Theme: Valentine’s Day/Friendship

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| **Monday (Math Monday):** | **Feb. 4** |
| 8:25-8:45 Morning MeetingMorning Work:Calendar |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy * Two sentences will be typed on the smart board that focuses on singular and plural nouns. Students will be called on to identify the mistake and have an idea of how to fix it.

StationsBrain Break 1: Play “What’s in Mrs. Williams’ Bag?”* This will be a review what an inference is
* There will be a large bag full of objects. One at a time students will be called up to pull things out of the bag.
* After the class identifies the object, the class will be asked, “Okay what does that mean if a (object) is in Ms. Williams’ bag?”
	+ i.e. If the object is car keys then the students can infer that Ms. Williams has a car or that she drives to school
* A bullet list of the objects, what the students’ infer and who makes the inference will be taken.

Brain Break 2: Read Love, Ruby Valentine (transition into Writer’s Workshop)Guided Reading Plans:Group 1* Level 2 books (blue)
* An Owl
	+ Plural ‘s’ sound
* Give student at least one level 3-4 books
	+ Nat’s Cat (printable)
		- With worksheet to work on ‘ap’ and ‘at’ word family and rhyming
* Pink Word work
	+ Begin with Pink 4d words
	+ Also still working on the ‘th’ sound
* Begin Blue Word work

Group 2* The Just-Right House
* Folk and Fairy Tale Readers: The Three Little Pigs
* Continue to work on ‘o’ sound with the use of a word sort (green word work)
	+ “oa”, “ow”, “oe” “o\_e” and “oe”
	+ “ck” sound

Group 3* Why Rabbit’s Tail is Short
* Watermelon for Lunch
* Working on
	+ Blending
	+ Endings,
	+ Recognizing sight words in text
	+ The ‘o’ sound (green word work)
	+ Increasing fluency with a fluency chart
* Interventions with Deon
	+ Fluency Chart
	+ Slip of paper to blend new words
	+ TRI- blue word work with blends (teacher created assessment on Fridays to monitor progress)

Group 4* Ants, Ants, and More Ants
	+ Book club pack and printable book
* Working on
	+ Blending
	+ Endings
	+ Introducing the ‘ow’ sound using a word sort (green word work)

Group 5* Elephants (National Geographic)
	+ Book club packet

Group 6* 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* Freckle Juice by Judy Blume
	+ Book club packet
 | **L1.1c**- Demonstrate command of the convections of standard English grammar and usage when writing or speaking. Use singular and plural nouns with matching verbs in basic sentences |
| 10:30-11:20 Writer’s Workshop* Read Love, Ruby Valentine by: Laurie Friedman
* Discuss what the problem was in the story
	+ Ruby loved Valentine’s Day but slept through it!
	+ She didn’t think people would want her valentines the day after Valentine’s Day
* Discuss what the solution was to the problem and how the people of the town showed her friendship
* They are going to write a story with a problem and a solution
	+ Criteria:
		- Needs to have a problem and a logical solution
		- Use transition words (first, next, then, last)
		- At the end, the problem needs to solved
 | **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. |
| 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 5.13* Explain to the class that the story problems today will all be mixed together. There will be some with unknown totals and some with unknown partners.
	+ There are 16 flowers in a vase. 7 are white and the rest are red. How many are red?
	+ There are 7 white flowers and 9 red flowers in a vase. How many flowers are there in all?
	+ Hannah had 11 cents. She spent a nickel. How many cents does she have now?
	+ There are 6 turtles in the river. There are 8 turtles on the shore. How many more turtles are on the shore?
	+ Scott has 17 baseball caps. 8 of them are blue. The others are red. How many caps are red?

Stations:  |  |
| 1:55-2:40 Specials |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Tuesday (Thinking Tuesday): 100th Day of School!** | **Feb. 5** |
| 8:25-8:45 Morning MeetingMorning Work:Calendar |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Stations* Book Options:
	+ 100th Day Worries by Margery Cuyler
	+ 100 Days of School by Trudy Harris
* 100th Day Poem
* I wish I had 100… I would not want 100
	+ Do individually then write one as a whole group
* 100th Day Challenge
	+ Sit in complete and utter silence for 100 seconds
	+ How many times can you write your name in 100 seconds?
	+ A Danish man, named Stig, set a world record for holding his breath for 22 minutes! Try holding yours for 100 seconds
	+ Give a friend a 100 second stare down and don’t be the first to blink!
	+ Put your hand up in the air. You have 100 seconds to give everyone in the class a high five
* Crown
	+ Crown headband with streamers/strips of paper?
* Video: Curious George counts to 100
* Use the digits 1, 0 and 0 to create an animal/object picture
* Make self-portrait of ourselves when we’re 100 years old
	+ Construction paper
	+ Goggle eyes
	+ Cotton Balls
* 100th day trail mix
	+ See hand out
* Stations
	+ See hand out
* SCIENCE:
	+ 100 drops of water activity
		- Predict how much of the jar will be filled after adding 100 drops of water
		- Draw your prediction
		- Then add 100 drops and draw the actual answer next to your prediction.
		- Draw conclusion and explanations from the class

Guided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s WorkshopCorrecting Sentences (being SWAG superheroes!)* Give students sentences about the 100th day of school that they need to fix and edit
	+ Plural/singular objects
	+ Capital letters at beginning of sentences and capital I
	+ Period/punctuation at the end
	+ Sight words spelled correctly
	+ Fill in the blank to complete the sentence
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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-Lesson* Complete the hundreds chart
* Gumball Machine/Pizza
	+ Use BAMT table to count each group of 10 (10 sticker colors/pizza toppings—10 of each)

Stations:  |  |
| 1:55-2:40 Specials |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Wednesday (Word Study Wednesday):** | **Feb. 6** |
| 8:25-8:45 Morning MeetingMorning Work:Calendar |  |
| 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: Just Dance 4 youtube videoBrain Break 2: Kindness Videos (youtube)* <http://youtu.be/ORJNnbswV24>
* <http://youtu.be/OvRxmm-7PlM>

Guided Reading Plans: |  |
| 10:30-11:20 Writer’s WorkshopHearts for Kids Valentines* Hearts for kids is one of HIS Radio’s most successful and popular annual ministry projects. The participation is combined with radio listeners, volunteer teams, and hospitals to ensure that every sick child who has to be in the hospital on Valentine’s Day is not forgotten and does not miss out on the “fun” of the day.
* Guidelines
	+ Wish them Happy Valentine’s Day
	+ Make the card cheerful, creative, and uplifting
	+ Let the child know you’re thinking of them
	+ Tell the child you hope this helps put a smile on their face
* Keep in mind…
	+ No religious references
	+ No glitter/loose attachments
	+ No reference to “get well” or “hope you feel better”
	+ No candy or toys
	+ Do not include your personal contact information
	+ No sealed envelopes
	+ Separate into gender specific groups
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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 5.14* Review of Story Problems
	+ Clock buddy partners
	+ Hand out story problems
		- There are 7 white flowers and 9 red flowers in the vase. How many flowers are there in all?
		- Hannah had 11 cents. She spent a nickel. How many cents does she have now?
		- There are 6 turtles in the river. There are 8 turtles on the shore. How many turtles are there in all?
		- Scott has 17 baseball caps. 8 of them are blue. The others are red. How many caps are red?
	+ Partners report back their answers AND how they got it (encourage using the BAMT)

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):**  | **Feb. 7** |
| 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.Calendar |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsInference a character trait using dialogue and actions* Review with the students the different character traits and what each mean
* Read (book title) or create characters/pictures for students to infer
* Tell the students that how a person acts or what they say tells a lot about their character.
	+ i.e. If someone sticks up for a friend, the students can infer that they have courage.
* Show students the Inference based on dialogue/actions worksheet and encourage them to try while reading independently

Brain Break 1: Kindness Boomerang (youtube)* <http://youtu.be/nwAYpLVyeFU>
* A discussion of what this video means and how we can apply it here in our classroom and at A.B. Combs
	+ Having students respond to other student’s responses

Brain Break 2: Despicable Me (pinterest)* How to NOT react when someone makes you angry ☺

Guided Reading Plans: Same as Above | **SL1.1b-** Participate in collaborative conventions with diverse partners about grade 1 topics and text with peers and adults in small and larger groups. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. |
| 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 MathMath Brain Break/Warm-Up Game:Mini-LessonQuick Review and give Unit 5 AssessmentStations:  | **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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| **Friday (Fix-It Friday):** | **Feb. 8** |
| 8:25-8:45 Morning MeetingMorning Work: Finish Unit 5 Assessment/Unit 6 Pre-AssessmentCalendar |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsFriendship/Caring* Discuss with the students about the differences in the things we say that make people feel good or hurt them
* Have a big red/pink heart out of construction paper
* Hold it up and tell the students that each one of us starts out with a heart that is as pretty as this one.
* Have the children share things that might be hurtful to someone else. With each response, fold the heart (in random ways)
* Eventually the heart is crumpled in your hands
* Tell the class that each time they say something hurtful to someone, they are putting a little wrinkle in that person’s heart
* Talk about how someone’s heart might begin to look like this crumpled heart if people continue to say mean things to them.
* Have the children begin to tell things that they may say to someone to make that person feel good.
* With each response, unfold one of the creases in the heart, eventually you will have pressed out all of the hurts… except that the wrinkles can still be seen
* Talk about how we each have those wrinkles in our hearts from things others have said to us, and that wrinkles last forever.
* We want to be careful with what we say, so as not to avoid adding wrinkles to anybody’s heart
* Read book Roses are Pink, Your Feet Really Stink.

Brain Break 1: Share it Maybe (pinterest)Brain Break 2: The Animal Odd Couple (youtube)* <http://youtu.be/cBtFTF2ii7U>

Guided Reading Plans: Same as Above | **RI.5-** Know and use various text features (headings, tables of contents, glossaries, icons, etc.) to locate key facts or information in a text.**SL.1.1c-** Ask questions to clear up any confusion about the topics and texts under discussion |
| 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 MathMath Brain Break/Warm-Up Game:Mini-LessonSmart 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  |  |