**Theme: Vote For Me/Fall**

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| **Monday Oct. 15** |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working
* Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall.
* Word Study- Use smartboard to reinforce sounds that blends make: st, cl, dr, sw.
* Read a fall poem. Discuss the main idea of the poem. Is there another title that the author could have named the poem?
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| **8:45-10:00 Literacy Stations/Guided Reading****Station A: (FS1.2b FS1.2c)** Using the letters in the words “Pumpkin Patch” the students will make new words and will record them. Select 3 words to write in a sentence. **Station B: (Writing W1.3)** Students will sequence, in a flowchart, pictures of carving a pumpkin and will describe **Station C:** **(W1.3, L1.1f, )** Students will choose a leaf and will then synergize with a partner to compare and contrast their leaves using a venn diagram**Station D:** Use the letters in the word DEMOCRACY to find words around the room. Then children write their definition of democracy.**ABC: ( FS1.2c)** Students will sort fall words in ABC order and record words on recording sheet. Select 3 words to write a sentence with. **Pocket Chart: (FS1.3a)** Students will sort words by beginning blending sounds (dr, sw, st, cl) and then record words of pictures on paper **Computer:** Spellingcity.com with –ill and –am words **(FS1.2 FS1.3b)****Smartboard (FS1.2c):** distinguishing between short and long vowel sound **Listening (RI1.7, RL1.2** listen to the story Pumpkin, Pumpkin and then students will write/ draw about the beginning, middle, and end of the story |
| **10:00-10:40 Writer’s Workshop**Review the word families that we have had so far. Discuss that these chunks will help us read new words. Introduce the word chunks: -ill and –am. **Spelling Pre-test** |
| **10:40-11:10 Reader’s Workshop RL1.2, SL1.6, RL1.4****Mini-lesson: Reader’s make connections to what they already know*** Introduce Spinner the Spider who spins a web that connects from one place to another
* Tell students there are 3 different ways to make a connection
* Text to text
* Text to self
* Text to world
* Review what schema means (all the stuff in your head, like the places you’ve been to, things you’ve done, books you’ve read). When you use your schema, it helps you use what you already know to better understand the book that you are reading.
* There are many ways to use your schema to make connections. Today we’ll make text to self connections. When you make a connection when you read, it’s kind of like having a conversation inside your head.
* Let me show you what I mean. As I read this story about fall, I will stop every once in a while and think out loud to show you how I use my schema or what I already know to make a connections to the story. I’ll let you know what’s going on inside my head as I’m reading this story to you.
* After reading ask: What did you notice me doing while I was reading and thinking? What kind of connections did I make to this story?

Students go off and make connections to their reading. |
| **11:00-11:30 Social Studies/Science**Continue to make our commercial for the Spirit of First Grade project |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math** Begin Quarter 1 Math assessment\*\*\*Have students rotate through following math stations**Measurement:** Sort and graph candy corn and pumpkin candies.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Complete tally marks for objects in our classroom**Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used.**Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number.**I-touch Station** |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| 2:40- 2:50 Class Meeting |

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| **Tuesday Oct. 16** |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working
* Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall.
* Read the poem about fall. Find the sight words that are within the poem. Are there any words that have chunks?
* Build words on the smartboard that have the word family –ill. Discuss rhyming words and how they are the same at the end. We changed the beginning letter to make a new word. Discuss the meaning of the words.
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| **8:45-10:00 Literacy Stations****Station A: (FS1.2b FS1.2c)** Using the letters in the words “Pumpkin Patch” the students will make new words and will record them. Select 3 words to write in a sentence. **Station B: (Writing W1.3)** Students will sequence, in a flowchart, pictures of carving a pumpkin and will describe **Station C:**  **(W1.3, L1.1f, )** Students will choose a leaf and will then synergize with a partner to compare and contrast their leaves using a venn diagram**Station D:** **(FS1.2b, FS1.2c)** Use the letters in the word DEMOCRACY to find words around the room. Then children write their definition of democracy.**ABC: ( FS1.2c)** Students will sort fall words in ABC order and record words on recording sheet. Select 3 words to write a sentence with. **Pocket Chart: (FS1.3a)** Students will sort words by beginning blending sounds (dr, sw, st, cl) and then record words of pictures on paper **Computer:** Spellingcity.com with –ill and –am words **(FS1.2 FS1.3b)****Smartboard (FS1.2c):** distinguishing between short and long vowel sound **Listening (RI1.7, RL1.2** listen to the story Pumpkin, Pumpkin and then students will write/ draw about the beginning, middle, and end of the story |
| **10:00-10:40 Writer’s Workshop~obj. W1.3****Mini-lesson:**  Model writing about a small moment (use a toilet paper roll telescope to zoom in on the small moment, use a slinky to stretch it out by adding details, use a magnifying glass to focus on the small moment) by first telling the story. Use words that describe and name characters and settings and words that tell actions and events. Remind students to follow the first quarter writing rubric. |
| **10:40-11:10 Reader’s Workshop RL1.2, SL1.6, RL1.4****Mini-lesson: Readers notice when a book reminds them of something*** Review text to self connections
* Today, rather than just having you read and think about your reading, I am going to have you read, and when you have a thought or when you make a connection to the story, I want you to mark that page with a sticky note.
* I am going to read you this book, and I’m going to show you, rather than just thinking out loud how I can mark these pages with sticky notes to remember my thinking.
* Read book and mark pages as I go
* Send students out to read and mark pages with sticky notes
* As you conference have students show where they had a thought and what connection they made

Have 2 kids share connections made |
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| **12:50-1:40 Math** Begin Quarter 1 Math assessment\*\*\*Have students rotate through following math stations**Measurement:** Sort and graph candy corn and pumpkin candies.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Complete tally marks for objects in our classroom**Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used.**Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number.**I-touch Station** |
| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Wednesday Oct. 17** |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working
* Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall.
* Read the poem about fall. Find words that tell about fall. Label these as adjectives are describing words. L1.1f
* Build words on the smartboard that have the word family –ill. Discuss rhyming words and how they are the same at the end. We changed the beginning letter to make a new word. Discuss the meaning of the words.
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| **8:45-10:00 Literacy Stations****Station A: (FS1.2b FS1.2c)** Using the letters in the words “Pumpkin Patch” the students will make new words and will record them. Select 3 words to write in a sentence. **Station B: (Writing W1.3)** Students will sequence, in a flowchart, pictures of carving a pumpkin and will describe **Station C:**  **(W1.3, L1.1f, )** Students will choose a leaf and will then synergize with a partner to compare and contrast their leaves using a venn diagram**Station D:** **(FS1.2b, FS1.2c)** Use the letters in the word DEMOCRACY to find words around the room. Then children write their definition of democracy.**ABC: ( FS1.2c)** Students will sort fall words in ABC order and record words on recording sheet. Select 3 words to write a sentence with. **Pocket Chart: (FS1.3a)** Students will sort words by beginning blending sounds (dr, sw, st, cl) and then record words of pictures on paper **Computer:** Spellingcity.com with –ill and –am words **(FS1.2 FS1.3b)****Smartboard (FS1.2c):** distinguishing between short and long vowel sound **Listening (RI1.7, RL1.2** listen to the story Pumpkin, Pumpkin and then students will write/ draw about the beginning, middle, and end of the story |
| **10:00-10:40 Writer’s Workshop W1.3****October Writing Sample** |
| **10:40-11:10 Reader’s Workshop RL1.2, SL1.6, RL1.4****Mini-lesson: Using response sheets*** Use book from yesterday’s lesson
* Have chart paper ready of connection response form and have copies ready for kids
* Yesterday we made connections and marked pages of our books with sticky notes.
* Today we’re going to remember our thinking using another way by writing it down.
* Go back through your pages marked with sticky notes. Stop at the first one and go over connection. Now here on my chart I’m going to show you how I can write down my connection. Sketch a picture in the left side box. Now over here I’m going to write down what this page/picture reminded me of.
* Send kids off to read and record connections on chart today.

Have a couple of kids share their connections.  |
| **11:10-11:35 Social Studies/science****Vote for the Spirit of First Grade** |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:40 Math** Begin Quarter 1 Math assessment\*\*\*Have students rotate through following math stations**Measurement:** Sort and graph candy corn and pumpkin candies.**Thinking About Math: (math 1.04)** Students will complete fall math word problems.**Number Work:** Complete tally marks for objects in our classroom**Geometry/Shapes: (math 1.01 )** Students will complete pumpkin using pattern blocks and graph shapes used.**Samrtboard:** Gumball math**Math Games**: Roll 3 die and make an addition equation by using the number on the die.**Write about Math:** Complete the equal and not equal book by drawing sets to show equal and not equal to the given number.**I-touch Station** |
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| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Thursday Oct. 18** |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working
* Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall.
* Read the poem about fall. Find words that have a short vowel sound.
* Build words on the smartboard that have the word family –ill. Discuss rhyming words and how they are the same at the end. We changed the beginning letter to make a new word. Discuss the meaning of the words.
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| **8:45-10:00 Literacy Stations****Station A: (FS1.2b FS1.2c)** Using the letters in the words “Pumpkin Patch” the students will make new words and will record them. Select 3 words to write in a sentence. **Station B: (Writing W1.3)** Students will sequence, in a flowchart, pictures of carving a pumpkin and will describe **Station C:**  **(W1.3, L1.1f, )** Students will choose a leaf and will then synergize with a partner to compare and contrast their leaves using a venn diagram**Station D:** **(FS1.2b, FS1.2c)** Use the letters in the word DEMOCRACY to find words around the room. Then children write their definition of democracy.**ABC: ( FS1.2c)** Students will sort fall words in ABC order and record words on recording sheet. Select 3 words to write a sentence with. **Pocket Chart: (FS1.3a)** Students will sort words by beginning blending sounds (dr, sw, st, cl) and then record words of pictures on paper **Computer:** Spellingcity.com with –ill and –am words **(FS1.2 FS1.3b)****Smartboard (FS1.2c):** distinguishing between short and long vowel sound **Listening (RI1.7, RL1.2** listen to the story Pumpkin, Pumpkin and then students will write/ draw about the beginning, middle, and end of the story |
| **10:00-10:40 Reader’s Workshop RL1.2, SL1.6, RL1.4****Mini-lesson: Using response sheets continued*** Do the same as yesterday’s lesson, but with a different book (fall or Halloween)
* Draw/write your connections on text to self chart
* Have students go off and read and fill out forms when they have connections

Have a couple of students share their connections. |
| **10:45-11:20 Writer’s Workshop~obj. W1.3****Mini-lesson:**  Model writing about a small moment (use a toilet paper roll telescope to zoom in on the small moment, use a slinky to stretch it out by adding details, use a magnifying glass to focus on the small moment) by first telling the story. Use words that describe and name characters and settings and words that tell actions and events. Remind students to follow the first quarter writing rubric.  |
| 11:30-12:00 Lunch |
| 12:05-12:35 Recess |
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| **1:45-1:55 Snack and Pack**  |
| **1:55-2:40 Specials** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Friday Oct. 19** |
| **Morning Work:**  |
| **8:25-8:35 Morning Meeting*** Review LEAD, Mission, Ground Rules, Schedule, Goals
* Sing songs to get our brains working
* Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall.
* Read the poem about fall. Find the sight words that are within the poem. Are there any words that have chunks?
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Please pass out “top banana” pages. Students will fill in Top Banana’s name in first line and then say why is the top banana. Top Banana will decorate cover of top banana book that he can take home in the afternoon. When students complete pages, have them place on square table on tile floor. Pages can then be stapled together to make book. |
| 8:45-9:30  **Reader’s Workshop RL1.2, RL1.2****Mini-lesson: Readers identify the character’s names and setting when they retell*****Use the story star as an anchor.**** Today we are going to learn how to retell our books by using the characters’ names. We are also going to learn that it is important to retell a story by telling where and when the story takes place (setting).
* Show example of a bland retelling leaving out characters names and setting (use any book)
* Was that a good retelling? Did you have any idea of what the story was about? Why? What did I leave out?
* Now, watch me as I retell the story again. (retell using characters names and setting)
* Now, how was that? Could you understand a little more about the story now?
* Do you see how important it is to retell a story by using the characters names and setting? We would have a hard time understanding the story if we didn’t use these things. Especially, if we were retelling the story to someone else.
* Today, during your reading time, before you pick up another book to read, I want you to practice retelling it to yourself, using the names of the characters and the setting. Then, when I give the signal, you will get together with a partner and will retell your story using the names of the characters and setting. Partners, if you have a hard time understanding, what can you say to your partner?
* Send kids off to read and practice.
* Signal kids to get with a partner to practice retelling.

Have a couple of students share their retellings with the whole class. |
| 9:45-10:45 Cultural Arts Assembly |
| 10:45-11:20 **Writer’s Workshop**Journal write using capital letters and periods correctly. |
| 11:30-12:00 Lunch |
| **12:15 Class Meeting** |
| 12:30 EARLY RELEASE |