Theme: Leadership/Diversity/Black History

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| **Monday: (Math Monday)** | **February 18** |
| 8:25-8:45 Morning MeetingMorning Work:TEACHER WORKDAY ☺ |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsBrain Break 1:Brain Break 2:Brain Break 3:Guided Reading Plans: |  |
| 10:30-11:20 Writer’s Workshop |  |
| 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-LessonStations:  |  |
| 1:55-2:40 Specials |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Tuesday: (Thinking Tuesday)** | **February 19** |
| 8:25-8:45 Morning MeetingMorning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Mini Lesson: Model Inferring * Use poem *It Happened in Montgomery*
* Prior to reading, tell students that we have learned about this event in history before. Let’s see if we can figure it out!
* ROSA PARKS!
	+ Was she a good leader? Why?
* Show students book Rosa Parks: Bus Ride to Freedom
* Introduce non-fiction (biographies/autobiographies) and what it means

StationsBrain Break 1: Day 5 on Balance and Motion Timeline (STEM Introduction lesson)Brain Break 2: Paper Plate Challenge!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
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| 10:30-11:20 Writer’s Workshop* Each student is responsible for using the SWAG rubric to peer edit and add suggestions to the work of the other student
* Students will re-write their rough draft for their final copy
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| 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 6.3* Explain that sometimes we want to compare more than 2 groups of things. Have students compare the picture graph using the words more and fewer.
* Identify the following on the graph:
	+ How many \_\_\_\_, which one had \_\_\_ many? How do you know?
* Compare the information on the graph:
	+ How many more?
	+ How many fewer?
* Student Invent Questions
	+ What else could we ask about the graph?
* Page 6-4
	+ Graph of Red, Yellow, and Blue
	+ Ask the students to answer the questions that go with the graph

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

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| **Wednesday: (Word Study Wednesday)** | **February 20** |
| 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: Day 6: Engineering Design Process IntroductionBrain Break 2: Read “ay” word family bookGuided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s Workshop |  |
| 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 6.4* Gather data from students about their favorite colors.
* Create a picture graph of the data.
* Ask questions about which color has the most? Which has the fewest? How many fewer does \_\_\_ have than \_\_\_?
* Practice 6-5 (weather picture graph)

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

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| **Thursday (Tweet Thursday):**  | **February 21** |
| 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 Read the story of Ruby Bridges and watch the scholastic video that Ruby Bridges speaks in. Create a Venn Diagraph of A.B. Combs and Ruby’s school.* Discuss the differences and similarities

StationsBrain Break 1: Tech in a Bag Activity (review from Day 4)Brain Break 2: Cause and Effect 2Guided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s WorkshopDay 7 of Balance and Motion Timeline (Introduction to Rockets!) |  |
| 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 6-6* Use clock buddies to create groups of 4
* Have students count out the number of letters in their first name.
* Each child fills in a row on the group’s graph, using a small circle to represent each letter of his or her name (chart handout)
	+ Let each group know that they will have to present their data to the class. Each person is responsible to saying a comparing sentence.
* Introduce comparison signs (greater than, less than, and equal to)
	+ Page 214 practice using the comparison signs

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

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| **Friday: (Fix-It Friday)**  | **February 22** |
| 8:25-8:45 Morning MeetingMorning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Watch brainpop junior video about George Washington Carver. Make a lotus to record facts about why he is a leader. Reinforce using the Covey Habit to explain how he is a leader. * Ex: He began with the end in mind because he wanted to do science experiments.
* Show students the poem about George Washington carver
* Review non-fiction text features and what a biography/autobiography is

StationsBrain Break 1: Spongebob Can’t Touch This (pinterest)Brain Break 2: Respect Rap (pinterest)Guided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s WorkshopDay 8 of Balance and Motion Timeline (Finish designing and create the rockets in heterogeneous pairs) |  |
| 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:  |  |
| 1:55-2:40 Specials- Art |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |