Theme: Leadership/Diversity/Valentine’s

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| **Monday: (Math Monday)** | **February 11** |
| 8:25-8:45 Morning Meeting  Morning Work: |  |
| **9:00-9:45: Stop Hunger Now** |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Stations  No Reader’s Workshop due to Stop Hunger Now  Brain Break 1: Read Push and Pull by: Murphy   * Review the book Energy Makes Things Happen by asking the students why is energy important? (Without it we wouldn’t be able to get food, move, etc.) * After reading Push and Pull, create a lotus on the smart board   + Focus on cause and effect     - What is a push? What causes a push?     - What is a pull? What causes the force of the pull?   Brain Break 2: Read ‘ay’ word family book  Guided Reading Plans:  Group1:   * Level 2 books (blue)   + Winter is Cold * Level 3-4 books   + Cat and Dog   + Fun, Fun, Fun * Level 5-6 book   + The Big Box * 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:   * Finish Freckle Juice book and book club packet * Begin Rocky Mountain National Park book and book club packet/research project |  |
| 10:30-11:20 Writer’s Workshop   * SWAG Writing   + Go over with students and put one in each of their book bins to use while independently reading.   + These will also be points for them to notice while they read another student’s rough draft * Students will have at least one other student read their writing   + Students will exchange writing pieces   + Each student is responsible for using the SWAG rubric to peer edit and add suggestions to the work of the other student * If time: Students will re-write their rough draft for their final copy | **L1.2a**- Demonstrate command of the conventions of standard English  **W1.5-** With guidance… focus on a topic, respond to suggestions from peers, and add details to strengthen writing as needed. |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 Math  Math Brain Break/Warm-Up Game:  Mini-Lesson  Review difficulties of Unit 5   * Problems with unknowns in equation   + 29+5-=\_\_\_\_   + 9+ \_\_\_ = 17   + 10’s and 100’s partners     - 6+\_\_\_=10     - 60+\_\_\_ = 100     - 20+\_\_\_=100   Smart file 6.1   * Compare numbers   + Here’s the score. Who is winning? How do you know? * Give 2 children books. I’m giving (student name) some books and (student name) some books.   + Who has more books?   + Who has fewer?   + Can we say how many more books on person has? It’s hard to see isn’t it!... What can we do? * Introduce Simple Picture Graph (like in calender!)   + How many fewer books does (student name) have than (student name)?   + Represent a new situation and draw a picture graph.     - What kind of questions could we ask about the picture graph?     - How do we “equalize” the graph (take 3 away, add 3 more)     - Why does this help us?   Stations: | **1.MD.4**  **1.G.1**  **1.G.2** |
| 1:55-2:40 Specials |  |
| 2:40-2:50 Class Meeting/Snack/Pack up |  |

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| **Tuesday: (Thinking Tuesday)** | **February 12** |
| 8:25-8:45 Morning Meeting  Morning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Stations  Brain Break 1: Read Pet Show by Ezra Jack Keats   * Do a picture walk with the book- focus the students on the illustrations and making predictions * After the students make their inferences, tell them this is a story about Archie and what he brings to the pet show. * Ask these questions through out the story:   + Where do you think the cat is?   + How do you think Archie is feeling after his friends all go to the show without him? How do you know? Did the book say that he felt that way?   + What do you think Archie will do? (Stay home, look for the cat)   + What was Archie’s problem in this story?   + What was his solution to this story?     - Connect to what we have been doing in Writer’s Workshop * After the discussion, tell the students that they are going to draw what they would bring if they couldn’t find the pet that they were going to bring. * Students will record on a piece of paper that says, “If I lost my pet for the pet show I’d bring a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” In the corner of the page would be a ribbon. In the ribbon’s center the students will put what award their “pet” would receive.   + Students should know that they are to fill in what they would bring (not a real pet) and that they are to illustrate that pet   + Encourage the students to think creatively of something special and unique.   Brain Break 2: Handprint Valentine for Parents   * Students will be called one at a time to have their hand painted and place it on already glued popsicle sticks. * When it dries students will sign it (They could also say, I love you or Happy Valentine’s Day)   Guided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s Workshop   * Create Valentine Bags (bear, frog or rabbit)   + Create a picture graph of the animals the class chose to make (connect to what we’re learning in math—Unit 6) |  |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 **Valentine’s Celebration** |  |
| 1:55-2:40 Specials |  |
| 2:40-2:50 Class Meeting/Snack/Pack up |  |

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| **Wednesday: (Word Study Wednesday)** | **February 13** |
| 8:25-8:45 Morning Meeting  Morning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Stations  Word 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: Marble Painting (Day 3 on Balance and Motion Timeline)   * Students will explore different ways to push and pull a box with different types of marbles/balls in it, without paint. They will observe the way that the marbles move when the box is tilted. * Introduce new vocabulary   + The new vocabulary will be used in sentences on the smart board   + Students will receive a copy of the new vocabulary and they will paste them in their STEM notebooks to reference back to throughout the unit. * STEM Notebook Reflection (after/during activity)   + How did the marble (s) move?   + How did you make the marble(s) move?     - If the marble is moving, does that mean that I blew on it?     - If you tilting the box is the cause, what is the effect?   + Students will use a chart (that is pasted into their STEM notebooks) to record the object, how they made it move, how did they change its direction, and how you made it stop)   Brain Break 2:  Guided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s Workshop   * Using the comments from the peer edit, students will re-write their problem/solution stories for a “final copy” * Emphasize that this is what great writers do! They don’t write one copy and publish a book! | **L1.2a**- Demonstrate command of the conventions of standard English |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 Math  Math Brain Break/Warm-Up Game:  Mini-Lesson  Smart file 6.2   * When we want to compare two groups of things we look at them together. * Who can say a sentence what compares the balloons with the hats?   + Is there another way we can compare them? (more, fewer) * Construct a new graph using apples and bananas   + Who can say a sentence that compares apples and bananas? Can someone say it another way?   Stations: | **1.MD.4**  **1.G.1**  **1.G.2** |
| 1:55-2:40 Specials |  |
| 2:40-2:50 Class Meeting/Snack/Pack up |  |

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| **Thursday (Tweet Thursday):** | **February 14 (Valentine’s Day!)** |
| 8:25-8:45 Morning Meeting  Morning 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 Stations  Read Peter’s Chair by Ezra Jack Keats   * Peter’s Chair is about a boy who loses his furniture to his baby sister. He is upset about this, but realizes that he does not need the furniture anymore * After reading the book help students identify what the characters of a story are   + Students will be given a chair hand out   + They will draw a picture of each character on a leg of the chair along with their names.   + Draw a picture of one of the rooms in the house on the seat of the chair along with the name of the room under the picture.   + Draw a picture of Peter when he feels **jealous.**   + Draw a picture of Peter when he decides to **share.** * Talk with the students about why it’s important to share.   + Why should people share? Because we’re told to?   + What if great leaders didn’t share? How would our world be different?     - People wouldn’t share information with each other (career), toys, etc.   Brain Break 1: Marble Painting Part 2 (Day 4 on Balance and Motion Timeline)   * Students will explore different ways to push and pull a box with different types of marble/balls in it, with paint. They will observe the paint markings made by the marbles when blow with a straw or when the box is tilted   + Pass out boxes with white paper inside   + A container with different paint colors will be passed out to each table   + Students will use a spoon and put drops of paint on the paper where they would like   + Drop the marbles where they would like it and move through the paint   + Students may also use a straw to blow on the marbles to make color streaks * STEM Notebook reflection   + How did you make the marbles move?   + Which way did you like the best? Why?   + How did the marbles move?   + How does the paint look? Why does it look that way? * Tell students that they will be expected to use some of their new vocabulary words! (Use as an assessment to see if they are using the words correctly) * Conclusion on carpet   + If the marble is moving, does that mean I blew on it?   + What was the effect in this activity?   + If the paint design was the effect, what was the cause?   + What else has a cause and effect in our world?     - If you study your word study words, you’ll do well on your word study quiz     - If you listen and follow directions, you will make your teacher happy   Guided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s Workshop   * Using the comments from the peer edit, students will re-write their problem/solution stories for a “final copy” * Emphasize that this is what great writers do! They don’t write one copy and publish a book! * If students did not finish their STEM reflections they will have time to complete them at this time |  |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 Math  Math Brain Break/Warm-Up Game:  Mini-Lesson  Smart file 6-3   * Count the cats and dogs * Draw circles on the picture graph to show the number of dogs and cats   + Why do we need to make a picture graph? How is that going to help us? * Complete the sentences and ring the word more or fewer   + What does “more” mean? What does “fewer” mean?   + Can you give me an example? * Review   + Solve the equations (page 164 numbers 2-10)   + Call students up to solve the equations     - Did anyone think about the problem differently?   Stations: |  |
| 1:55-2:40 Specials |  |
| 2:40-2:50 Class Meeting/Snack/Pack up |  |

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| **Friday: (Fix-It Friday)** | **February 15**  **(Early Release!)** |
| 8:25-8:45 Morning Meeting  Morning Work: Royal Sentences and STEM reflection   * If students have not finished their STEM reflection from Thursday, they will have time when they come in to finish it. * Royal Sentences- There will be 2-4 sentences on the smart board. As a class we will correct the sentences. The sentence corrections will have a focus on capitalization, punctuation, space between words and plural/singular subjects. |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Stations   1. Word Family test “-ine” and “ot” words 2. Acrostic Name Poem    1. The poem should contain descriptive words that explain how and ways they are leaders 3. Cultural Arts Assembly (9:30-10:30) 4. Lunch 5. If time, give timed math test 6. Students Dismissed   Guided Reading Plans: Same as Above |  |