|  |
| --- |
| **Monday Oct. 22** |
| **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. |
| **8:45-10:00 Literacy Stations**  **Writing: (writing 4.06)** Students will create a picture of a fall tree using tissue paper. Then, they will write a fall cinquain using describing words, ing words, and a 4 word sentence about fall.  **Vocabulary: (writing 4.012)** Students will complete vocabulary four block sheet on the word ***hibernate***. Students will write the definition in their own words, write the book definition, draw a picture of it, and write a sentence using the word.  **ABC: (reading 1.024, 1.025)** Students will practice blends (sw, st, bl, tr, dr) by rolling a die labeled with those blends and then writing words they know that begin with those blends.  **Math: (reading 2.02, math 1.04)**Students will read and solve addition and subtraction story problems.  **Pocket Chart: (reading 1.025)** Students will sort words by beginning blending sound (tr, fl, sl, sn) and then record words of pictures on paper  **Smartboard: (reading 1.024)** Students will practice with word family chunks –ill, -ell, -all and other short vowel sounds to decode unknown words.  **Computer: (reading 2.01)** Students will visit [www.storylineonline.net](http://www.storylineonline.net) to listen to other readers and their level of fluency as readers.  **I-Touches: (reading 1.012, 1.04)** Students will choose between the following apps to visit: ABC Tracer, iknow phonics, or Fish Game to work on decoding skills and blending of words together. |
| **10:00-10:40 Reader’s Workshop obj. 3.01**  **Mini-lesson:** Good readers make text to self connections to help them understand how the people in the book feel.   * Read a book that would evoke lots of text to self connections * Tell the students that making connections when you read is like having a conversation going on in your head. * Read aloud and stop and think out loud to show how you use your schema to make connections form your life to the story. Tell the kids “I’m going to let you know what’s going on inside my head while I’m reading the story out loud to you.” * To avoid confusion between reading and thinking, tell them, “when I’m holding the book up like this, I’ll be reading. When the book is down on my lap like this, I’ll be thinking out loud.” * As applicable, allow the students to turn and talk to a neighbor about their connections. * Send students off to read their just right books and make connections as they are reading. |
| **10:45-11:20 Writer’s Workshop**  **Mini-lesson**: Good writers use punctuation at the end of their sentences.   * Tell students you’ve noticed that many are still leaving off punctuation and are getting confused sometimes about where punctuation goes. * Use the Smartboard Activity **Sentence Endmarks (**found on smartexchange click on standards-correlated lessons, North Carolina SCOS, Language Arts,scroll down to LA 1.5) * Students will interact with activities on the smartboard that will lead them to determine the end punctuation for different kinds of sentences. |
| 11:30-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read Aloud from Chapter book |
| **12:40-1:30 Math**  **Unit 3 Pretest**  **Math Centers**  **Measurement:** Sort and graph candy corn and pumpkin candies.  **Thinking About Math:** Students will complete fall math word problems.  **Number Work:** Complete tally marks for objects in our classroom  **Geometry/Shapes:** 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 |

|  |
| --- |
| **Tuesday Oct. 23** |
| **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. |
| **8:45-10:00 Literacy Stations**  **Writing: (writing 4.06)** Students will create a picture of a fall tree using tissue paper. Then, they will write a fall cinquain using describing words, ing words, and a 4 word sentence about fall.  **Vocabulary: (writing 4.012)** Students will complete vocabulary four block sheet on the word ***hibernate***. Students will write the definition in their own words, write the book definition, draw a picture of it, and write a sentence using the word.  **ABC: (reading 1.024, 1.025)** Students will practice blends (sw, st, bl, tr, dr) by rolling a die labeled with those blends and then writing words they know that begin with those blends.  **Math: (reading 2.02, math 1.04)**Students will read and solve addition and subtraction story problems.  **Pocket Chart: (reading 1.025)** Students will sort words by beginning blending sound (tr, fl, sl, sn) and then record words of pictures on paper  **Smartboard: (reading 1.024)** Students will practice with word family chunks –ill, -ell, -all and other short vowel sounds to decode unknown words.  **Computer: (reading 2.01)** Students will visit [www.storylineonline.net](http://www.storylineonline.net) to listen to other readers and their level of fluency as readers.  **I-Touches: (reading 1.012, 1.04)** Students will choose between the following apps to visit: ABC Tracer, iknow phonics, or Fish Game to work on decoding skills and blending of words together. |
| 10:00-10:40 **Reader’s Workshop~obj 3.01**  **Mini-lesson:** Good readers make text to self connections to help them understand how the people in the book feel.   * Read a book that would evoke lots of text to self connections * Tell the students that making connections when you read is like having a conversation going on in your head. * Read aloud and stop and think out loud to show how you use your schema to make connections form your life to the story. Tell the kids “I’m going to let you know what’s going on inside my head while I’m reading the story out loud to you.” * To avoid confusion between reading and thinking, tell them, “when I’m holding the book up like this, I’ll be reading. When the book is down on my lap like this, I’ll be thinking out loud.” * As applicable, allow the students to turn and talk to a neighbor about their connections.   Send students off to read their just right books and make connections as they are reading. |
| **10:45-11:20 Writer’s Workshop**  **Mini-lesson**: Good writers use punctuation at the end of their sentences.   * Tell students you’ve noticed that many are still leaving off punctuation and are getting confused sometimes about where punctuation goes. * Use the Smartboard Activity **Sentence Endmarks (**found on smartexchange click on standards-correlated lessons, North Carolina SCOS, Language Arts,scroll down to LA 1.5) * Students will interact with activities on the smartboard that will lead them to determine the end punctuation for different kinds of sentences. |
| 11:30-12:00 Lunch |
| 12:05-12:35 Recess |
| **12:40-1:30 Math** 3.1  Lesson 3-1  Using Teacher Edition, pp. 216-222- Activity 1 : Use "Whole Class" structure for this activity TM xxii. On the board, draw the figure representing Math Mountains. Teacher points to each number as you explain the format, partners and total. Have children draw the figure at their desks using their mathboards. Draw two or three more math mountains. Draw mountains that have unknown total and unknown partner. Assist children with discovering strategies to find the unknown partner, using circle drawings and counting on.  Activity 2: Use "Whole Class" structure for this activity TM xxii. Have the children complete Student Activty Book page 81. Have children draw circles for each number as they count on in the first row. Challenge the children to find theunknown partner by counting on with their fingers. Complete the rest of the page.   Targeted Practice (Homework and Remembering Book, p. 70)- Children will practice subtraction equations..   Homework (Homework and Remembering Book, p. 69)- Addition practice to assess children's understanding of Math Mountains.  **Math Centers**  **Measurement:** Sort and graph candy corn and pumpkin candies.  **Thinking About Math:** Students will complete fall math word problems.  **Number Work:** Complete tally marks for objects in our classroom  **Geometry/Shapes:** 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 |

|  |
| --- |
| **Wednesday Oct. 24** |
| **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. |
| **8:45-10:00 Literacy Stations**  **Writing: (writing 4.06)** Students will create a picture of a fall tree using tissue paper. Then, they will write a fall cinquain using describing words, ing words, and a 4 word sentence about fall.  **Vocabulary: (writing 4.012)** Students will complete vocabulary four block sheet on the word ***hibernate***. Students will write the definition in their own words, write the book definition, draw a picture of it, and write a sentence using the word.  **ABC: (reading 1.024, 1.025)** Students will practice blends (sw, st, bl, tr, dr) by rolling a die labeled with those blends and then writing words they know that begin with those blends.  **Math: (reading 2.02, math 1.04)**Students will read and solve addition and subtraction story problems.  **Pocket Chart: (reading 1.025)** Students will sort words by beginning blending sound (tr, fl, sl, sn) and then record words of pictures on paper  **Smartboard: (reading 1.024)** Students will practice with word family chunks –ill, -ell, -all and other short vowel sounds to decode unknown words.  **Computer: (reading 2.01)** Students will visit [www.storylineonline.net](http://www.storylineonline.net) to listen to other readers and their level of fluency as readers.  **I-Touches: (reading 1.012, 1.04)** Students will choose between the following apps to visit: ABC Tracer, iknow phonics, or Fish Game to work on decoding skills and blending of words together. |
| **10:00-10:40 Reader’s Workshop~obj. 3.01**  **Mini-lesson:** Good readers make text to self connections to help them understand how the people in the book feel.   * Continue with same format for modeling making connections as the past two days. * Instead of turning and talking to a neighbor, have students share connections with whole group and write them down on a chart. Tell students that tomorrow we’ll talk about their connections and figure out which kinds of connections help us most. * Send students off to read just right books and make connections as they are reading. |
| **10:45-11:20 Writer’s Workshop~obj. 4.02, 4.06, and 5.04**  **Mini-lesson:** Good writers write complete sentences.   * Tell students you’ve noticed in their writing that sometimes they’re writing sentences that are not complete thoughts and we’re going to practice making them into complete sentences. * Use smartboard activity ***Complete Sentences* (**found on smartexchange click on standards-correlated lessons, North Carolina SCOS, Language Arts,scroll down to LA 1.5) * The students will interact with activities on the smartboard practicing making complete sentences |
| 11:30-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read Aloud from Chapter Book |
| **12:50-1:35 Math** 3.2   * + Introduce an Unknown Partner. Teacher presents a story problem, and instructs children to find the answer any way they can (refer to Math Talk in Action, Teacher Guide, p. 224). Volunteers are invited to work at the board while the others work at their desks. Have the volunteers discuss their solution methods.   + Validate any solution methods that produce accurate results. Teacher will continue to present story problems, encouraging students to devise their own solutions. Allow students to take turns demonstrating and explaining their work at the board.   + Before students do Student Activity Book, p. 85, teacher will point out that the small pictures on the worksheet are there to help children who are learning to read. As students work on page, instruct children to identify the total and the known partner, and remind them that they are looking for other partner, the unknown partner, to solve the problem.   + Teach students how to fold a square sheet of paper to make 4 triangles. After students complete exercise on Student Activity Book, p. 86, draw the answers on the board, discussing solution methods for each exercise, pointing out that one can make two different triangles in the parallelograms, depending on which diagonal one draws. For the square and rectangle, the triangles will be the same (congruent).   + Show the students that a triangular pyramid (see class management note on Teacher Guide, p. 220) has triangular sides, and encourage children locate classroom objects that have triangular sides.   **Independent Practice:**  Targeted Practice (Homework and Remembering Book, p. 71)- Students will solve story problems, and find unknown partners for Math Mountains.   * Homework (Homework and Remembering Book, p. 72)- Students will find the missing addend, do simple addition, and solve subtraction problems using pictures.   **Math Centers**  **Measurement:** Sort and graph candy corn and pumpkin candies.  **Thinking About Math:** Students will complete fall math word problems.  **Number Work:** Complete tally marks for objects in our classroom  **Geometry/Shapes:** 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 |

|  |
| --- |
| **Thursday Oct. 25** |
| **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. |
| **FIELD TRIP To see play Skippy Jon Jones at Carolina Theater in Durham** |
| 11:30-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read Aloud from Chapter Book |
| **12:50-1:30 Math**  **Math** Lessons 3-3 and 3-4   * Teacher writes an equation and its corresponding Math Mountain on the board. Volunteers are asked to remind each other the kind of equation and Math Mountain it is (unknown partner). * Teacher will invite students to give story problem situations for the equation. Discuss solutions, which may include counting on with fingers or circles, or raising fingers showing total, and taking fingers away. * Teacher will review counting on with fingers, reminding students to start with the known partner and count on to the total. * Teacher will instruct students to complete Student Activity Book, p. 87, explaining that they may draw circles to count on, ensuring that they understand that they are counting on to find the unknown partner and not counting on to find the total. * Teacher will help children to see that in Student Activity Book, p. 87, #7, they already know the total and one partner, and must find the unknown partner. After completion, ask a volunteer to write the problem as an equation on the board. * Teacher will further comprehension by linking the equation to Math Mountains.   Teacher will help children prepare for Homework and Remembering page 73, by doing Exercise 10 together as a class.  **Math Centers**  **Measurement:** Sort and graph candy corn and pumpkin candies.  **Thinking About Math:** Students will complete fall math word problems.  **Number Work:** Complete tally marks for objects in our classroom  **Geometry/Shapes:** 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 |

|  |
| --- |
| **Friday Oct. 26** |
| **Morning Work:** 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. |
| **8:25-8:35 Morning** Meeting (Use smartboard lesson labeled “Morning Meeting” to go through slides needed for this time of the day.   * 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. |
| **8:45-10:00 Literacy Stations**  **Writing: (writing 4.06)** Students will create a picture of a fall tree using tissue paper. Then, they will write a fall cinquain using describing words, ing words, and a 4 word sentence about fall.  **Vocabulary: (writing 4.012)** Students will complete vocabulary four block sheet on the word ***hibernate***. Students will write the definition in their own words, write the book definition, draw a picture of it, and write a sentence using the word.  **ABC: (reading 1.024, 1.025)** Students will practice blends (sw, st, bl, tr, dr) by rolling a die labeled with those blends and then writing words they know that begin with those blends.  **Math: (reading 2.02, math 1.04)**Students will read and solve addition and subtraction story problems.  **Pocket Chart: (reading 1.025)** Students will sort words by beginning blending sound (tr, fl, sl, sn) and then record words of pictures on paper  **Smartboard: (reading 1.024)** Students will practice with word family chunks –ill, -ell, -all and other short vowel sounds to decode unknown words.  **Computer: (reading 2.01)** Students will visit [www.storylineonline.net](http://www.storylineonline.net) to listen to other readers and their level of fluency as readers.  **I-Touches: (reading 1.012, 1.04)** Students will choose between the following apps to visit: ABC Tracer, iknow phonics, or Fish Game to work on decoding skills and blending of words together. |
| **10:00-10:45 Math 3.5**  Quick Practice-Students will count on to solve addition equations with unknown partners. Solve the problems listed on Teacher Edition p. 241 one at a time, having the students count orally showing fingers to solve and record their answer as you solve each one. (Teacher Edition, p. 241)  Repeated Quick Practice- Use Quick Practice Teen Number Flashes from Unit 3, Lesson 1. (Teacher Edition, p. 241)  Daily Routines- Students will practice and demonstrate counting skills, number sense, and calendar skills through the Money Routine and Calendar Routine and Number Partners at the beginning of the lesson. (Teacher Edition, p. 241)  **Activity 1:** Use the Solve and Discuss Math Talk structure to present the story problem on Teacher Edition pp. 242. Have several students come to the board and solve using any method they choose and then discuss the various methods shared. Have all students draw a Math Mountain to represent the story and have a volunteer draw it on the board. As a class, discuss the partners and the total and challenge students to write an equation that represents the story. Ask students to write their own unknown partner story problems, have volunteers share and have all children solve the shared problems with a Math Mountain and an equation.  **Activity 2:** Draw all the Math Mountains with totals of 10 on the board to prepare to play the Number Grabber game. Have one student be the Number Grabber. This student erases one of the partner numbers on any mountain while the rest of the class has their eyes closed. The Number Grabber has all students open their eyes and look for the mountain with the missing partner and determine what the number is.   Targeted Practice (Homework and Remembering Book, p. 77)- Students count on to find an unknown partner and solve story problems |
| **10:45-11:20 Free Choice Centers and Spelling Test for ill and am words.**  **Students that have completed all work and have no work in pink unifinished work bucket can choose to go to a free choice center. Call students by table colors to give individualized spelling tests.** |
| **11:30-12:00 Lunch**  Take students to rest room right outside of classroom. Then take students to cafeteria for lunch time. |
| **12:05-12:35 Recess**  Allow students to take items back to the classroom and then students will line up at the door to go to the back playground for recess. |
| **12:40-12:50 Read Aloud from Chapter Book** |
| **12:50-1:05 Pack up to prepare for home** |
| **1:10-1:40 PEPI** (Take students outside to the front playground to meet students from Athens Drive High School to participate with PEPI students. An adult must stay with the students. If it is raining, PEPI students will do indoor games in the classroom.) |
| **1:40-1:55 Pack up** |
| **1:55-2:40 Specials** |
| **2:40-2:50** **snack** |
| **2:50 Class Meeting**  Conduct plus/delta on day in the classroom on the white board. Carpool and walkers are dismissed at 2:50 and buses will start being called at 3:00. YMCA will be released at 3:10 bell. Please tune television to channel 7 to determine what buses have been called. If uncertain as to how a certain child goes home, please visit transporation list taped to wall beside classroom door. |