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| **Monday: (Math Monday) Jan. 21** |
| 8:25-8:45 Morning Meeting  Morning Work:  **Happy MLK Day!** |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Stations  Brain 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 Math  Math Brain Break/Warm-Up Game:  Mini-Lesson  Stations: |
| 1:55-2:40 Specials |
| 2:40-2:50 Class Meeting/Snack/Pack up |

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| **Tuesday: (Thinking Tuesday)** |
| 8:25-8:45 Morning Meeting  Morning Work:  **Teacher Workday** |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy Stations  Brain 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 Math  Math Brain Break/Warm-Up Game:  Mini-Lesson  Stations: |
| 1:55-2:40 Specials |
| 2:40-2:50 Class Meeting/Snack/Pack up |

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| **Wednesday: (Word Study Wednesday)** |
| 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: Video: Sneetches by Dr. Seuss with follow-up questions (see Crystal’s MLK smart board file)  Brain Break 2: Video: Martin’s Big Words (transition into writers workshop)  Guided Reading Plans:  Group 1   * A Frog Grows Up   + Plural ‘s’ sound * 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 3d words   + Also still working on the ‘th’ sound   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” and “oe”   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   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   * One Smart Cookie by John Nez   + Book club packet   Group 7   * Freckle Juice by Judy Blume   + Book club packet |
| 10:30-11:20 Writer’s Workshop  I have a Dream… Class Book  Students will have schema about who Martin Luther King Jr. was from the video book reading from the earlier brain break. A bubble map will be made to show students what MLK did for equal rights among people. They will learn about his “I have a dream” speech and be given their own I have a Dream book. Within the book the students will reflect on MLK’s dream as well as their own to make the world a better place. |
| 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: Grouchy Ladybug Lesson (with students using small clocks as the story is being read out loud)  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: |
| 1:55-2:40 Specials |
| 2:40-2:50 Class Meeting/Snack/Pack up |

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| **Thursday:** |
| 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: Video: NASA Johnson Style  Brain Break 2: What am I? (The sun) See Space smart board file  Guided 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 Math  Math Brain Break/Warm-Up Game: Video: Skip counting by 5’s (pinterest)  Mini-Lesson:  -Standards:   * 1.NBT.1 * 1.NBT.2 * 1.NBT.3   - Using Lesson 5.9 Smartboard file   * Complete the homework page 5-9 with the class by calling on students to come up to the smart board.   + Emphasize that how someone else thinks about the problem may not be the same as how you are. And that it’s okay!   + Be sure that they show their work and answer, “Why did you do that?”   Stations: |
| 1:55-2:40 Specials |
| 2:40-2:50 Class Meeting/Snack/Pack up |

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| **Friday: (Fix-It Friday)** |
| 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: If weather permits🡪 Making a solar system outside  Students will be getting an idea about how far apart the planets really are from each other. A student will be assigned to represent the sun and the planets and they will be placed a specific distance to show their distances.  Brain Break 2: Galaxy Dough!  Guided 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 Math  Math Brain Break/Warm-Up Game: Video: Skip counting by 10’s (pinterest)  Mini-Lesson  - 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   Stations: |
| 1:55-2:40 Specials |
| 2:40-2:50 Class Meeting/Snack/Pack up |