expand simple sentences –print photos of cookie voting,

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| **Monday, November 4th, 2013**  **Theme: Healthy Living**  **Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30 – Letterland Review – ch, qu** |
| Common Core State Standard(s)  |  | | --- | | **1.OA.1** Use addition and subtraction within  20 to solve word problems involving  situations of adding to, taking from, putting  together, taking apart, and comparing, with  unknowns in all positions, e.g., by using  objects, drawings and equations with a  symbol for the unknown number to represent  the problem.  **1.OA.5** Relate counting to addition and  subtraction (e.g., by counting on 2 to add 2)  **1.OA.7-** Understand the meaning of the  equal sign, and determine if equations  involving addition and subtraction are  true or false. For example, which of the  following equations are true and  which are false? 6=6, 7=8-1, 5+2=2+5,  4+1=5+2 | |
| **Materials Needed:**   * Math Expressions Volume 1   + TE pages 189-194   + MathBoard materials   Vocabulary  Subtraction  Equation  Number sentence  Circle drawing Math Expressions LessonUnit 2 Lesson 13: Practice with Subtraction **Activity 1**  1. Read aloud the following problem and invite 3 children to work  at the board as their classmates work on the same  problems at their desks.  “I have 7 balloons. Then 2 of them pop. How many balloons  do I have now?”  2. Ask the first child to repeat the problem in his or her own  words. Ask the second child to make a circle drawing and  explain to the class how it represents the story. The last child  uses the circle drawing to write an equation that shows the  whole story.  3. As a class, have children read the final equation: 7 minus 2  equals 5.  4. Have children solve several more subtraction problems,  converting each circle drawing into an equation and writing the  answer. Use examples on TE page 190 or have children  generate story problems. Make sure each total does  not exceed 10.  **Activity 2**  1. Have children try writing a number sentence for the following  subtraction story, without making a circle drawing first.  “8 children are playing. Then 5 of them leave. Now there are  3 children playing.” (8-5=3)  2. Discuss whether the number sentence is true and have children  prove it. Have children draw the proof and remind children  that both sides of a number sentence have to be equal for it to  be a true number sentence.  3. Present several more subtraction stories to the class and guide  children to follow the procedure of writing the number  sentence and then testing it to see if it is true by making a  drawing.  Example: There are 9 tomatoes in the garden. Then Rosa  picks 5 of them. Now there are 4 tomatoes.  4. When children are writing and proving number sentences with  confidence, tell them a subtraction story with an incorrect  result. Example: I have 10 glasses. Then 4 of them broke. I  think I have 5 glasses left. Is that right?  5. Point out that when a number sentence is not true, it is false.  **Additional Teacher Notes:**   * Make sure to have children generate their own subtraction story problems.   Assessment  Present a subtraction story problem and have students write a number sentence. Have students use a proof drawing to prove their answers. Example: I had 6 pencils. I gave 2 away. I think I have 4 pencils left. Am I right? |
| **Specials 9:35-10:20 - Imagineering** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
| Spelling Test – Free Choice stations for those finished with work – ch/qu, reading group 1 and 2!!!! |
| **Fluency – Model how to check fluency by reading a food group book.**  **Show students the fluency rubric so they can check if they are reading like a robot or a swan.**  **Social Studies:**  **Brain pop video – food groups**  **Food Group introduction with smart file** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Opinion Writing Day 1: Introduce how to give reasons to support your opinion:**  **Why do we write?**  **Persuade, Inform, Entertain**  **We are going to work on persuading others to believe what we believe. Model for students how to write an opinion piece about why chocolate cake is better than ice cream. Let’s try writing a speech to tell your friends and family why the beach or the mountains are a better place to vacation. Choose 1 and tell me 3 reasons why it is the best.** |
| **(While students are writing, have some help with hall display) – Vocabulary 4 Squares – Ballot, campaign, democracy – Mat and hang If I were President Lotus’ - print pictures to put in the center? “Vote for Me!” sign to go under picture….** |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Tuesday, Nov. 5th, 2013**  **Theme: Healthy Living**  **Thinking Tuesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
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| Vocabulary  Subtraction story  Subtraction story problem  Nickel  Proof drawings  **Materials Needed:**   * Math Expressions Volume 1   + TE pages 195-200   + MathBoard materials  Math Expressions LessonUnit 2 Lesson 14: Generate Subtraction Problems **Activity 1**  1. Tell the class the following subtraction story and ask everyone  to write the number sentence.  “7 monkeys were swinging in a tree. Then 4 of them left.  Now there are 3 monkeys swinging.”  2. Have children prove that the number sentence is true  using a proof drawing (see example on TE page 196).  3. Remind children that a number sentence is true when both  sides of the number sentence are equal.  4. Tell the class several more subtraction stories and have  them follow the same procedure, first writing the number  sentence, and then testing it to see if it is true.  5. Include one story that is not true and have children draw a  line through the equals sign to make a true sentence.  Example: There were 6 peaches on the tree. Then we  picked 2. Now there are 3 peaches left on the tree.  (6-2≠3).  6. When children are working well writing and proving  number sentences, present some stories that involve  working with a nickel.  Examples: “Paco had a nickel, but he spent 4 cents. He  has only 1 cent left.”  “Alicia had a nickel. She bought a marble for 3 cents.  Now she has 2 cents.”  **Activity 2**  1. Have children write number sentences for subtraction story  problems in which one of the numbers is missing.  2. Remind children that a box shows that one number is unknown  and needs to be discovered.  3. Read the following problem and have them write the  corresponding number sentence using a box for the unknown  number. Have children solve it with a circle drawing.  “There were 9 ducks in the pond. Then 5 of them flew away.  How many ducks are left?” (9-5=\_\_\_)  4. After solving, discuss with children whether the answer is  reasonable. Remind students that *reasonable* means does it  “make sense.” The answer 4 is reasonable because there were  9 ducks and some flew away, so there are fewer than 9 ducks  and 4 is less than 9.  5. Next, invite children to create their own subtraction problems  with totals of 10 or less.  Assessment  As children are working, have them explain how to identify the partners and the total. See if children can explain that the total minus one partner is equal to the other partner. |
| **Specials 9:35-10:20 art** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations – Reading group 1 and 3!!! Meet with bookclub spiders! And The magic finger!! |
| **Model Fluency with a food group book by using the Audacity Program. Show students how to record during stations, then play to hear themselves so they can use their rubric to check their fluency.**  **Social Studies: Brain pop video – eating right**  **Food Group Sorting – Students will work in groups to cut pictures/and glue to a color coded paper. Each group will be assigned a food group. Students will present their findings at the end.**  **Letterland Unit 8 day 1 – vowels and y!** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Read the book “I wanna Iguanna” –**  **Model for students how to write a persuasive letter.**  **Topic sentence, 3 reasons, and a closing sentence (restates the topic)**  **Students write their own persuasive letter to their parents about why they should have a pet \_\_\_\_\_.** |
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| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Wednesday, Nov. 6th, 2013**  **Theme: Healthy Living**  **Word Study Wednesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| Common Core State Standard(s)  |  | | --- | | **1.OA.1** Use addition and subtraction within  20 to solve word problems involving  situations of adding to, taking from, putting  together, taking apart, and comparing, with  unknowns in all positions, e.g., by using  objects, drawings, and equations with a  symbol for the unknown number to  represent the problem.  **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) | |
| **Materials Needed:**   * Math Expressions Volume 1   + TE pages 201-206   + MathBoard materials   + SAB pages 75-76   Vocabulary  Just before  Just after  Across  Up  Down  Horizontal  Vertical Math Expressions LessonUnit 2 Lesson 15: Addition and Subtraction Equations Written in Vertical Form **Activity 1**  1. Tell children that they have learned how to write equations in  horizontal or across form. Give an example in horizontal form  such as 5 + 3 = 8.  2. Next, create a story problem for the equation 5+3=8 and  show how the same equation can be written in vertical  form. Example: There are 5 bats. Then 3 bats come  along. There are 8 bats altogether.  3. When writing the equation in vertical form, tell students  that the line means the same thing as the equals sign.  Read both equations as “5 bats plus 3 bats equals 8 bats.”  4. Show children the reverse story as a subtraction problem  and repeat the process of showing equations in both  horizontal and vertical forms. Example: There were 8  bats altogether. Then 3 bats flew away. There are 5 bats  left. Make sure to read both equations as “8 bats minus 3  bats equals 5 bats.”  5. Have children read the addition and subtraction equations  with you several times and guide them to see that these  two problems have the same totals and same partners.  6. Continue giving several addition and subtraction  problems and invite volunteers to the board to write  vertical equations while children at their seats solve on  their Math Boards or paper.  **Activity 2**  1. Have children turn to SAB page 75.  2. Have children complete the addition exercises in the first  row (exercises 1-5) by counting on from the greater  number.  3. Have the class work together to solve the first subtraction  exercise. Children draw a cross-out line through the  apples being subtracted and count how many are left.  4. Have children work independently to complete the page.  5. Be sure to remind children that the first number in a  subtraction problem is always the total.  Assessment   * As children are solving word problems, make sure they are able to write the equations in both horizontal or across and vertical or up and down forms. |
| **Specials 9:35-10:20 art** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations groups 1 and 4! |
| **Maha’s reading lesson – There was an old lady who swallowed some leaves – Using the words first, then, next, last when retelling.**  **Letterland unit 8 day 2** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Pepi 1:45-2:15** |
| **Read the story “I wanna a new room”**  **Students write a persuasive letter to their parents about something they really want.**  **Topic sentence, 3 reasons, closing sentence (restates the topic)** |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Thursday, Nov. 7th, 2013**  **Theme: Healthy Living**  **Tweet Thursday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| Common Core State Standard(s)  |  | | --- | | **1.OA.1** Use addition and subtraction within  20 to solve word problems involving  situations of adding to, taking from, putting  together, taking apart, and comparing, with  unknowns in all positions, e.g., by using  objects, drawings, and equations with a  symbol for the unknown number to  represent the problem.  **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) | |
| Vocabulary  Up  Down  Across  **Materials Needed:**   * Math Expressions Volume 1   + TE pages 207-210   + MathBoard materials  Math Expressions LessonUnit 2 Lesson 16: Mixed Practice with Equations **Activity 1**  1. Present the problem, “I have 6 white shirts and 3 black shirts.  How many shirts do I have in all?”  2. Ask children to write two equations- one written in a form that  goes up and down (vertical) and one in a form that goes  across(horizontal). Students may need to be reminded what it  means to go up and down and across by doing the first problem  together.  3. Present another addition word problem. For example, “I have 4  red pencils and 3 green pencils. How many pencils do I have  in all?” and invite several children to work at the board while  the rest of the class works at their desks. Children may use  counting on to help them solve.  4. Present the subtraction problem, “We had 8 glasses, but we  broke 2 of them. How many glasses are left?” Have students  write the equation in a form that goes up and down and a form  that goes across and solve. Children may need to use circle  drawings to solve.  5. Next, children will practice adding and subtracting using both  up and down and across forms. Present the following problems  and have the class write and solve equations written in vertical  and horizontal form for each problem.   * *“Mrs. Wong plants 4 pine trees. She also plants 5 oak trees.*   *How many trees does she plant?”*   * *“Jennifer worked 7 hours today. She worked 3 hours yesterday. How many hours did she work?”* * *“Brent buys a bag with 10 peanuts in it. He eats 6 of them.*   *How many peanuts are left?”*   * *“There are 6 butterflies in the yard. Then 2 of them fly away.*   *How many butterflies are left?”*  6. If time permits, invite children to create word problems of their  own and share them with the class. Have students solve the  problems in both up and down (vertical) and across  (horizontal) forms.  Assessment   * As children work, make sure they correctly choose addition or subtraction as they solve a problem. Observe their ability to write equations in both vertical and horizontal form. Have children explain their thinking while solving the word problems. |
| **Specials 9:35-10:20 guidance** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations groups 1 & 2, book clubs |
| **Reader’s Workshop: Read aloud Berenstain Bears and Too much junk food – Have students compare fiction/nonfiction books using a venn diagram.**  **Social Studies:**  **Brain Pop video: exercising**  **Read aloud another food group book, have students write an informative piece about a food group of their choice or about being healthy/exercising.**  **Letterland Unit 8 day 3** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Students finish writing persuasive letters and/or start a new persuasive piece using the topics on the smartfile.** |
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| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Friday, Nov. 8th, 2013**  **Theme: Healthy Living**  **Fix It Friday! Royal Sentences**  **EARLY RELEASE** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Assembly 8:45-9:45** |
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| **Grade 1 Quarter 1 Day 32**  **1.OA.5-** Relate counting to addition and  subtraction (eg. by counting on 2 to add 2.)  **1.OA.6-** Add and subtract within 20, demon-  strating fluency for addition and subtraction  within 10. Use strategies such as counting on;  making ten (eg. 8+6=10+4=14); decomposing  a number leading to a ten (eg. 13-4 = 13-3-1=  10-1=9); using the relationship between  addition and subtraction (eg. knowing that 8+  4=12; 12-4=8); and creating equivalent but  easier or known sums (eg. adding 6+7=  6+6+1=13).  **Materials Needed:**   * Math Expressions Volume 2   + TE pp. 928-903   + SAB pp. 371-372   Vocabulary   * Add * Subtract  Math Expressions Lesson ***Extension Lesson #2***  **Activity 1**   1. Place a large number line labeled 0-12 on the floor. Ask for ideas about why the line is called a number line. Write 6+4 on the board. Have a child start at 0 and take 6 steps to 6. Ask what should happen next. (Take four more steps). Ask children for the sum and have a child write 10 on the board. 2. Invite children to suggest how they could record what just happened. Draw a number line on the board, then draw an arrow to represent the walk from 0-6 and another to show 4 more steps to 10. Have children take turns providing other addition problems and telling classmates how to walk the number line to find the sums. Have them record the answer using a number line and arrows. (Use number lines from Days 11 & 12)   **Activity 2**   1. Have children use SAB p. 371 to show their sums. When children complete the page invite them to discuss when it’s easier to count on rather that use a number line to add. (Counting on is easier when the number being added is 1, 2, or 3.   **Activity 3**   1. Draw a number line on the board and write 9 – 3 below it. Ask children if they have ideas about how they can use arrows to represent subtraction on the number line. Ask a child to start at 0 and draw an arrow to 9. Then suggest drawing an arrow back towards 0 a distance of 3 units. Ask what that number is. (6). Discuss how the arrows show 9 – 3 = 6. Have children turn to SAB p. 372 and look at the number line and subtraction problem. Review how to draw the arrows as children solve exercise 1-4.   **Additional Teacher Notes:**   * Use number lines from Days 11 &12 to solve problems.   Assessment  Draw a 0-10 number line. Show how to find the sum for 6 + 2 using the number line and arrows.  Use a number line to solve 9 + 3 – 6. Explain your thinking. *Taken from Math Writing Prompts TE p. 931*  **Homework**  Homework p. 309  **Letterland Unit 8 Day 4** |
| **Lunch 10:40? 10:50** |
| **Brain Pop Video - Sugar**  **Healthy Living – Commas**  **Model for students how to list things when writing a story/letter and have them practice adding in commas. Using the healthy living food group triangle students will create sentences with items from the food groups:**  **In the grains group are biscuits, bread, and rolls.**  **Milk, cheese, and yogurt are in the dairy group.** |
| **If time, introduce what plants/animals need using organisms smart file. Students will draw their own bubble maps 1 for animals 1 for plants in their science journal.** |
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| **Plus/Delta & Pack-Up 12:10** |
| **Afternoon News: 12:10-12:20** |
| **Carpool 12:20** |
| **Walkers 12:25** |
| **Bus 12:30-12:45 ish** |
| **YMCA 12:40** |
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