 110)**   1. Students shuffle the double cards and place face down. Turn over the top card and read the double as a number sentence. Example: 3 +3. Place two weights on the number balance on the number 3 (either left or right side – good to alternate sides). 2. Students determine the answer and place one weight on the other side that states the sum. If it balances, it is correct. *See picture.* Repeat with the other doubles. |
| Mrs. C pulls 3 groups, Ms. S pulls 2-3 groups |
| **Specials: Guidance** |
| **10:20-10:40 Snack: Read aloud – Rainforest – Place animals in the correct layer of the rainforest: canopy, emergent, understory, forest floor (on smartfile)** |
| **10:40-11:40 Literacy Stations** |
| **Mrs. C pulls 3-4 groups**  **Ms. S pulls 2-3 groups** |
| **11:40-12:15 Readers WS/SS/Writer’s WS** |
| .   |  |  | | --- | --- | | RL1.1 | **Ask and answer questions about key details in a text.** |   Read aloud part of “Does it Always Rain in the Rainforest – Model how to ask questions- show a list of animals that live in the rainforest and hand out research page about that animal. Have students fill out the “I wonder…” page.  **While students are doing this, compile their rainforest books from the pages completed this week.** |
| 12:15-12:30 Letterland Word Practice Unit 18 day 2 |
| Lunch 12:35-1:05  Recess 1:10-1:40 |
| **Science/STEAM 1:40-2:40**  **Common Core State Standards –**  • 1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.  • 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.  • 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.  • 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. |
| Lego Cars and Ramps Day 4  Students will finish building their changes to their car and we will go to Mr. Kelley’s ramp to test our new cars. We will record our new data back in the classroom. We will compare and contrast the data from the 1st test and we will draw conclusions about the best designs. |
| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |

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| **Thursday, March 13th, 2014**  **Theme: Rainforest/Desert**  **Tweet Thursday!**  **Team Meeting!!!!!!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| – take pics with cat in the hat app – seuss cam |
| **8:40-9:30 Math Stations** Common Core State Standard(s) **1.OA.6**  Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between  addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). |
| Alignment LessonMake Ten **Using Ten Frames – Part 1**   1. Display/Distribute Transparency/Blackline Master, *“Double Ten Frame Mat”* and counters to each student. 2. Model for students placing 1 Cardstock, *“Addition Flashcard”* card next to the ten frame (8+5). Teacher and students then place 8 counters in the top ten frame and 5 counters in the ten frame below. **Ask,** *“What is the easiest way to find the total without counting all the counters or counting on?”*  Allow students the chance to share their thinking about this question. **The most efficient response would be to move 2 counters from the bottom ten frame to complete the top ten frame.** If a student does not provide this answer, bring it up yourself as a think aloud. 3. Have a students use math talk to explain this. Example ***“I moved 2 counters from the 5 and gave them to the 8 to make a 10. That left 3 on the bottom. Now I have 10 and 3 and that makes 13.”*** 4. Repeat several times with other flashcards, but only with adding numbers to 8 or 9. Provide **many** opportunities for children to practice this make-ten activity, encouraging math talk as they move the counters to make a ten. You can place flashcards, ten frames and counters in a math station for repeated practice.   *Alignment Lesson Day 2 suggested using ten frames to record the number of days in school. If this has been used daily, then students should pick up this fact strategy fairly easily.*  **Visualizing a Double Ten Frame-Part 2 –**   1. Once children seem to have this strategy, gather the ten frames and counters. State a fact, such as 7+4 and ask students to visualize a double ten frame in their mind with 7 counters in the top ten frame and 4 counters in the bottom ten frame. Ask, *“What should you do?”* The efficient strategy response would be for the students to say, *“Move 3 counters from the bottom 4 to the top to make a ten and now I see 10 and 1 which makes 11.”* 2. Do this numerous times, always making the connection from the concrete ten frames to the visual ten frame. With lots of practice and repetition, students will soon use this strategy quickly to solve an addition fact. 3. **Assessment/Homework**– Respond to question on Journal Prompt page – explaining the fact strategy used.   **Totaling Ten Frames- Part 3:**  **Prior to the lesson cut apart Transparency/Blackline Master, “10 Frames”.**  Model the following with a document camera or projector.   1. Place the ten frame card showing 9 dots face up.Shuffle and stack the other ten frame cards and place them face down. 2. Turn over a mini ten frame. Call on a student to name the total of the 2 cards.   *Example. 9+5=14 I took 1 from the 5 and made it a 4 and gave to the 9 to make a 10 and10+4=14.*   1. Give partners one set of pre-cut Transparency/Blackline Master, *“10 Frames”* and have them repeat this activity. Students may also use the mini ten frame showing 8 as the face up card. *This activity is a great addition to a math station.*   Bring the class back together for a discussion about the making ten strategies that were used in this lesson. |
| Mrs. C pulls 3 groups  Ms. S pulls 3 groups |
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| **Snack 10:20-10:40 Read aloud Desert/Rainforest** |
| **Literacy stations 10:40-11:40** |
| **Mrs. C pulls 3-4 groups**  **Ms. S pulls 2-3 groups, monitors during last rotation** |
| **11:40-12:15 Reader’s Workshop/SS** |
| Complete the rest of rainforest book:  Read rainforest research page and Finish KWL, - Learned portion  Photograph/Caption/Graph  Rainforest map,  Diagram/caption of rainforest  I would pack…  Diagram of the animals researched (orangutan, sloths)  Can/have/are/is rainforest and orangutan, sloth)  Table of contents (Rainforest Cover) |
| **12:15-12:30 Word Sorting: letterland unit 18 Day 3 see smartfile** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Science Assessment – Balance and Motion |
| Writing if time, Rainforest Research – All About Book – See reading plans above. |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Friday, March 14th, 2014**  **Theme: Desert**  **Royal Sentences Friday!**  **Assembly 8:45** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Assembly 8:45-9:45 |
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| **9:50-10:20 Reader’s WS/SS**  **Wegivebooks.org mrscatherwood 1stgrade**  **24 hours desert (page 35 and 36 camels, page 45 fennec kit fox, scorpion page 47),** |
| **Snack 10:20-10:40 Read Aloud – Desert Book – 3 Javelinas** |
| **Literacy Stations 10:40-11:40** |
| **Mrs. C pulls groups**  **Ms. Smith pulls groups** |
| **11:40-12:30 Specials - PE** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing 1:40-2:40**   |  |  | | --- | --- | | RL1.5 | **Explain major differences between books that tell stories and books that vie information, drawing on a wide reading of a range of text types.** | |
| Read short excerpt about javelinas (or scorpions or fennec foxes)– compare and contrast fiction to nonfiction from the story read aloud during snack time.  Have students record what is in a fiction book and what is in a non-fiction book (cut and glue onto venn diagram)  Read aloud 3 dassies, 3 \_\_\_\_\_\_\_\_  Compare and contrast the two stories/characters |
| **Plus/Delta & Pack-Up 12:20** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

Sub on Monday

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| RL1.9 | **Compare and contrast the adventures and experiences of characters in stories.** |

Compare Josephina javelin and 3 little pigs – venn diagrams