Theme: Dr. Seuss!

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| **Monday: (Math Monday)** | **February 25** |
| 8:25-8:45 Morning MeetingMorning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsIntroduce 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)* Relate the biography of Dr. Seuss to the biographies of the African Americans we read last week
* Jenn Randall’s Smart File

Brain Break 1: Read The Sneetches by Dr. Seuss* Before reading, ask the students what we learned about last week
	+ How some people thought white skinned people were better than black skinned people
* Have the students make this connection to the star bellied sneetches and the regular sneetches
* How can we use this message that Dr. Seuss told us in our classroom? School?
* Have students answer a critical thinking question
* Dr. Seuss smart file

Brain Break 2: “McBean” says with Sneetch stars* Have the students write on the starts what makes them different and discuss that what makes you different is what makes you special

Guided Reading Plans:Group1:* Level 5-6 books
	+ The Big Box
	+ Looking for Birds
	+ At the Veg
* Level 7-8 book
	+ Bananas for Little Monkey
* Pink Word Work
	+ Pink 3l words

Group 2:* Level 7-8 books
	+ The Feast
	+ Bananas For Little Monkey
* Working on
	+ Blue word work
		- Blue 3c
* Interventions
	+ Fluency Chart (with The Feast)
	+ Slip of paper to blend new words
	+ TRI- blue word work with blends (teacher created assessment on Fridays to monitor progress)

Group 3:* Level 11-12 books
	+ George’s Story
* Working on
	+ Green word work
		- “oa”, “ow”, “oe”, “o\_e”, and “oe”
		- /er/ sound

Group 4:* Level 11-12 books
	+ Bella is a Bad Dog
* Working on
	+ Green word work
		- /e/ sound (“e”, “y”, “ee”, “ea”, “e-e” and “ie”

Group 5:* Level 15-16 books
	+ Gilbert the Special Pig
* Working on
	+ Green Word Work
		- /oo/ sound (“u”, “u\_e”, “oo”, and “ew”)

Group 6:* Level 19-20 books
	+ Space Monster Saves the Day
* Fairy Tale Reading/Writing
	+ Students will read 2 fairy tales. The students will learn about what characters, setting, plot/main idea and moral are. They will identify these in both fairy tales.
	+ The next time I meet with these students they would have to choose one of the fairy tales to “re-write”
		- The students will keep the main idea/plot but change the characters and setting
		- The students will then write a rough draft of their fairy tale, peer edit/review them and then write a final draft including pictures.

Group 7:* Magic Tree House #40 Eve of the Emperor Penguin book club
 | W1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.L1.2a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. |
| 10:30-11:20 Writer’s WorkshopDay 9 of Balance and Motion Timeline (Testing Rockets!)* The rockets of students will be tested using the rocket launcher
* Roles:
	+ Launcher- teacher (to keep tests consistent)
	+ Time keeper- from the moment the launcher touches the bottle to the moment that the rocket touches the ground
	+ Measure person- measuring tape to measure how far each rocket goes
		- Each student is responsible for recording his or her own data!!!
* Identify the push and pulls
* Discussion
	+ Why did some students’ rockets not go anywhere or very far?
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2 Explain how some forces (pushes and pulls) can be used to make some things move without touching them1.P.1.3 Predict the effect of a given force on the motion of an object, including balance forces.  |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game:Mini-LessonUse Smart File 6-7* Create a Favorite Season Picture Graph
	+ Be sure that there is a title on the graph
		- Go over the parts of a graph and what each graph NEEDS!
	+ Ask comparison questions (more/fewer)
* Try BAMT strategy with other numbers (greater than 20- Page 6-7/172)
	+ 26+6= 26+4+2= 32

Stations:  | 1.MD.41.G.11.G.2 |
| 1:55-2:40 Specials- Art |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Tuesday: (Thinking Tuesday)** | **February 26** |
| 8:25-8:45 Morning MeetingMorning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsRead/Listen to The Lorax by: Dr. Seuss* After reading the story, as a class, students will identify the author, setting, characters, author’s purpose, the problem and solution of the story.
* Focus on the solution of the story
	+ The solution was that the Once-ler gave the boy the last truffula tree seed to plant.
	+ Give the students a writing prompt about if they were given the last truffula tree seed, what would they do?

Brain Break 1: Students will create their own lorax and write about how he was a leader in the story. They will be focusing on a Covey habit and how the lorax showed that Covey habitBrain Break 2: Read Bartholomew and the Oobleck by: Dr. Seuss. Students will then be pulled one at a time to create oobleck during reading stations.Guided Reading Plans: Same as Above | W1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. L1.2a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. |
| 10:30-11:20 Writer’s WorkshopDay 10 of Balance and Motion Timeline (Rocket Data #1)* In STEM notebooks, each student will record their data. They will also write about the launching experience (what they did, favorite part, etc.)
* As a class, record the data and create a data table (smart file)
* Interpret the results
	+ Which rocket designs were the “best?”
	+ Did some stay in the air longer?
	+ Did some go further than others?
* Each student will get a copy of the class results to paste into their STEM notebook.
* As a class and individually, make conclusions from the data and the discussion
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2 Explain how some forces (pushes and pulls) can be used to make some things move without touching them1.P.1.3 Predict the effect of a given force on the motion of an object, including balance forces.  |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game:Mini-LessonSmart file 6-8* Compare two known quantities:
	+ Jeremy has 10 crayons. Amanda has 3. How many more crayons does Jeremy have than Amanda?
* Students solve using picture graphs. Students answer questions in complete sentences
	+ Ex: How many more crayons does Jeremy have? How many fewer crayons does Amanda have?
* Story problems:
	+ I walked 2 blocks, and Raul walked 7. How many fewer blocks did I walk than Raul? How many more blocks did Raul walk than I did?
	+ Olivia has 10 stickers. Tony has 8. How many more stickers does Olivia have than Tony? How many fewer stickers does Tony have than Olivia?
* Find an Unknown quantity that is more:
	+ Abby has 4 erasers. Ramon has 5 more than Abby. How many erasers does Ramon have?
* Find an Unknown quantity that is less:
	+ Emma read 8 books this week. Andy read 3 fewer books than Emma. How many books did Andy read?

Stations:  | 1.MD.41.G.11.G.2 |
| 1:55-2:40 Specials- Art |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Wednesday: (Word Study Wednesday)** | **February 27** |
| 8:25-8:45 Morning MeetingMorning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsWord Study Wednesday: Students come to carpet to get 5 sight words from Frog Prince. Students say the words aloud, and then spell the words together as a class as the teacher writes the words on the smartboard, emphasizing letter structure and handwriting. Students will then return to their seats to practice independently. Students will write each sight word at least 4 times. They will now write each sight word in a sentence, not just 1 sentence. Brain Break 1: Read/Listen to Oh the Places You’ll Go by: Dr. Seuss* Discuss with the students the places that they want to go
	+ Right now
	+ When they are older
	+ When they are grown up
* Students will create a hot air balloon. The top will say Oh, the Places (student’s name) will go and on the basket of the balloon will be When I grow up… The students will be responsible for writing at least 4 sentences about themselves when they are grown up and where they want to be. They will be encouraged to state their goals (where they want to be) and some ways of getting there.
	+ Prior to writing, the students will learn about how to use a comma appropriately when listing.

Guided Reading Plans: Same as ABove | L1.2a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people.L.1.2c: Use commas in dates and to separate single words in a series |
| 10:30-11:20 Writer’s WorkshopDay 11 of Balance and Motion timeline (Learning about rockets and Redesigning)* Introduce students to pictures of rockets from around the world
	+ What do you notice? Make observations about the shape of the rockets and the placement of the shapes (similarities/differences between the designs?)
	+ Discussion about stability (rocket falling over video- smart file)
	+ Identify the nose cone, fins and body
* Students will redesign their rockets and record it in their STEM notebook
	+ Students need to justify their modifications in their STEM notebooks
		- What did you change and WHY?
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2 Explain how some forces (pushes and pulls) can be used to make some things move without touching them1.P.1.3 Predict the effect of a given force on the motion of an object, including balance forces.  |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game:Mini-LessonSmart file 6-9* Compare two known quantities:
	+ Hassan has 10 peanuts. Omar has 4. How many more peanuts does Hassan have than Omar? Students must EXPLAIN their strategy!
* Unknown quantities:
	+ More- Natasha has 5 balloons. Cindy has 3 more balloons than Natasha. How many balloons does Cindy have in all?
	+ Less- Wan worked 7 hours this week. Lee worked 3 fewer hours. How many hours did Lee work?
* Using tables to solve problems:
	+ What do the numbers in the first row and the second row mean? There is a pattern in the table, can anyone see it?

Stations:  | 1.MD.41.G.11.G.2 |
| 1:55-2:40 Specials- Chinese |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Thursday (Tweet Thursday):** | **February 28** |
| 8:25-8:45 Morning MeetingMorning Work:We will discuss as a class what we have been learning about this week and two students will be chosen to ‘tweet’ (one sentence each) what we are learning. |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsRead Fox in Socks and/or Oh Say Can You Say by: Dr. Seuss* Students should realize the “tongue twisters” and alliterations in both books. These words will be defined for those students
* After reading, a class alliteration list will be made of each student’s name.
	+ The class will help develop an alliteration/tongue twister for each student

Brain Break 1: Using the alliterations/tongue twisters list, students will write the tongue twister containing their name on a long pink piece of paper.* This paper will then be wrapped around a pencil so that it will be slightly curved
* It will then be glued/taped/stapled to the mouth of a picture of the student. The long pink piece of paper represents their tongue on their picture.

Brain Break 2: Read/Listen to Cat in the Hat Comes Back by: Dr. Seuss* Show the students sentences and have them decide which sentences are important to use in retelling the story.
* Introduce a sequel to a story
	+ Relate this to a movie (Descpicable Me, Shrek, etc.)
* Students will write a sequel to The Cap 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.

Guided Reading Plans: Same as Above | W1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.L1.2a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. |
| 10:30-11:20 Writer’s WorkshopDay 12 of Balance and Motion Timeline (Creating Rocket Design #2)* Students will be given this time to create their improved rockets that they designed in their STEM notebooks
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2 Explain how some forces (pushes and pulls) can be used to make some things move without touching them1.P.1.3 Predict the effect of a given force on the motion of an object, including balance forces.  |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game:Mini-LessonSmart File 6-10 (Measurement!)* Long ago people measured using their thumbs! What are some good things about using your thumb to measure? What are some bad things about using your thumb?
* Explain the word length (how long something is)
* Use ruler to measure objects (pg. 221)
* Pg. 222- measure and compare. Which ladybug walked further? How much farther? What should the big ladybug do if she wants to be with the little bug?

Stations:  | 1.MD.41.G.11.G.2 |
| 1:55-2:40 Specials- Chinese |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Friday: (Fix-It Friday)**  | **March 1** |
| 8:25-8:45 Morning MeetingMorning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsRead/Listen to Green Eggs and Ham by: Dr. Seuss* Review the significant events that occurred in the story (retelling it)
* Have the students come one at a time to the board and predict whether they think they’ll like green eggs and ham or not
	+ After the students make their predictions, test their predictions by having them try green eggs and ham!
	+ Ask students if their prediction was correct or incorrect

Brain Break 1: Students will make a “Cat in the Hat” using an oreo cookie, icing and red gummy lifesavers* After they make the hat, they will write directions (a recipe card) to explain how the cookie hat is made
* Emphasize the third quarter writing rubric (using transition words, capitalization, punctuation, etc.)

Brain Break 2: Review the Dr. Seuss books and their characters* Students will create a new character for a Dr. Seuss book
	+ Picture of character in the setting they wish for their character to be in.
* After creating the character, children will write a story about this character (emphasize that their story must have a beginning, middle, and end)

Guided Reading Plans: Same as Above | W1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.L1.2a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people.L1.2c: Use commas in dates and to separate single words in a series. |
| 10:30-11:20 Writer’s WorkshopDay 13 of Balance and Motion timeline (Rocket Launching #2)* Test the rockets in the same way before
	+ This time have the partners switch roles and the teacher will continue to be the launcher for consistency purposes
* Students reflect on rocket launching in their STEM notebooks
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2 Explain how some forces (pushes and pulls) can be used to make some things move without touching them1.P.1.3 Predict the effect of a given force on the motion of an object, including balance forces.  |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game:Mini-LessonSmart File 6-11 (Measurement!)* Pg. 223- complete the measurement table
	+ Remind students to write inch or inches after each measurement.
	+ Answer comparison questions: how can you find how much shorter the crayon is than the pencil?
* Pg. 224- Analyze tables
	+ Work with a partner to ask questions about the data table
* Pg. 225- Measure the lines in inches
	+ Make table of distances
	+ Practice putting the ruler at the beginning of the lines!

Stations:  | 1.MD.41.G.11.G.2 |
| 1:55-2:40 Specials- Chinese |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |