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| **Monday, September 9th, 2013**  **Theme: Communities** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Math Monday!!!!  Students go around the room and count the community leaders hidden in the room. They will record the number and number word for each one. Teacher will check for 1:1 correspondence when counting. |
| **Calendar/Daily 5 Math 8:40-9:30** |
| **JOBS! Give out new jobs!** |
| Community Poem, Song: Waddlieatcha on youtube.  Students will take a pre-assessment for the first unit in Math Expressions (Day 13). Students will need to try their best and put a smiley face if they do not know. |
| **Specials 9:35-10:20 MUSIC** |
| **Snack 10:20-10:40 – Leader in Me video – Synergy!** |
| **Daily 5 Literacy 10:40-12:30** |
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| Introduce Stations:  **Treasure Read! Read to Self** (Using Smartfile) – Students will write a story at their seat while they are waiting for their table to be called to pick 4 books for their book basket – 2 picture stickers, 2 number stickers.  **Word Study** – discuss options for using journal using poster on smartboard/website- Rotate through activities.  Cat in the Hat Video – students listen for “at” words and touch their head everytime they hear one.  Students practice the word study center by using markers or crayons in their word study journal. They may choose 1 or more activities. They must put their short date at the top of the page. They should start on the VERY first page, and never just turn to the middle of their journal. Always start on the next new page.  Allow students to explore making words by putting supplies at each table (2 types at each table) and having the tables rotate every 10-15 minutes. (Stamps, block letters, word family books, word family cubes, hot dots, etc.)  **Magic Math –**Students will be given a sentence frame to complete their own simple addition word problems. Students will write a number sentence to match their number sentence.  **Letterland Express – Day 1**   * Show Picture code card of Apple Annie practice saying her name Annie Apple /a/ * Then show blank side and just say /a/ * introduce Clever cat * Put annie apple and clever cat in pocket chart and then sort pictures * Look at Annie apple and clever cat on smart board and listen to their stories   **If time,** The Recess Queen video (show before lunch under aug/sept pinterest folder) |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Responsible citizens and community leader’s role is to promote fairness, ensure safety and resolve conflicts. We are citizens of our community. Citizens follow rules/laws to make our community a good place to work, learn and play. |
| **\*\*\*\*Review STEAM project from Thursday! Pipecleaners and FOIL**  Review from last week rules that we have in our home and school to ensure fairness and safety. Review the importance of having these rules. Introduce that we live in a community. In this community we need rules to make sure everything is fair and that we are all safe. All this week, we will be looking at the rules that our community has to make sure we are safe and things are fair. Using a bubble map, make a list of places in our community that need rules. **Watch the unitedstreaming video titled :“City, Suburb, and Rural Communities.” After watching the video, add to the 2 column sheet about describing what each type sounds like/looks like.** |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Tuesday, September 10th, 2013**  **Theme: Communities** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Thinking Tuesday!!! (Reader’s Workshop Read Aloud Strategy!) |
| **Calendar/Daily 5 Math 8:40-9:30** |
| |  |  | | --- | --- | | 1.NBT.1 | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | |
| Calendar: Community Poem, Song: Waddlieatcha on youtube.  Lesson: Count on it!  Introduction: The Shoe Game - Select one student to be the "stomper". Write a number form 1-10 on a piece of tape, show it to the "stomper", and tape it to the bottom of his shoe. The student stomps the number while other students listen and count silently. The students write the number on their white board and hold it up  **Materials needed are:** tape, whiteboards, markers, unifix cubes, dice, one piece of string per pair, cup or box containing numbers 1-10, math journal or blank paper, counters, Ten Frame and mini Ten Frame Blackline Masters.  Lesson Activities:  The Train Game: Partners build a long cube train the length of yarn by taking turns rolling dice and adding cubes to their trains until they reach the end of the yarn. Partners can work together to build one train, or they can build separate trains on either side of the string, seeing who can reach the end first.  Number Splash: Select a number from 1-10 and write it on the board and circle it. Students copy the number into their math journals. Tell students to write down the ideas for using, building, or representing the number inside their journals. Students are asked to share their ideas and teacher writes them on the board around the number. Allow students to add ideas they did not have.  Ten Frames: Introduce ten frames and the rule for filling the ten frame. Say a number and ask students to fill their ten frame. Ask the questions: How many counters on the ten frame? How many on the top row? How many on the bottom row? Haow many in all? How many to make a 10?  **Observe students as they work and look for the following:**  Do they have one-to-one correspondence?  Can they count the total number of cubes?  What strategies are used when playing The Train Game? |
| **Specials 9:35-10:20** need to put level stickers on book bins MUSIC |
| **Snack 10:20-10:40 Leader in Me Video – Seek 1st to Understand!** |
| **Daily 5 Literacy 10:40-12:30** |
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| Review stations from yesterday.  Introduce new stations: Writing Station – Students will rotate tables to complete writing tasks: writing a post card, writing a letter, silly sentences, sticker stories, making a list, writing a poem/song, etc.  Enchanting Reading Partner – Flip camera videotaping. Students will review the enchanting tent I CAN chart. Students will practice reading with a partner WITHOUT the camera today. Students should sit elbow elbow knee to knee, side by side so both partners can read the same story together.  **Letterland Express Day 2:**  Introduce Dippy Duck, Sammy Snake, and Talking Tess the same way as Annie Apple and Clever cat  Sort pictures on chart   * Reiview letters so far a,c,d,s,t * Teach Live Reading procedure -call children up and give them the PCC’s   The children holding the cards make the sounds in order the other children rollercoaster the sounds/word  Words: sad, at, cat, sat  **PICTURES!!!!! 12:00** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Responsible citizens and community leader’s role is to promote fairness, ensure safety and resolve conflicts. We are citizens of our community. Citizens follow rules/laws to make our community a good place to work, learn and play. |
| With students create a shared chart of the various rules in the community. Discuss why these rules are important and what would happen if they were not enforced.  **My Community Works Together**  **(A FEW EXAMPLES)**   |  |  | | --- | --- | | **Rules that make my community a fair place**  Differences are respected  Everyone can use public places, transportation  We are free to speak our thoughts  Lawn watering schedule  taxes | **Rules that make my community a safe place**  Walk on the sidewalk  Drive on the right side  Drive/walk at green light  Bike/walk in the direction of traffic  Wear your seatbelt  Helmet to ride bike/skateboard  Pets on a leash  Speed limit |   Where Will I Go? Riddles on smartfile  Students will work in a group of 3 to complete a lotus using pictures and words/sentences to record 8 different places that you can go in your community. Students will use synergy and “pass the lotus” to ensure each child participates. |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Wednesday, September 11th, 2013**  **Theme: Communities** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Word Study Wednesday!!! |
| **Calendar/Daily 5 Math 8:40-9:30** |
| |  |  | | --- | --- | | 1.NBT.1 | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | |
| Calendar: Community Poem, Song: Waddlieatcha on youtube.  Using Teacher Edition pp. 39-44   * Activity 1: Acting Out the Scenario (Teacher Edition p.40) Children will first use 5 counters and Student activity books (p. 19) to show student volunteers' movements (as lambs jumping over a fence). As lambs jump over the fence, students will move counters from one side of the worksheet mat to the other side denoting break-aparts of 5. Next, the teacher will record lambs jumping over the fence using addition to model break-aparts of 5 (i.e. 4+1) * Activity 2: Teacher will ask 5 volunteers to the front of the room and assign number cards (1-5). The teacher will assign the role of "ticket seller" to a sixth student. Volunteers will make a line in front of seller. The teacher will introduce and discuss the concept of ordinal numbers. * Activity 3: Teacher will guide the children to understand that in a set of consecutive numbers each counting number is 1 more than the previous number when counting forwards and conversely that each counting number is 1 less than the previous when counting backwards. In addition, the teacher will explain that although consecutive numbers are moved apart, there is still an order despite distance between number cards.   **Introduce math tubs and procedures (it there is time). Make an anchor chart for procedures during math.** |
| **Specials 9:35-10:20 Chinese** |
| **Snack 10:20-10:40 – Put 1st things 1st video on Leader in ME** |
| **Daily 5 Literacy 10:40-12:30** |
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| Word Study Journals – Word Study Wednesday –  Students pick 5 sight words from purple castle drawer. Students do 2-3 sight word cheers (sticks by rocking chair) before returning to their seats to write each word 4 times each and write at least 1 sentence using one of the words.  **Letterland Express- Day 3** introduce Noisy Nick ,Peter Puppy, Red Robot  same way as Annie Apple and Clever cat  Sort pictures on chart  Live reading nap, rat, cap dad |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
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| Review communities and places within the community. Review the different rules that are reinforced in the community and the importance of following these rules.  Make a brochure advertising the community as a great place to live, work and play. Students fold paper into 3 parts. Title: **My Community Works Together.** Students write/draw an example of one or more of their community rules and explain why this rule is needed.  Who Am I? Riddles on smartfile  Students will use the Leader in the Community sheet. They will choose any leader in their community and write a riddle/clue about their person. Then, if time, they will complete a 4 bubblemap about what their leader does to help the community. |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Thursday, September 12th, 2013**  **Theme: Communities** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Tweet Thursday!!!!  Class Rewards/Gerbil Name |
| **Calendar/Daily 5 Math 8:40-9:30** |
| |  |  | | --- | --- | | 1.NBT.1 | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | |
| Calendar: Community Poem, Song: Waddlieatcha on youtube.  Use Teacher Edition   * Activity 1: Teacher will provide each student with a complete set of stair steps. Students will be given time to organize their stair steps in numeric order. * Activity 2: Teacher will have children find and center stair step 5 on their desks and stair step 1 underneath stair step 5. Next, the teacher will point out that 5 and 1 more is 6. Students will continue to use stair steps to find other combinations with 5. Students will continue this knowledge-building activity by using fingers to show 5 and 2 more (7) Teacher Guide p.47. * Going Further: Prior to reading the literature connection (A Triangle for Adaora), the teacher will explain the plot of the text and review plane shapes students have previously learned. Children will be instructed to locate plane shape objects around the room. After reading the story, the teacher may choose to have students create a poster or booklet of simple shapes and label them.   Introduce Math tubs if there is time. Make anchor charts that display appropriate behaviors with the tubs. |
| **Specials 9:35-10:20 Chinese** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
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| Review Stations taught so far.  Introduce Multiple Intelligence Stations (2nd stations)  Computers, Science/SS, Art/Creation, Smartboard/Ipod, Publishing/Poetry, Game/Puzzle  Students are taught expectations for stations:  Whisper Voices, Staying in that station, raising hand for help, Staying on Task, Cleaning Up  Students practice rotating through stations and cleaning up in groups of 4 –  **Letterland Express Day 4:**   * Introduce Harry Hat man, Lucy LampLight and Munching Mike using smartboard with story and song * Sort pics in chart * Teach *Live Spelling* procedure - 1st say the word in a sentence, then pitch word to spell children catch and repeat word * Then stretch/rubberband spell * Then children with PCC’s come forward to spell   Words: ham, lap, sat, mad |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
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| Review communities and places within the community. Review the different rules that are reinforced in the community and the importance of following these rules.  Make a brochure advertising the community as a great place to live, work and play. Students fold paper into 3 parts. Title: **My Community Works Together.** Student’s write/draw an example of one or more of their community rules and explain why this rule is needed.  Community Errand List:  Students will draw/write an errand list. On one side they will record a place that they would visit in their community. On the other side, they will record what type of errand they would do at that place (post office: mail a letter) |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Friday, September 13th, 2013**  **Theme: Communities** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Royal Sentences! |
| **Calendar/Daily 5 Math 8:40-9:30** |
| |  |  | | --- | --- | | 1.NBT.1 | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | |
| Calendar: Community Poem, Song: Waddlieatcha on youtube.  Use Teacher Edition pp. 88-90   * Activity 1: Have 2 volunteers line up Giant Number Cards 1-10 in order along the ledge of the board. All other students will do the same at their seats with their sets of Number Cards. Have students check that the cards on the board and their own number cards are in the correct order. Next have children show you the appropriate card when you call a number, remind them to return it to the correct place (see Teacher Edition pp. 88 for suggestions). Turn the cards on the ledge around to show the side with the dots and have children do the same with their cards (remind them to keep the cards inorder. Point to each card and have the class count the dots in unison. Direct student's attention to the placement of the dots on the cards using the prompts at the bottom of Teacher Edition pp. 88. Have students put away the first 5 cards (leaving Number Cards 6-10). Point to the numbers in sequence and have the students express each number as a 5-group plus extra ones (ex: What is 6? 5 + 1). When the class responds quickly and automatically, point to numbers in random order. Relate 5-groups to student's fingers by asking them to show 8 with their fingers (there are 5 dots in one row and 5 fingers on one hand). Continue practicing this with all numbers 6-10. Again, conclude the activity by pointing to cards in random order and have children show the number with their fingers and say the total as the 5-group and the extra ones.   Activity 2: On the board, write a number from 6-10, draw circles as a 5-group and extra ones in two rows to represent that number. Have the class say the number as a 5-group and extra ones. Use the Whole Class Practice and Student Leaders Math Talk structure to have students, one at a time, go to the board and write a number 6-10. The other students will write the number and draw the number as circle groupings at their desks while the Student Leader does the same at the board. After each representation, the Student Leader asks the class to express the number as a group of 5 and extra ones. When students are comfortable with representing quantities as a 5-group and extra ones, have them create stories about the groupings. First, model a story then draw the picture that goes with it for the students. Have children choose a number and recite stories for all numbers 6-10. |
| **Specials 9:35-10:20 Library** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
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| Review and practice Intelligence Stations from yesterday.  If time, Doctor DeSoto video online, Discuss how to use the Treasure Read chart in our book bins with the book Doctor DeSoto.  **Letterland Express- Day 5** introduce Bouncy Ben and Firefighter Fred using smartboard with story and song  Sort pictures on chart  Live spell bat, bad,fan,map,cab |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
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| **Review that rules are needed in the home, school, and in our community to ensure fairness and safety.**  Provide students with conflict situations on cards. Select the rules your students are having difficulty following at home, school and community. Students work in groups of 2-3 students to plan a resolution. Groups share with the class.  EXAMPLES   1. Home-siblings won’t share, don’t want to eat certain food, shoes left in the hall 2. School-running in the hall, throwing trash on the floor, student won’t share ball 3. Classroom-student bothering you during writing, student won’t share markers, student drops pencils on the floor   Community-not wearing seatbelt, walking in the street, throwing trash on the ground.  Students will complete a lotus on ways that they can help their community. If time, students can partner read the community leader books. |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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