Commas, Capitalizations names and dates Characters feelings, setting, problem/solution

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| **Tuesday, November 12th, 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** |
| **Hex Bug Mazes with NCSU juniors** |
| **Math lesson 3-1**  **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)  **1.OA.6-** Add and subtract within 20,  demonstrating fluency for addition and sub-  traction within 10. Use strategies such as  counting on; making ten ( eg. 8+6= 8+2+4=  14); decomposing a number leading to a ten  (eg. 13-4= 13-3-1=10-1=9); using the relation-  Ship between addition and subtraction (eg.  knowing that 8+4=12, 12-4=8); and creating  equivalent but easier problems (eg. 6+7=6+6  +1=13)  **1.OA.8-** Determine the unknown whole num-  ber in an addition or subtraction equation re-  lating 3 whole numbers.  *For example, deter-*  *mine the unknown number that makes the equation*  *True in each of these: 8+?=11; 5=\_\_-3; 6+6=\_*  **Materials Needed:**   * Math Expressions Volume 1   + TE pages 215-222   + SAB page 81   + MathBoard materials   Vocabulary  Math Mountain  Unknown Partner Math Expressions LessonUnit 3 Lesson 1: Explore Unknowns **Activity 1**  1. Introduce the Math Mountain. On the board, draw the  figure on TE page 216. Point to the numbers as you  explain the format. Explain the structure by saying, “Pretend  there are 5 stones on top of this mountain. The mountain  shakes, 2 stones roll down one side and 3 roll down the other  side.”  2. Have children draw the figure at their desks using their  Math Boards. Ask them to identify the partners and the  total. Remind students that the total is always at the top  of the mountain.  3. Remind children that the order of the partners does not  matter and when partners are switched, the total is still the  same.  4. Draw a math mountain with 8 and 2 at the bottom as the  partners and the total missing. Ask children what number  belongs on the top of the mountain. Ask students to  explain how they know that the answer is 10. Continue  giving several examples with unknown totals and have  students explain how they solved for the total.  5. Next, draw a Math Mountain with one unknown partner.  Have students identify the total and the known partner.  Explain that one way to find the unknown partner is to  count on. Encourage children to use mental math by  keeping the known partner in their mind and drawing one  circle for each number they count on (See TE page 217  for a visual of this example).  6. Continue giving examples of Math Mountains with  missing partners and have children explain how they  found the unknown partner.  **Activity 2**  1. Using SAB page 81, explain that children will be finding the  unknown partner on each Math Mountain. Remind children  that this is called the *unknown partner*.  2. Have children complete the first row by counting on with  circles. Children will draw one circle for each number as  they count on and write the number of circles they drew.  3. Challenge children to solve the next row without drawing  circles and instead count on with their fingers. Show  them how to start with the known partner and count on to  the total, raising a finger for each number spoken.  **Additional Teacher Notes:**   * Finding a rock slide video on YouTube can help students make connections to Math Mountains.   As children are solving example problems, have them identify which number is the total and which numbers are the partners and how they know. Have them explain their thinking while solving for the missing partner or total.  **Homework**  Homework page 69-70 |
| **Specials 9:35-10:20 – Trueman Guidance** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
| Groups: 1 & 2, book clubs |
| **Brain Pop Jr. – Excercising – being healthy**  **Class bubble map for ideas to write in healthy living speech**  **Partner create their own bubble maps together**  **Start to plan speeches -**  **Letterland Unit 8 Day 4** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Organisms Day 1 – Plants/Animals bubble maps and planting seeds** |
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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, November 13th, 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** |
| **Math Lesson – Partner Practice**  **Grade 1 Quarter 1 Day 34**  **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 223-228   + SAB page 85   + MathBoard materials   Vocabulary  Story problem  Unknown partner  Label Math Expressions LessonUnit 3 Lesson 2: Stories with Unknown Partners **Activity 1**  1. Introduce an unknown partner by presenting the story problem:  **I see 6 butterflies. 4 are yellow. The rest are white.**  **How many butterflies are white?**  2. Ask children to find the answer any way they can on their  MathBoards. Examples of questions to encourage the use  of Math Talk would be, *“Can you tell me the butterfly*  *story in your own words?” “How can you find the*  *number of white butterflies?” “Can anyone suggest*  *another method?”*  3. Encourage questions from the class. Ask children at their  desks which method they used to solve. Some methods  used may be a Math Mountain or using a Circle Drawing.  4. Continue presenting problems for children to solve.  children take turns demonstrating and explaining their  work at the board, while others solve the problems on  MathBoards. Some examples include:  *“There are 8 rolls on the tray. 5 rolls are round. The rest*  *are long. How many rolls are long?” and “I bought 5*  *pencils yesterday. Today I bought more pencils. Now I*  *have 7 pencils in all. How many pencils did I buy*  *today?”*  5. The second example problem about pencils presents the  numbers in a different order. You may need to help  children decide which number is the total and which  number is the partner.  **Activity 2**  1. Introduce SAB page 85 and read the first exercise together as a  class. Ask the children to solve the problem in the space  provided on the page. You may need to help children identify  the total and the known partner before they start. Remind  children they are looking for the unknown partner to solve the  problem.  2. Remind children to label the answer as *fish*. Help them find the  word *fish* in the story and then write it on the line together.  3. Allow students to solve exercises 2 and 3 independently and  discuss exercise 4 together as a class.  **Additional Teacher Notes:**   * If time allows have students explore more story problems   using a variety of the problem types.  **Homework**   * Homework page 71-72 |
| **Read Aloud – Mean Jean the Recess Queen - Video** |
| **Specials 9:35-10:20 - PE** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
| Spelling Test – Stations  Reading groups 1 and 2 |
| **Reader’s Workshop Lesson – Read Aloud – Hooway for Wodney Rat – Students complete Venn diagrams about the characters’ experiences/feelings**  **Maha’s reading group lesson 11:30**  **Letterland Unit 9 – Students glue new words in word journal** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Pepi 1:45-2:15** |
| **Letterland – Unit 9 day 1 – Speeches!** |
| **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, November 14th, 2013**  **Theme: Healthy Living**  **Tweet Thursday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Students need to clean/organize their cubbies |
| **Calendar/Daily 5 Math 8:40-9:30** |
| **Grade 1 Quarter 1 Day 35** 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 229-234   + SAB page 87   + MathBoard materials   Vocabulary   * Unknown partner * Equation  Math Expressions LessonUnit 3 Lesson 3: Solve Equations with Unknown Partners **Activity 1**  1. Write the equation and Math Mountain for 4 + \_\_ = 9 on the  board. See TE page 230 for a model of the Math  Mountain.  2. Ask volunteers what kind of equation and Math Mountain  this is (unknown partner) and to read the equation out  loud (4 plus how many equals 9 or 4 and how many more  equals 9).  3. Invite children to give story problems for this equation  and Math Mountain. Ask for different ways to solve this  problem and discuss children’s solutions (counting on  from 4 with fingers or circles, drawing 9 circles or raising  9 fingers and then taking away 4, or knowing that 4 and 5  are partners of 9).  4. If counting on with fingers was not discussed, review it  now by reminding children to start with the known partner  and count on to the total, raising a finger for each number  they say. When they reach the total, they look at their  fingers to see the unknown partner.  **Activity 2**  1. Introduce SAB page 87 and have children complete Exercises  1-6 independently. Remind children that they may draw  circles to count on. Be sure children understand that they  are counting on to find the unknown partner and not  counting on to find the total.  **Activity 3**  1. Direct children to Exercise 7 on SAB page 87. Discuss ways to  find the number of letters in the mailbox. Help children  see that they know the total and one partner and they need  to find the unknown partner.  2. Ask a volunteer to write the problem as an equation on the  board (4+ \_\_\_ = 6).  3. Be sure to link the equation to Math Mountains. Ask a  volunteer to write the problem as a Math Mountain.  4. Have children solve exercises 8 and 9 independently then  discuss their answers and solution methods.  \*To prepare for homework, do exercise 10 together on homework  page 73. Explain that the work they just did in class is a model  for numbers 10-13.  Assessment   * While children are working, ask questions such as, “How do you know which number in a problem is the total?” and “How do you know which number to count on from to find the unknown partner?”   **Homework**   * Homework page 73-74 |
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| **Stations – 9:30-10:15** |
| **Snack 10:15** |
| **10:45-11:30 (12:15)** |
| Leadership Day Lesson Plan – Students record speeches on voicethread using imacs. |
| **Recess: 12:15-12:45/50** |
| **Lunch 1:00-1:30** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Science – Organisms Lesson 2** |
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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, November 15th, 2013**  **Theme: Healthy Living**  **Fix It Friday! Royal Sentences** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| **Grade 1 Quarter 1 Day 36**  **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.8-** Determine the unknown whole  number in an addition or subtraction  equation relating three whole numbers. *For*  *example, determine the unknown number that*  *makes the equation true in each of these*  *equations: 8+?=11; 5=\_\_-3; 6+6=\_\_*  **Materials Needed:**   * Math Expressions Volume 1   + TE pages 235-240   + SAB page 91   + SAB page 93 (Going Further)   + 10 paper plates  Math Expressions LessonUnit 3 Lesson 4: Addition Game: Unknown Partners **Activity 1**  1. In this activity, a variation of the Pancake Breakfast scenario  (see Unit 2 Lesson 8) will be used to find unknown  addends (partners).  2. Place 10 paper plates (pancakes) in a stack at the front of  the room. Two children come up and pretend to make  pancakes.  3. One child takes some plates from the stack and tells the  class how many pancakes he or she made. Another child  also takes plates but keeps the number secret  (representing the unknown addend).  4. Next, children combine the plates on the ledge of the  board to show the total. The class records this as an  unknown partner equation at their desk and then solves to  find out how many pancakes the second student made.  Example: First child states, “I made 4 pancakes.” Second  child states, “I made some pancakes too!” First child  states, “Together we made 6 pancakes.” Second child  asks, “How many pancakes did I make?” The equation  4+ \_\_ = 6 represents this scenario. See TE page 236 for a  visual representation of this scenario.  **Activity 2**  1. In this lesson, children will use the Yellow Count-On Cards  and Number Quilt 2 on SAB page 91 to find unknown  partners (See Unit 2, Lesson 9 for The Number Quilt  Game).  2. Give each child a set of Yellow Count-On Cards. One side  shows an equation with an unknown partner and the other side  shows the partner with a counting-on drawing.  3. Have children stack the cards so they are facing the same way  so that the side with the unknown partner is showing.  4. See Unit 2, Lesson 9 for a complete description of how to play  the Number Quilt game. The goal of the game is to place each  card in its correct space on the quilt.  5. The child draws a card and finds the unknown partner. Place  the card on the corresponding number on the quilt. The game  ends when all of the cards have been placed correctly on the  quilt.  **Additional Teacher Notes:**  Going further section (SAB page 93) would be appropriate for students ready for abstract thinking.  Assessment   * As children are playing the Number Quilt game, observe if they are using counting on strategies confidently to find the unknown partner.   **Homework**   * Homework page 75-76 |
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| **Specials 9:35-10:20 - PE** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
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| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Create Placemats and turkey headbands for our family feast** |
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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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