**Social Studies** 1.G.1.2 Give examples showing location of places (home, classroom, school and community).

Students’ use pattern blocks and a sheet of paper to make a **model** of their bedroom. TRACE around the blocks to create a **map of their bedroom.** Make a map key with color and shape. Students practice giving directions to get from the door of their room to the bed or closet**.**

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| **Thursday, January 2nd, 2013**  **Theme: Maps/NC Regions**  **Tweet Thursday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Poem: Where do I live? |
| **Daily 5 Math 8:40-9:30** |
| Mid-Year Assessment  Ms. Smith will pull both her groups to do the assessment with the students and will carefully read aloud directions giving them extra time to complete each question.  Mrs. C will guide the rest of the class in completing the mid-year assessment. |
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| **Specials– 9:30-10:20 - Library** |
| **Snack 10:20-10:40 – Read Aloud – Flat Stanley!!! (Send home Flat Stanley letters)** |
| **Literacy 10:40-11:40** |
| Mrs. C will pull groups 1 & 2 to read and book club 1  Mrs. S will work with students at their stations and pull 2 groups to work with during stations. (Letter writing) |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Day 1: Map Schema and Connections**  Students will be prompted with these questions:  When have you used maps before?  Where were you when you used a map?  Why did you use them?  How did they help?  Watch a video on maps (See smartfile)  Fill in a bubble map with things you might see on a map (landforms, scale, compass rose, grid, etc.) |
| **Letterland: 12:15-12:35 – Unit 12 Day 1 – Consonant blends with Ll** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Write a letter to someone you would like to send your Flat Stanley to. Students will have an opening, date, body with 5 sentences, and a closing to their letter. If finished early, students can create their Flat Stanley on an index card. |
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| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Friday, January 3rd, 2013**  **Theme: Maps/NC Regions**  **Fix It Friday! Royal Sentences** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **Daily 5 Math 8:40-9:30** |
| Mid-Year Assessment -  Ms. Smith will pull both her groups to do the assessment with the students and will carefully read aloud directions giving them extra time to complete each question.  Mrs. C will guide the rest of the class in completing the mid-year assessment.  If time, students will finish Unit 4 post test: Tens/ones |
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| **Specials– 9:30-10:20 - Imagineering** |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will pull groups 3 & 4 to read and book club 2  Mrs. S will work with students at their stations and pull 2 groups to work with during stations. (Letter writing) |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Day 2: Landforms Part 1**  What does the land look like where you live?  Imagine that you are flying in an airplane, what does it look like down below? What do you think it would look like from the air?  Students will watch a video on different landforms and complete a class lotus on the smartfile about the different kinds of landforms and what animals might live in each.  Students will watch a video on different animals that might live in each landform.  Students will complete a landform flip book:  Oceans, plains, valleys, hills, mountains  Students will cut and paste labels for each page. Then, students will draw at least 3 animals for each landform. |
| **Letterland: 12:15-12:35 Unit 12 Day 2** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **RL1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.**  **RI1.2 – Identify the main topic and retell key details.**  **RI1.7 – Use illustrations and details in a text to describe the key ideas.**  Read the story Katy and the Big Snow. Discuss the author’s purpose for writing this book. The author wrote this book to entertain. Discuss how the author uses the illustrations to help us understand the story and get a mental image of what Katy is doing throughout the story. Discuss that when an author writes to entertain us, he/she uses a sequence of events to tell the story.  Children will read from their book baskets to determine if the author’s purpose is to entertain. |
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| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Monday, January 6th, 2013**  **Theme: Communities**  **Maps/NC regions** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **Daily 5 Math 8:40-9:30** |
| Mathematics Math Expressions Lesson Grade 1 Quarter 2 Day 68 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 cou  by counting on 2 to add 2).  **1.OA.6** Add and subtract within 20, demonstrating  fluency for addition and subtraction within 10. Use  strategies such as counting on; making ten;  decomposing a number leading to a ten; using the  relationship between addition and subtraction; and  creating equivalent but easier or known sums.  **1.OA.8** Determine the unknown whole number in an  addition or subtraction equation relating three whole  numbers. |   Vocabulary  Context- putting numbers into a real world setting  **Materials Needed:**   * White boards & Markers * Deck(s) of cards*- (face cards taken out)* * Two-color counters & break-apart sticks * Blackline Master- *“Math Talk Question Cards,”* * Transparency, *“Warm-Up Question”, “What’s the Relationship”* * Pencil & paper  Math Expressions Lesson ***Unit 4 Lesson 12: Mixed Addition with Tens and Ones***  ***Modified*** Teacher Note: This lesson is a modified version of Unit 4 Lesson 12. Ideas have been taken from the Activity Cards for this lesson, but have been recreated to align with the Common Core Standards.  1. Begin by having students find a partner and discuss the problem on Transparency, *“Warm-Up Question.”* 2. Tell students that today they will be using their reasoning skills to help define a context for numbers or to work with numbers outside of their context. Display Transparency, “*What’s the Relationship?”* top question only. Select a Student Leader to read the word problem and equation. Use Blackline Master, *“Math Talk Question Cards”* to promote Math Talk. Either distribute the questions to various students to ask to the class or have one student pose the questions to their classmates.  * *How are the equation and the word problem similar?* * *How are the equation and the word problem different?* * *Is there a relationship between them?* * *Is there another way to write an equation for this word problem?* 7 + \_\_\_ = 11  1. Ask the class to share with a partner how the equations 11 – 7 = 4 and 7 + 4 =11 are similar and different. 2. Introduce the term “Think Addition.” To solve this subtraction problem we will think addition by writing 7 + \_\_\_ = 11. I am using my addition facts to help solve the subtraction facts. 3. Display Transparency, “*What’s the Relationship”* bottom half. Select a Student Leader to read the word problem and equation. Use Blackline Master, *“Math Talk Question Cards”* to promote Math Talk. Have student solve the problem on their white boards and write both a subtraction equation and a “Think Addition” equation. 4. Students share with a partner their solutions and equations. Have students draw a representation of the “Think Addition” strategy if they did not use it. 5. Distribute decks of cards and have students work in pairs or small groups. Students pick two cards (ex. 8, 5.) Students write a subtraction equation on their white boards for the numbers (8-5=?) 6. Students use “Think Addition” to solve the problem and re-write the equation. (ex. 5 + \_\_ = 8) Students can model with counters and break-apart sticks or they may draw the model on their white boards. 7. Students repeat steps 7 & 8 practicing “Think Addition Strategy.” 8. While students are modeling “Think Addition,” circulate throughout the room and ask probing question to the students. Nearing the end of 20 minutes, tell students to leave their last equation and drawing on their white board. 9. When students have practiced using “Think Addition” for 15-20 minutes, gather students together to share their strategy. Ask 2-3 students to share the drawing of their “Think Addition” picture. 10. Assign Blackline Master, “*What’s Your Problem? Journal Prompt”* for homework. |
| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups** |
| **Specials– 9:30-10:20 Imagineering** |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will be doing reading assessments on IPAD  Mrs. Smith will be pulling groups to work on letter writing/non-fiction writing. |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| Day 3: Landforms Part 2:  Students will finish drawing the animals in their flipbooks. (See Friday plans)  Day 4: Video: There’s a Map on my Lap Dr. Seuss on smartboard |
| **Letterland: 12:15-12:35 Unit 12 Day 3** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **RL1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.**  **RI1.2 – Identify the main topic and retell key details.**  **RI1.7 – Use illustrations and details in a text to describe the key ideas.**  Review the author’s purpose for writing the story. Discuss the main idea of the story. Read a non-fiction book about blizzards. Is this book like Katy and the Big Snow? Why not? How is it different? What is the author’s purpose for writing this book? Discuss informational texts and the author’s purpose is to inform us.  Read from book baskets and determine if the book they are reading is fiction or non-fiction.  **Mrs. C will be doing reading assessments on IPAD** |
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| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Tuesday, January 7th, 2013**  **Theme: Maps/NC Regions**  **Thinking Tuesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **Daily 5 Math 8:40-9:30** |
| Mathematics Math Expressions Lesson Grade 1 Quarter 2 Day 69 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.6** Add and subtract within 20, demonstrating  fluency for addition and subtraction within 10. Use  strategies such as counting on; making ten;  decomposing a number leading to a ten; using the  relationship between addition and subtraction; and  creating equivalent but easier or known sums.  **1.OA.8** Determine the unknown whole number in an  addition or subtraction equation relating three whole  numbers. |   **Materials Needed:**   * Journal Prompts from Day 68 * White boards and markers * Blackline Master- “*Question Cards for Student Leaders,” “A New Ten?”* * Transparency, *“Story Problems”*   Assessment   * As children are working, have them use tens and one language to explain their solutions. Are they able to explain how they made a new group of ten using words and proof pictures?  Math Expressions LessonUnit 4 Lesson 13: Counting on Strategy: 2-Digit Numbers ***(Modified)*** Teacher Note: This lesson is a modified version of Unit 4 Lesson 13. Ideas have been taken from Activity 2 for this lesson, but have been altered.  1. Using student’s journal prompt from Day 68 have 2-3 students share the math stories that they wrote for the equation 8 + = 11. After each student has read their story have the students talk to a partner to decide if the context matches the equation, and how they know. 2. Select a Student Leader to help with the next activity. **Display problem 1 only** from Transparency, *“Story Problems”***.** Ask the student leader to read the problem.   *Arnav had 13 bouncy balls. His Aunt bought 5 more from the store. How many does Arnav have now?*   1. Have the student leader pose the following questions to the class- **(You can use Blackline Master, *“Question Cards for Student Leaders”* if you want to allow more than one student to ask questions to the class.)**  * *Can someone repeat the problem?* * *What do we know about this problem?* * *What do we need to find out?*      1. After students discuss the problem have them write an equation that matches the problem the way it is read. 13 + 5 = \_\_\_. 2. Have students solve for the missing total using a strategy of their choice. Students share their strategy with a partner. Have 2-3 students share with the group and discuss how the strategies are similar and different. 3. If not revealed show students a quick draw and counting up strategy.   13 + 5 = \_\_\_      6) Ask students if there are enough ones to make a new ten stick? How do you know? *No, there are not there are only 8 ones and 8 is less than 10.*  ) Reveal Problem 2 and have a different Student Leader read the problem and ask the three questions from step 2 to the class.  *Iesha has 8 barrettes. For her birthday she gets 6 more. How many barrettes does Iesha have now?*  8) Students solve for the missing total using a strategy of their choice and writing a corresponding equation. Students share their strategy with a partner. Have 2-3 students share with the group.  9) Show students a quick draw and counting up strategy, 8 original, then count 9, 10, 11, 12, 13, 14. Have students turn and talk about the following questions:   * + *What is different about Iesha’s problem than Arnav’s?*   + *Why did we have to make a ten?*   + *How else could we represent our answer?*   10) Circle the original 8 and 2 more to make a ten, leaving 4 others un-circled. Count 10 (pointing to the circle), 11, 12, 13, 14. Have students turn and talk about how this counting strategy is related to the addition equation that they wrote on their white boards. (You can think about the addition equation of 8+6= 10+4+14.)      11) Instruct students to show their new groups with a tens stick and ones.    12) Distribute Blackline Master, *“A New Ten?*” to students. Students solve the word problems and decide if they need to make a new ten or not.  13) Assign Blackline Master, “*Making a Ten Homework”* for Homework |
| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups** |
| **Specials– 9:30-10:20 Art** |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will be doing reading assessments on IPAD  Mrs. Smith will be pulling groups to work on letter writing/non-fiction writing. |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Day 4: Compass Rose:  Play some compass rose games with the posters in the room: I spy (\_\_\_\_something\_\_\_\_ in the West area of the room), Simon says…take \_\_\_ steps to the north, etc., 4 Corners: NSEW**  **Students make a compass Rose using popsicle sticks:**  **They must label their sticks first:**  **1: North, South**  **2: West, East**  **3: NE, SW**  **4: NW, SE**  **Then, glue together with loose squeeze glue**  **While they are drying call students to the carpet to learn about the different types of maps: Atlas, Globe, Map – Sing the 7 continents song!** |
| **Letterland: 12:15-12:35 Unit 12 Day 4** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **RL1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.**  **RI1.2 – Identify the main topic and retell key details.**  **RI1.7 – Use illustrations and details in a text to describe the key ideas.**  Refer to the non-fiction and fiction book that was read about snow. How are the 2 books different? One is to entertain us and the other is to inform us and give us information. Refer to the non-fiction book. When an author writes a non-fiction book, he/she uses special parts of the book to help us understand the book better. Introduce table of contents, glossary, and captions. Discuss the importance of these parts.  Read from book baskets and/or non-fiction books to look for table of contents, glossary, and captions. Discuss how these parts helped you understand the words and story better.  **Mrs. C will be doing reading assessments on IPAD** |
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| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Wednesday, January 8th, 2013**  **Theme: Maps/NC Regions**  **Word Study Wednesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **Daily 5 Math 8:40-9:30** |
| Mathematics Math Expressions Lesson Grade 1 Quarter 2 Day 70 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.4** Understand subtraction as an unknown-addend  Problem.  **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 subtraction within 10. Use  strategies such as counting on; making ten;  decomposing a number leading to a ten; using the  relationship between addition and subtraction; and  creating equivalent but easier or known sums.  **1.OA.8** Determine the unknown whole number in an  addition or subtraction equation relating three whole  numbers. |   **Materials Needed:**   * Blackline Master- “*Sandwich Examples,” The Sandwich Stories”* * Transparency, *“What Number Am I”* * Two color counters * White boards & markers   Vocabulary  \*Minuend- a number from which the subtrahend is subtracted  \*Subtrahend- a number that is subtracted from a minuend  \*These vocabulary words are for teacher reference. Students may be exposed but should not be assessed on these words. Math Expressions LessonUnit 4 Lesson 14: Practice with 2-Digit Counting OnModified VersionTeacher Note: This lesson is a modified version of Unit 4 Lesson 14 Activity 2. ***The Sandwich Stories***  **Activity 1- Warm Up:**   1. Display/ Read Transparency, *“What Number Am I”* the following riddle to the students and have them use their math journal to answer.   **What Number Am I?-** I am a two digit number. I have an odd number in the ones place. The tens place is larger than the ones place. What number am I? How do you know? **(There are multiple correct answers. Ex. 85; 21; 53, etc.)**   1. Have students share their responses with a partner and justify their number. 2. Display Blackline Master, “*Sandwich Examples”* to students. Continue to step 4. The types of problem below are for your reference.  * Example 1- Put Together/Take Apart * Example 2- Take from change unknown.  1. Have a Student Leader read Example 1 and ask the following questions to the class, using the SL question cards.  * *What do we know?* * *What do we need to find out?* * *What do we need to do?*  1. Distribute two-color counters to students ask them to model the problem with their counters while you demonstrates on the document camera/circle. Teacher models – **Think Aloud**  * **Teacher places 13 manipulatives on a pile.** Teacher says- “*I know that there are 13 sandwiches on the table.* Students then place 13 of their red counters on a pile. * **Teacher-** *“The next sentence says –Becca made 5 of them. Turn 5 of them yellow.*  Have students turn 5 of their counters yellow. * **Teacher-** *“The next sentence says Sarah made the rest. How many did Sarah make?”* Ask students to turn and talk about how they can find the amount of sandwiches that Sarah made.   **Think Aloud (continued)**   * **Write in the sandwich boxes- 13 – 5= “***I know there were 13 sandwiches on the table, and Becca made 5 of them.* * **Model “Think Addition”-** “*I am not sure what 13 – 5 is so I will think addition. I have the 5 that Becca made represented here with the red counters. I wonder 5 + \_\_ = 13. I have to count to 13.”* Making a separate pile, count out 7 more yellow counters. Have students count on from 5 to 13 with their counters using the yellow side. *“I wonder how many are on the yellow pile that represents the sandwiches Sarah made. I should count them.”* Teacher and students can count the yellow counters together. * **Teacher writes the subtraction problem as an addition problem with an unknown addend.**   7 + \_\_ = 13   * **Teacher writes 8 in the empty sandwich box. “***I know that Sarah made 8 sandwiches because that is how many we counted on from 5 to get to 13.”*      1. Have a different Student Leader read Example 2 and ask the following questions to the class, using the SL question cards.  * *What do we know?* * *What do we need to find out?* * *What do we need to do?*  1. Have a third Student Leader model Example 2 using the counters while other students work at their seats/on the floor with their counters**.**  * **SL places 12 red counters on a pile-** *The first sentences says there were 12 sandwiches on the table.*  Have students place 12 red counters on a pile. SL writes 12 on the first piece of bread * **SL restates sentence two and three**- *Becca packed some in the picnic basket. Now there are 5 left. I don’t know how many she put in the picnic basket.* * **SL flips 5 of the counters to yellow-** *“Sentence three says there are 5 left, so I made 5 of them yellow.”* Students turn 5 of their counters to yellow. SL writes 5 in the answer box. * **SL counts the ones that are still red-** *“1,2,3,4,5,6,7”* Students and SL count the counters that are still red to find out how many were packed in the picnic basket. * **SL completes the equation with -7 in the middle. SL reads the entire equation 12-7=5** * **Teacher uses “Think Addition” to prove the problem.**  “*I read that there were 5 sandwiches left on the table. I will write 5 in the first box. I know that there are 12 sandwiches altogether. I will write that in the last box. Now I have to think 5 plus what number will equal 12? 7; 7 +5=12”* Compare that to the answer the SL wrote.  1. Using Math Talk questions to compare the two sandwich stories.    * *How are these problems similar?*    * *How are these problems different?*    * *Do you agree/disagree with what \_\_ said?*    * *Can you repeat what \_\_ said?*    * *Can anyone add to what \_\_ said?* 2. Distribute Blackline Master, “*The Sandwich Stories”* to students and have them work with a partner to complete.   After 20 minutes call students together to review the questions on “*The Sandwich Stories”,* emphasize “Think Addition strategy.”Have Student Leaders share with the class their solutions and solution strategies. Refer to question three for Math Talk questions to use during this time.   1. Assign students “*More Sandwich Stories”* for homework. |
| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups** |
| **Specials– 9:30-10:20 Art** |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will be doing reading assessments on IPAD  Mrs. Smith will be pulling groups to work on letter writing/non-fiction writing. |
| **Letterland: Unit 12 Day 5** Spelling Test Unit 12 – |
| **Social Studies/Reader’s Workshop 11:40-12:30** |
| Day 5: Me on the Map:  Read aloud the story on the smartboard  Students make their own Me on the Map book:  Students record their address, town, state, country, and color the pages. |
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| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **PEPI 1:45-2:15**  **Reader’s Workshop: 2:20-2:40** |
| **RL1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.**  **RI1.2 – Identify the main topic and retell key details.**  **RI1.7 – Use illustrations and details in a text to describe the key ideas.**  Look at the non-fiction book once again. Review the parts that were learned yesterday that an author uses to help us understand the story better. Review table of contents, glossary, and captions. Introduce labels, bold words, and index. Discuss how these parts are important to helping us understand the story.  Read from book baskets or non-fiction books to find these parts of non-fiction books. |
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| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Thursday, January 9th, 2013**  **Theme: Maps/NC Regions**  **Tweet Thursday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **Daily 5 Math 8:40-9:30** |
| Mathematics Alignment Lesson Grade 1 Quarter 2 Day 71 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.2 | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. |   **Materials Needed:**   * Blackline Masters*: “What’s the Problem?”, “What’s the Problem? cont…”,” What’s the Problem? Homework”, “What’s the Problem? Assessment”* * MathBoards, Dry erase markers and erasers * Connecting cubes * Links * Tiles * Counters * Number lines * Ten Frames * Crayons   Assessment   * Blackline Master, “*What’s the Problem?* *Assessment”*   Vocabulary  Words such as in all, altogether, now, and left can help provide context in story problems. Do not focus on using them to decide whether to add or subtract! Alignment Lesson ***What’s the Problem?***  **Activity 1: What’s the Problem**   1. Display Blackline master “*What’s the Problem?”* 2. Read and discuss the problem as a class  * *Who is in the problem?* * *What are they doing?* * *What do you think you need to do to solve the problem?* * *How do you know?*   **Note:** *Focus on the context of the problem and not the words “in all.”*   1. Use the 4 different strategies to work through the problem. Using the Write an Equation as the final step. 2. Discuss with students which ways of working out the problem they were most comfortable with. Highlight that everyone learns different and some strategies work for some people and others do not.   **Activity 2: What’s the Problem? Cont.**   1. Allow students to work on the problems independently for 5-10 minutes. 2. Then have students pair up to continue working on the problems and discuss their solutions. 3. Discuss the problems as a class once most students have finished. 4. Math Talk Questions to include    1. *Do you agree/disagree with \_\_\_\_?*    2. *Can you add to that?*    3. *What is another example of \_\_\_?* |
| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups** |
| **Specials– 9:30-10:20 Guidance** |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will be doing reading assessments on IPAD  Mrs. Smith will be pulling groups to work on letter writing/non-fiction writing. |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| Day 6: Where in the World Am I?  Students will read the poem above, and create a Me on the Map flip book using colored circles (6 total). Students will cut out labels and glue in order (Me, AB Combs, Raleigh NC, United States, North America, Earth) and cut out each map picture to glue on too!)  Fasten circles by hole punching and placing a brad through the circle. |
| **Letterland: 12:15-12:35 Unit 13 Day 1 R blends** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **RL1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.**  **RI1.2 – Identify the main topic and retell key details.**  **RI1.7 – Use illustrations and details in a text to describe the key ideas.**  Review the parts of a non-fiction book that authors use to help us understand the story better. Introduce headings and titles, diagrams that are used to help  **Mrs. C will be doing reading assessments on IPAD** |
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| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Friday, January 10th, 2013**  **Theme: Maps/NC Regions**  **Fix It Friday! Royal Sentences**  **SUBSTITUTE!!! Hello Mrs. Forbes!!!**  **Please move students clips up and down as needed.**  **Also, table sticks are located by my reading table on the white writing shelf. Please move these back and forth as needed! 919-740-7311 if you need me!**  **If computer / smartboard is not working, please improvise :o)** |
| **Arrival/Morning Meeting 8:00-8:30/8:40 Students will get in a line and choose their stations before starting any work.**  **Morning News 8:15-8:30 Channel 7** |
| Students can work on their map books or Me on the Map Circles (coloring), or landform animal flip books – Should be in their cubbies. |
| **Daily 5 Math 8:40-9:30** |
| Mathematics Math Expressions Lesson Grade 1 Quarter 2 Day 72 Common Core State Standard(s)  |  | | --- | | **1.OA.2** Solve word problems that call for  addition of 3 whole numbers whose sum  is less than or equal to 20. |   **Materials Needed:**   * Math Expressions Volume 2   + TE pages 811-816   MathBoard materials  Assessment   * Ask children are solving the word problems ask question such as, “Does this equation have a set of 10-partners?” “Why is using 10-partners an easier method to solving the equation?”   Vocabulary    addend Math Expressions LessonUnit 9 Lesson 6: Multiple-Step Addition Problems **Activity 1**  1. Give the class the following problem and have several children  work at the board while others work at their seats.  “I found 6 maple leaves, 2 oak leaves, and 3 elm leaves. How  many leaves did I find in all?”  2. Ask some children to explain their solution methods and point  out that this problem has several steps. Some children may  write the equation and count on twice with their fingers for the  2 steps. Others may use various forms of grouping to help  them add.  3. Give the next problem and discuss various solution methods.  “The baker made 7 pies, 5 cakes, and 4 tarts. How many  desserts did he make in all?”  4. Have the class create a few story problems to solve. If they are  doing well, you might want to encourage children to try  solving a problem with more than three addends. Example:  *“Maria has 5 fish, 4 birds, 2 gerbils, and 3 guinea pigs. How*  *many pets does she have?”*  **Activity 2**  1. Present the following problem and have children solve in any  way they can. *“Kenya walked 4 blocks on Monday, 3 blocks*  *on Tuesday, and 7 blocks on Wednesday. How many blocks*  *did she walk altogether?”*  2. Ask children to explain their various solution methods.  Validate any effective strategy. If anyone used a 10-group  have that child explain the method to the class.  3. Next present another set of numbers for the same story problem  and have children try solving it using this 10-structured  strategy by looking for ten partners in the equation. (7+3=10  and 4 extra ones is 14). See TE page 813 for a picture of this  strategy.  4. Present the next problem and explain that the 10-partners will  be a little harder to find this time. Invent other problems and  find the ten partners in the equation as time permits.  *“Otto bought 8 peaches, 5 plums, and 2 apples. How many*  *pieces of fruit did he buy?”* (8+2=10 and 5 extra equals 15  pieces of fruit). |
| **Math Stations – Sub monitors math stations, Ms. S pulls 2 math groups** |
| **Specials– 9:30-10:20** Guidance – In classroom – Mrs. Trueman will come in to you. She likes students to be at their tables. She will need to use the computer/smartboard. Sometimes she is 5-10 minutes late so I let the students talk quietly at their table while they are waiting for her. |
| **Snack 10:20-10:40 – snack is located behind the door. Choose 1 snack to pass out, I don’t let the students choose between snacks. If they have a snack in their backpack they can have that instead. Ahmed has allergies so I usually let him choose his own snack from behind the door.** |
| **Literacy 10:40-11:40** |
| Sub will pull groups 1 & 2 to read and book club 1 (see plans at reading table in corner)  Mrs. S will work with students at their stations and pull 2 groups to work with during stations. (Letter writing) |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| Day 7: Mapping using directions and a key  Students will receive a map paper that has a key at the bottom. They will need to draw each item in the key on their map in the correct area. They will need to color and label their map along with drawing a compass rose (North, S, E, W).  If time, you can read aloud Flat Stanley Chapter book from Snack Time. – We haven’t started this book yet so they will be excited! |
| **Letterland: 12:15-12:35 Unit 13 Day 2 (See smartfile) R blends** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40**  **See smartfile that is pulled up :o)** |
| Children will synergize in groups to create and design an original playground. They will make a map of a playground. First they will synergize as a group to decide what they want to include in their playground by using a lotus. They will include on the lotus where each of the items is to be located in the playground. They will then make the items for their playground and place them on the map in the correct location. Each student in the group will write a sentence that states where their item is located in the playground: The \_\_\_\_\_\_ is located in the \_\_\_\_\_\_\_. (North, South, West, East, NE, SE< SW< NW) Provide this language frame.  **Students will resume this project next week, so no need to rush!** |
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| **Plus/Delta & Pack-Up 2:45 \*\*\*\*Please give Rai Rai a RED bus sticker with her address located on board above laptop.** |
| **Please have students put up chairs, get backpacks coats and lunchboxes. Then, pass out GO Folders (green) in basket by door/printer. Ask each child what color their clip is on. 4 = orange, 3\* = pink, 3 = blue, 2 = purple, 1 = green** |
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