

## December 2016

### Literacy

**Activities:** Daily 5 choices (read to self, read to someone, word work, work on writing), guided reading, guided writing, read alouds, poetry, writers workshop, building stamina\*

#### **Sight Words:**

Week 10: out, if, some, would, so

Week 11: who, very, two, than, no

Week 12: me, look, him, am, go

REVIEW WEEK: review tricky words

#### **CAFÉ (Reading Strategies):**

This month we will review many CAFÉ strategies already taught using a chapter book. I will be reading *Fantastic Mr. Fox* by Roald Dahl to the class. We will review a strategy or two with each chapter. We will really be focusing on comprehension and fluency.

**Sounds:** ai/ay, ee, ie, ue, ou/ow, oi/oy, ar, air, ch for k

#### **Writing:**

Graphic Organizers as a prewriting strategy and note taking tool

Organization (transition words)

Answering “who” questions

Introduce quotation marks

Commas in dates

Revising (crossing out/adding on)

Editing (conventions)

#### **Speaking & Listening:**

Oral presentations and asking questions

Feeling vocabulary and body language

Volume of voice

\* In Daily 5 centers and writers workshop we will be working on developing stamina. We are encouraging the children to work independently for longer and longer periods of time.

## **Math**

We are still working on Numbers to 100. I really want the students to have a strong understanding of numbers before moving to the next unit. They are:

### **Number (N)**

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1. Say the number sequence, 0 to 100, by: 1s forward and backward between any two given numbers; 2s to 20, forward starting at 0; 5s and 10s to 100, forward starting at 0.
2. Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots.
3. Demonstrate an understanding of counting by: indicating that the last number said identifies “how many”; showing that any set has only one count; using the counting on strategy; using parts or equal groups to count sets.
4. Represent and describe numbers to 20 concretely, pictorially and symbolically.
5. Compare sets containing up to 20 elements to solve problems using: referents; one-to-one correspondence.
6. Estimate quantities to 20 by using referents.
7. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles.
8. Identify the number, up to 20, that is one more, two more, one less and two less than a given number.

#### **Patterns & Relations (PR)**

##### **(Variables and Equations)**

3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).
4. Record equalities using the equal symbol.

I will meet these outcomes using a variety of activities which include whole class and small group instruction. I use centers, games, journal entries, manipulatives, visuals, read alouds, websites, and partner work. The main math resource for this unit is “Math Makes Sense.”

We will continue to build on our mental math strategies. So far we have learned counting on and making 10. I will be introducing doubles during December.

## **You & Your World**

In You & Your World the focus in December is needs and wants. We talk about how peoples’ needs and wants are met and how media affects attitudes. We will also talk about the concept of supply and demand and that we are consumers. We will meet these outcomes through read alouds, class discussions, and role playing.