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| **Monday, January 13th, 2014**  **Theme: Maps/NC regions**  **Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Allow students to work on their park map from Friday – lotus with glued on sentences – use it to make map on large white paper – They should include a title, a key/legend, and a compass rose. Just give them a little time to work on it, they can finish it later on in the week.  Poem: world family song see attached |
| **Daily 5 Math 8:40-9:30 \*\*\*\*Parent Mrs. Dougherty will come in to work with groups at back table.** |
| Mathematics Math Expressions Lesson Grade 1 Quarter 2 Day 73 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:**   * Transparency “*Practice 3-Addend Addition”* * Math Expressions Volume 2   + TE pages 817-828   + MathBoard materials   Assessment   * As children are working, observe if they are able to identify the 10-partners within the equation, identify the operations used, and explain their solution methods using tens and ones language.   Vocabulary    addend Math Expressions LessonUnit 9 Lesson 7: Stories with Mixed Operations **Activity 1: Review the Make a Ten Strategy**   1. Give children the following story problems to solve using any method they choose. Invite several children to work at the board and explain their solution methods.  * *“Kerry planted 7 tulips, 3 lilies, and 5 daffodils. How many flowers did she plant?”* * *“Highland School has 8 classrooms, 3 activity rooms, and 2 offices. How many rooms are there?”* * *“There are 4 sparrows, 5 finches, and 3 cardinals at the birdfeeder. How many birds are there altogether?”*  1. Remind the class of the Make a Ten strategy in order to   practice fluency within 10.  **Activity 2: More practice with 3-Addend Addition**   1. Display transparency, “*Practice 3-Addend Addition*” share one problem at a time. (These are modified versions of the problems in MX Teacher Edition to *only include addition*.) 2. Have students to solve it in any way they can. 3. Ask several volunteers to present their solution methods and validate any workable method   **Example:** *“Sam roasted 8 marshmallows, May roasted 3 marshmallows and Tonya roasted 4 marshmallows. How many marshmallows did we roast in all?”*   1. Repeat steps 2 and 3 with the following problems.  * *“Brent has 11 red marbles, 6 blue marbles and 2 yellow marbles. How many marbles does Brent have?”* * *“Carmen had 10 CDs that play music, 3 that read her stories and 2 that play games. How many CDs does Carmen have?”* * *“A marching band has 8 tuba players, 7 trumpet players and 5 drummers. How many people are in the marching band?*   Mrs. Smith will pull 2 math groups, Mrs. C and Parent (Mrs. Dougherty) will pull math groups. |
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| **Specials– 9:30-10:20 – PE Mrs. Powell** |
| **Snack 10:20-10:40 – Read Aloud – Flat Stanley!!! Chapter book** |
| **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. (NC Brochure Writing) |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| |  | | --- | |  | | **Social Studies** 1.G.1.2 Give examples showing location of places (home, classroom, school and community).  Review the different landforms and bodies of water that can be found (rivers, oceans, lakes, valleys, hills, mountains). Discuss/review the meaning of each. (This was introduced last week) Introduce the regions of NC. Discuss where each of the regions are located. Review a compass rose. On the smartboard, have children help label the regions. Students will color and label their own regions. (see map handout). Have students color neatly as this will go on the work wall above the computers. | |
| **Letterland: 12:15-12:35 – Unit 13 Day 1 – Consonant blends with Rr** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40 \*\*\* See smart file “Jan 13-17, 14” blue slides at the end (Thursday) to find intro and landmarks** |
| Schema: Review the different landmarks found in NC on the smartboard file  Have students “sign up” in groups of 2 for one of the NC landmarks. **Each child will make their own brochure,** but share in doing the research.  Please record here who is doing which landmark: (Rufta and Raiyanna will be in a group, Esme and Sama will be in a group, Christopher and Yair will be in a group, Joshua and Moriah) Please work with 2 of the above groups and Ms. Smith will work with 2  Before sending students off, review their goal for the day: They should create a title on the front flap and a simple picture/symbol to match their title. They should write “By: \_\_\_\_\_\_”. They should use pencil first, then when approved by the teacher, use **colored pencils** to go over the words and color. They should also cut/glue/color their map of NC on the inside flap. They should put the capital Raleigh with a star and a dot and label for their landmark/city. **Colored Pencils ONLY. Nothing should be done to the 3 inside columns. Nothing should be done on the back center column (this will attach to the wall).**  Biltmore:  Blue Ridge Parkway:  Chimney Rock:  Grandfather Mountain:  Jockey’s Ridge:  Kitty Hawk:  Linville Falls:  NC Capital Building:  NC Aquarium:  Beech Mountain:  New Bern:  Old Salem:  Battleship:  NC ZOO:  Tweetsie Railroad:  Universities in the Piedmont: |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. 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** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Tuesday, January 14th, 2014**  **Theme: Maps/NC Regions**  **Thinking Tuesday!**  **If it is raining, students will show you how to do indoor recess – pick sticks for free choice** |
| **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 74 Common Core State Standard(s)  |  | | --- | | **1.OA.2-** Solve word problems that call for  addition of three whole numbers whose sum  is less than or equal to 20, eg. by using  objects drawings, and equations with a  symbol for the unknown number to represent  the problem. |   **Materials Needed:**   * Math Expressions Volume 2   + TE pages 829-834   MathBoard materials Assessment   * Observe as children are creating their own multiple-step word problems. Are they able to write the word problem and create a question independently?   Vocabulary  counting on Math Expressions LessonUnit 9 Lesson 9: More Practice: Multiple-Step ProblemsModified **Teacher Note:** **The problems in this lesson are based on Unit 9 Lesson 9 but have been modified to only include 3 addends.**    **Activity 1: Camping Story Problems**   1. **Pre-cut** Blackline Master “*Camping Story Problems.”* 2. Read aloud story problem #1 and have all students solve on their white board. 3. Share 2-3 strategies used to solve the problem. 4. Distribute one of the remaining problems to small groups of students. 5. Students work together to read, discuss and solve the problem. (Problems 8, 9 and 10 use numbers within 10 and may be used for lower level learners.) 6. Students solve the problem on whiteboard and leave solutions to share with the class. 7. After 5-10 minutes gather students in a circle. Have 2-3 groups share their strategies for solving the problem using their whiteboards. 8. Discuss the problems using the Math Talk questions below:  * *Do you agree or disagree?* * *Can anyone add to that?* * *Can someone repeat what \_\_\_ said?*   **Activity 2: Write Your Own Problems**   1. Have children return to their small groups. Ask the group to write a story problem for another group. Students do NOT solve their own problem. 2. When 2 groups finish, have them switch boards and solve each other’s problem. 3. Students explain their solution strategies to the other group. |
| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups** |
| **Specials– 9:30-10:20 PE Mrs. Powell** |
| **Snack 10:20-10:40 – read aloud flat Stanley chapter book** |
| **Literacy 10:40-11:40** |
| Mrs C will pull groups 3 & 4 and book club 2  Mrs. Smith will be pulling groups to work on NC Brochure writing. |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **NC Brochures: Please refer to Monday’s Writing Plans to see info.**  Day 2: Student’s goal is to use a dry erase marker to underline key words/phrases on their research poster for their landmark. They will then make 3 headings and either bold or underline them (ex. Interesting Facts, Animals, Activities). They will form at least 3 sentences for each heading – 3 interesting facts about landmark, 3 sentences about animals you may see, 3 sentences about different activities. They will do this **ALL IN PENCIL.** No coloring should be done today. Each column should have at least 1 drawn picture to match the heading/sentences or they could do 3 pictures – 1 for each sentence. Students will be able to finish this the rest of the week. |
| **Letterland: 12:15-12:35 Unit 13 Day 2/3 Word Sorts have students get word study journals from cubbies and make a sorting chart (like on smartfile) to sort their unit 13 blends (sort based on vowel sounds)** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40 \*\*\* See “NC Smart File” for map to look at and label** |
| **Make Salt Maps:**  NC regions:  On a paper plate, glue a small map of NC. Create the following mixture:  4 c. flour, 2 c. salt, 2 c. water, 2 Tbls. cream of tarter.  With this mixture, "build" the regions (mountains, rolling hills for piedmont, flat land for coastal plains)  Day 2: Have students create a key and title for the map.  **If students finish early, they may read books from their book bins on the carpet.** |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. 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** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Wednesday, January 15th, 2014**  **Theme: Maps/NC Regions**  **Word Study Wednesday!**  **If it is raining, students will show you how to do indoor recess – pick sticks for free choice** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Leadership Symposium Day!  Students will line up at the 8:30 bell after Morning News goes off. Students may need a coat if it is chilly. Students will stay in the gym from 8:45-9:45 with Ms. Smith. Ms. Smith will take them out to recess until 10:15ish. |
| **Read Aloud: 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 a fiction book where the setting is in the mountains or another region is North Carolina. (choose from shelf behind rocking chair) Discuss what kind of book this is and what the author’s purpose of writing is. What is the main topic of the book? How do the illustrations help in understanding the book? Children will read books from their book baskets and wonder what the author’s purpose of writing is. |
| **Lunch: 10:40 -11:05 – Remind students that they will have a shorter lunch time (25 minutes) and that they will leave the cafeteria when it gets close to the 5.** |
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| **Literacy 11:10-11:40** |
| Mrs. C will be pulling groups 1 and 2  Mrs. Smith will be pulling groups to work on NC Brochure Writing. |
| **11:40-12:10 Paint Salt maps** – Using 3 colors, students will paint the 3 regions of NC. They will label their plate with matching color markers – Mountains Piedmont Coast and the word NC Map |
| **12:10-1:00 Review smart file with animals for each region.”NC Smart File” go to pages with arrows to pull and see what animals live in that region.** Sorting animal pictures into LARGE NC map. Fill in until there is no more white space. Students will cut pics out of our state magazines located under go folder basket by door, glue down their animals into the region they think it lives in. |
| 1:00-1:20 Snack – read aloud Flat Stanley Chapter Book |
| **1:20-1:40 Letterland: Unit 13 Day 5** Spelling Test Unit 13 –  Mrs. Smith will pull small group to give test to. Mrs. C will give test to remaining students. When finished, students can work on unfinished work. If students have none, they can go to a station of their choice (literacy station – NOT free choice). |
| **Writer’s Workshop/S.S. – 1:40-2:40** |
| Students will continue to work on their NC Brochures. |
| **NC Brochures: Please refer to Monday’s Writing Plans to see info.**  Day 2: Student’s goal is to use a dry erase marker to underline key words/phrases on their research poster for their landmark. They will then make 3 headings and either bold or underline them (ex. Interesting Facts, Animals, Activities). They will form at least 3 sentences for each heading – 3 interesting facts about landmark, 3 sentences about animals you may see, 3 sentences about different activities. They will do this **ALL IN PENCIL.** No coloring should be done today. Each column should have at least 1 drawn picture to match the heading/sentences or they could do 3 pictures – 1 for each sentence. Students will be able to finish this the rest of the week. |
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| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. 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** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Thursday, January 16th, 2014**  **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** |
| **Combine lessons 75 and 76 MORE and FEWER!!!** Mathematics Alignment Lesson Grade 1 Quarter 2 Day 75 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.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 the equations 8 + ? = 11, 5 = � – 3,  6 + 6 = � |   **Materials Needed:**   * Blackline Master: “*Fewer and More Problems”, “Fewer and More Problems* *Assessment”* * Connecting Cubes * Links * Number Lines * Pencils * Dice   Assessment   * Blackline Master- “*Fewer and More Problems Assessment”*   Vocabulary  Fewer, more Alignment Lesson ***Fewer and More Problems***  **Activity 1: Dice Game**  **Note:** Students will need to be in pairs to complete this activity.   1. Have each student roll one die. (Ex. 6, 4) 2. Use the connecting cubes to build each number rolled by the students. Use a different color for each student. 3. Discuss the difference between the larger number and the smaller number. Have students generate statements using the words fewer and more about the two numbers. (*Ex. 6 is 2 more than 4.; 4 is two fewer than 6.)* 4. Tell students to turn and talk about how they could represent their cubes/number line/links with a number sentence. 5. Students should share their responses. Write both a “Think Addition” equation 4 + \_\_ = 6 and a subtraction equation 6 - 4 = \_\_\_. 6. Add enough cubes to the smaller number to equal the amount of the larger number. 7. Fill in the missing addend with the amount of cubes added to the smaller number to total the larger number. 8. Math Talk Questions could include:    1. *Do you agree/disagree*    2. *Is there another way to solve this?*    3. *Can you add on?* 9. Repeat steps 1-8 once using a number line and once using links. Each time be sure to emphasize step 5 and the relationship between the subtraction problem and the unknown addend addition problem.   **Activity 2: Fewer and More Problems**  **Note:** Each group of students will need cubes, number lines and links.   1. Distribute Blackline Master “*Fewer & More Problems”* for students to complete using the manipulatives. 2. They will solve one problem with each type of manipulative. Have the students circle the picture of the manipulative they used for each problem. They may only use each manipulative once. 3. After students have solved the problems have them discuss the strategies they used. 4. Math Talk Questions could include:    1. *Do you agree/disagree*    2. *Is there another way to solve this?*    3. *Can you add on?*   *What manipulative worked best for you? Why?* Mathematics Alignment Lesson Grade 1 Quarter 2 Day 76  **Materials Needed:**   * Blackline Master: *Paper Strips* scenario sheet (teacher only)*, Paper Strips* (laminate if possible)*, Tricky Comparison Problems, Tricky Comparison Problems* homework, *Tricky Comparison Problems* assessment, *Tricky Comparison Problems* answer keys * Teaching Guide*: Paper Strips and Tricky Comparison Problems* * Manipulatives such as connecting cubes or links, dry-erase markers, white board, pencils  Alignment Lesson ***Paper Strip Problems***  **Activity 1: Paper Strips**  Students will be using the paper strips to compare numbers.   1. Read first two sentences in Scenario 1-“ Kassidy has 9 buttons. Deanna has 6 buttons.” 2. Have students determine which paper strips belong to each child. (Kassidy should have the longer strip since the 9 is the larger number.) 3. Display the strips so that students can see & you can write on them. 4. Write on the smaller strip “6” represent the amount that Deanna has. Write on the larger strip “9” to represent the amount that Kassidy has. 5. Discuss how to find the difference in the number of buttons that the girls have.    1. *Do you agree/disagree?*    2. *Can you add on to that?*    3. *How can you justify your thinking?* 6. Use both the addition and subtraction sign to contemplate both scenarios. Students should have access to manipulatives. 7. Write a subtraction sentence and a “Think Addition equation”, to represent this problem.   (9 – 6 =? AND 6 + \_\_ = 9)   1. Continue with Scenario 2 repeating steps 1-7. When solving this problem represent it to ways: 1) as a subtraction problem and 2) “Think Addition Equation” 2. Equations for Hunter and Roberto: 11 – 4 = \_\_\_ AND   4 + \_\_= 11  **Activity 2:** **Tricky Comparison Problems**   1. Students will work together on the *Tricky Comparison Problems*. 2. Discuss with students what steps they took to solve the problems. 3. Emphasize that students represent subtraction problems in two ways: 1) using a subtraction equation and 2”Think Addition Equation.”   **Note:** Do not tell students that more means add and fewer means subtract. You should emphasize the relationship between addition and subtraction by presenting multiple strategies to solve a problem. |
| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups** |
| **NO Specials– 9:35-10:20 RUSSIA day! Please see email print out for schedule and location. Students will rotate between 3 stations.** |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will pull groups  Mrs. Smith will be pulling groups to work NC Brochures |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| Students will complete the page Where have I been in NC. This will be an informative story. Students will write a topic sentence, 3-4 sentences that support their topic (tell things that they did in this place), and a concluding sentence. W1.2 They should choose either the Mountains/Coast/Piedmont - |
| **Letterland: 12:15-12:35 Unit 14 Day 1** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| 1:45 – Put on Russia film as we work on our NC Brochures |
| **NC Brochures: Please refer to Monday’s Writing Plans to see info.**  Day 2: Student’s goal is to use a dry erase marker to underline key words/phrases on their research poster for their landmark. They will then make 3 headings and either bold or underline them (ex. Interesting Facts, Animals, Activities). They will form at least 3 sentences for each heading – 3 interesting facts about landmark, 3 sentences about animals you may see, 3 sentences about different activities. They will do this **ALL IN PENCIL.** No coloring should be done today. Each column should have at least 1 drawn picture to match the heading/sentences or they could do 3 pictures – 1 for each sentence. Students will be able to finish this the rest of the week. |
| **Plus/Delta & Pack-Up 2:45** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard. 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** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Friday, January 17th, 2014**  **Theme: Maps/NC Regions**  **Fix It Friday! Royal Sentences**  **EARLY RELEASE** |
| **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. |
| **Assembly 8:45-9:45 – 10:15?** |
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| **Math:**  Assessment Day 77 packet – read aloud instructions and have students complete whole group 1 problem/page at a time. Ms. Smith will work with lower students if they need problems repeated or extra time. |
| **Letterland Unit 14 – Day 2** |
| **Lunch 10:50-11:20 in classroom** |
| **Social Studies/Reader’s Workshop** 1.G.1.2 Give examples showing location of places (home, classroom, school and community).  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 book Apples by Gail Gibbons. Explain that apples grow on trees that grow very large. What region is NC do you think most apples in NC are grown and why? (mountains… large trees) Read the title of the book. What do you predict that this book is going to be about? How do you know? What kind of book do you think this is? What do you predict is the author’s purpose of writing the book? Read the book and as you are reading, focus on different text features. Today specifically focus on captions. Discuss why the author includes these captions and how do they help us understand the text better?  Review the regions of NC. Specifically note the mountains. What landform do you think you would find in this region? Because there are a lot of mountains, there are a lot of apple trees. Apples are one resource/product that we get from the mountains. Because there are a lot of trees, what else do you think we get from this region (furniture, paper, etc) What kind of work do you think citizens might do in the mountains? (lumberjack, build/sell furniture, farmer, etc)  Refer to the book Apples and discuss the purpose of writing. Review the text feature that helps us understand the pictures better (captions). Have the children turn and talk to a partner and explain how the captions helped them understand the text better. Look at the book once again. Use the same book to discuss 2 other text features: diagrams and headings. Discuss how these features help us understand the story better.  **Finish Math Assessment – Finish unfinished work – Landform books, me on the map books, salt maps, brochures!!! BROCHURES 1st for Hall display!!!** |
| **NC Brochures: Please refer to Monday’s Writing Plans to see info.**  Day 2: Student’s goal is to use a dry erase marker to underline key words/phrases on their research poster for their landmark. They will then make 3 headings and either bold or underline them (ex. Interesting Facts, Animals, Activities). They will form at least 3 sentences for each heading – 3 interesting facts about landmark, 3 sentences about animals you may see, 3 sentences about different activities. They will do this **ALL IN PENCIL.** No coloring should be done today. Each column should have at least 1 drawn picture to match the heading/sentences or they could do 3 pictures – 1 for each sentence. Students will be able to finish this the rest of the week. |
| **Plus/Delta & Pack-Up 12:15 \*\*\*\*Please give Rai Rai a RED bus sticker with her address located on board above laptop.** |
| Students are called by table (After cleaning up) to put their chairs up, get their backpacks, and sit on the carpet until their ride is called. **Raiyanna will need a red bus sticker located above laptop next to smartboard.**  **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** |
| **Carpool 12:20** |
| **Walkers 12:25** |
| **Bus 12:30-12:45 ish** |
| **YMCA 12:40** |