Theme: North Carolina

Poems/Songs: “The Name of my…..”, “Earth is the name”

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| **Monday: (Math Monday)** |
| 8:25-8:45 Morning MeetingMorning Work:**Consensogram: What do you know about the 3 regions****Calendar/Math Monday – Introduce 10 and left overs in a word problem format. Discuss how to show work with this type of problem.** |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsRead Flat Stanley Book aloud, and discuss the author’s message briefly. –To Entertain usBrain Break 1: **Flat Stanley Project – Allow students to draw/color/and cut out their flat Stanley using a large index card.**. Brain Break 2: Discuss with students the different places and landmarks that we can visit in North Carolina. Show pictures of the places that will be researched. Discuss the regions that these landmarks are in and what directions that we would need to travel to in the state to get to these landmarks. Record these landmarks on a NC shape map (to be used for hallway display). Use a lotus if wanted to record what region different landmarks are found!!! Have three lotuses made and added to smart file!Brain Break 3: Map Video brain break?Discuss with students how many of them have traveled to different places. How did you know what was there to see? How did you know where to go or what to do when you got there? How did you know where it was? Conclude that we could use a map and a travel brochure to help us have the most fun at our vacation. Explain to the children that we are going to make a travel brochure to visit a landmark on NC. Students will get with a partner and select a landmark that will be researched. Complete a guided lotus to show what facts are going to be found.Guided Reading Plans:Group 1* Let’s Pick Apples
	+ Can
	+ Get
* Penguins Can Go!
* Wolf Countdown
	+ Numbers/writing and recognizing the number words
* A Frog Grows Up
	+ Plural ‘s’ sound
* An Owl
	+ Plural ‘s’ sound
* Pink Word work
	+ ‘th’ and rhyming words

Group 2* The Just-Right House
* Continue to work on ‘o’ sound (green word work)
	+ “oa”, “ow”, “oe” and “oe”
* Begin a fluency chart with this group
	+ Will read a familiar book to see how many words they read per minute, the next time we meet they will read the same book and try to read more words per minute. The students will track their progress on a chart given to them.

Group 3* Why Rabbit’s Tail is Short
* Working on
	+ Blending
	+ Endings,
	+ Recognizing sight words in text
	+ The ‘o’ sound (green word work)
* This group will also begin using a fluency chart

Group 4* The Duck Pond
* Working on
	+ Blending
	+ Endings
	+ The ‘o’ sound (green word work)

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

Group 6* One Smart Cookie by John Nez
	+ Book club packet

Group 7* Freckle Juice by Judy Blume
	+ Book club packet
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| 10:30-11:20 Writer’s WorkshopDiscuss informative writing. Discuss why authors write informative stories. Review what we have learned about North Carolina, our country, our city, etc and maps. Model to children how to write an informative story. Model writing about North Carolina and teaching a friend about our state. Use the “Hamburger Rubric” as a model to plan ideas that can be included in the story. Explain that the story needs a topic sentence (top bun) and 3 supporting sentences (burger, lettuce, tomato) and a concluding sentence so the story will not fall apart!  |
| 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- Standards: * 1.NBT.1
* 1.NBT.2
* 1.NBT.3

- Using Lesson 5.7 Smartboard file* Base 10 number sequence
	+ Introduce 10 based number sequences using hundreds board (2, 12, 22, 32 …)
	+ Have students make up own base 10 number sequences. Give the students the first 3 numbers and have the rest of the class join in to continue the sequence.
* Adding multiple tens
	+ Use the hundreds board to add tens
	+ Ex: 79+20.
		- Where do we start?
		- Which way will you go and why?
		- How many spaces do you move to add 20?
		- Why can I move down 2 rows and get the correct answer?
* Practice adding tens without the hundreds board by drawing sticks/circles and counting up

Stations:  |
| 1:55-2:40 Specials –Mrs. Trueman/Mrs. P |
| 2:40-2:50 Class Meeting/Snack/Pack up  |

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| **Tuesday: (Thinking Tuesday)** |
| 8:25-8:45 Morning MeetingMorning Work:**Location of where you are from map on smartfile** |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Stations*Substitute another Book - The Boy Who Cried Wolf*Read the story and take a poll from students using colored dot stickers that represent their votes. Create a chart with three columns (to persuade, to inform, to entertain.) After reading, give each student a colored dot to place on the chart according to what they think the author’s message is. Then, look at the graph and count up the votes for each column. Have one person that voted for their column to tell why they voted for that reason. Then explain to students that the story’s message is to teach a lesson. Talk about the message in the story and its importance. Have children read from their book baskets and think about the author’s purpose of writing the story.Brain Break 1: **Write a flat Stanley letter to a family member – Discuss types of questions to ask: What is the weather like where you are? What type of activities can you do there? What is your day usually like? Are there any famous landmarks nearby? Can you take a picture with Flat Stanley and send it back please? Use flat Stanley smart file!**Brain Break 2: **Ice Cream and Cake! pinterest**Brain Break 3: **Silent E! – The electric company - pinterest**Guided Reading Plans: Same as above |
| 10:30-11:20 Writer’s Workshop**Model to students how to take learned facts and turn them into complete sentences. Model to the children how the facts can be used to make a story.** Students will synergize with their partner to facts about their NC landmark. Children will record their facts in the provided lotus. **Model to students how to take facts recorded on their lotus to make complete sentences to make a story.**Students will write a story to inform us about their landmark. Students will work together, but write individual papers, to write about his/her landmark. They will each use their lotus to find facts. The “Hamburger rubric” will be used to reinforce writing a topic sentence, supporting details, and a concluding sentence.  |
| 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- Standards:* 1.NBT.1
* 1.NBT.2
* 1.NBT.3

- Using Lesson 5.8 Smartboard file* Finding 10 partners using a dime strip
	+ How many pennies on the dime strip? (10)
	+ What are some partners of 10?
	+ Focus on 6 and 4, how many pennies are left?
	+ How is this the same/different when we used 10 sticks?
* Transitioning/Relationship between a dime and a dollar
	+ Discuss what a dollar bill is and its worth (100 pennies, 100 cents)
	+ 100 partners on the penny just like 10 partners
		- There are partners of 100, pennies are in columns of 10 and there are 10 columns in all
		- Demonstrate how to use the break-apart stick
			* 6 and 4, 60 and 40, 6 tens and 4 tens = 10 tens = 100
* Word Problems
	+ Jamal has 70 cents. He needs a dollar to buy a bag of peanuts. How many more cents does Jamal need?
	+ Have students share what strategy they used (hundreds board, ten sticks, etc)

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

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| **Wednesday: (Word Study Wednesday)** |
| 8:25-8:45 Morning MeetingMorning 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: Introduce ING word family – read word family book Brain Break 2: **Sight Word Cheers**Brain Break 3: **Phonics/Blends Dance**Guided Reading Plans: Same as above |
| 10:30-11:20 Writer’s WorkshopStudents will continue to find facts about their landmark. After finding facts, students will synergize to create a travel brochure to influence/persuade others to travel to their landmark.Introduce opinion writing. Discuss what opinions are and how they are different from facts. Students will write an opinion story to persuade their friends that one region in NC is better than the other. Use a “Hamburger rubric” to reinforce including a topic sentence and supporting details, and a concluding sentence.  |
| 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-Standards: * 1.NBT.1
* 1.NBT.2
* 1.NBT.3

- Using Lesson 5.9 Smartboard file* Review of yesterday’s lesson
	+ 70+\_\_ = 100
	+ 40+\_\_= 100
	+ 50+\_\_= 100
	+ 80+\_\_=100
* Word Problems
	+ Nadia needs a dollar. She has 60 cents. How much more money does she need?
		- If students are unsure, have them draw 10 sticks, ring known partner, and count the unknown

Stations: * Possible Smartboard Station
	+ Dime detective on Smartboard 5.9 file
		- One player (the detective) closes his/her eyes while the other player covers some of the dimes with a sheet of paper. The detective tries to discover how much money is hidden. Switch roles.
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| 1:55-2:40 Specials Mrs. Trueman/Mrs. P |
| 2:40-2:50 Class Meeting/Snack/Pack up  |

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| **Thursday: Tweet Thursday** |
| 8:25-8:45 Morning MeetingMorning Work:**After calendar, have a few students tweet about what we are learning about using the iphone.** |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsUse this lesson to incorporate map mapping and other map objectives. Review what all maps have: title, key, compass rose, symbols. Discuss the importance for all of these things. Explain to children that they will be mapping a map of different places. Break students up into groups. Assign each student one of the following jobs: placer, gluer, key maker, compass rose maker, and director. Give each group a lotus. Students will decide on a place (park, beach, etc) that is found in North Carolina that they will design a map for. They will pass the lotus and add ideas for what they want included on the map. Then, each person will draw and cut their idea to put on the map tomorrow.Brain Break 1: The Electric Company – song for sh, th, chBrain Break 2: **Ice Age - Pinterest**Brain Break 3: **Peanut Butter Jelly Time - Pinterest**Guided Reading Plans: Same as above |
| 10:30-11:20 Writer’s WorkshopStudents will continue to find facts about their landmark. After finding facts, students will synergize to create a travel brochure to influence/persuade others to travel to their landmark.Continue to discuss opinion writing. Students will write an opinion paper about what activity is the best activity to participate within their landmark. For example: If they are researching Tweetsie Railroad one could write an pinion paper stating that gem panning is the best activity to do while visiting the landmark. |
| 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- Standards:* 1.NBT.1
* 1.NBT.2
* 1.NBT.3

- Using Lesson 5.10 Smartboard file* Using fewer coins
	+ Share with class different coins to use to make that amount (slide on smartboard). Explain that it is easiest to pay for something using the fewest coins possible (real word examples- grocery store, etc.)
	+ Page 173- After circle 38 pennies, ask the students to make the same amount but use the smallest amount of coins possible
		- Could put the students into partners and have each group of partners use a white board to write answers (switch each time)
		- Direct students that it’s a lot easier to start with the largest amount first (dimes) then end with the coins with the smaller amount (pennies)
		- \*\*Students may get confused if you say, “start with the largest coin” because nickels are technically “larger” than dimes and pennies
* Solving 2 digit coin stories using fewest coins possible
	+ Omar wants to buy a card for 68 cents. Show him how he can pay with the fewest coins
	+ Tessa is buying a stamp for 34 cents. How can she pay with the fewest coins?
	+ Mike is buying a pencil for 75 cents. He paid with 7 dimes and 5 pennies. Did he pay with the fewest coins? How do you know?

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

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| **Friday: (Fix-It Friday)**  |
| 8:25-8:45 Morning MeetingMorning Work:**Royal Sentences (Have two sentences typed in with errors, correct as a class, students return to seats to write the sentences correctly.)** |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsChildren will synergize in groups having 1 responsibility within the group. Children will create a key and a compass rose to be included on their map. Children will use their lotus to include places on their map. Items will be placed on the map by using the compass rose. Language frames can be used to write directions with how to get from one place to the other.Brain Break 1: **Bruno Mars – Never Give Up - Pinterest**Brain Break 2: **What I am – Will. I. Am. – lyrics - pinterest**Brain Break 3: **Compound Words (pic of rainbow) - pinterest**Guided Reading Plans: Same as above |
| 10:30-11:20 Writer’s Workshop**Review opinion writing.** After listening to the groups share their landmark children will write an opinion paper that states which landmark would be the best to visit for a family vacation. |
| 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- Standards:* 1.NBT.1
* 1.NBT.2
* 1.NBT.3

- Using Lesson 5.11 Smartboard file* Solve story problems
	+ Share methods of reaching solution
	+ “Did someone solve it differently?”
* Introduce “Make a Ten” strategy
	+ Counting on using dots
	+ Counting with dots and ring a group of ten then adding on
		- Ex: 8+6= 8+2 dots +4 dogs
* Use “Make a Ten” strategy with word problems

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