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| **Wednesday, January 22nd, 2014****Theme: Space/Moon** **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 Alignment LessonGrade 1 Quarter 2 Day 78Common Core State Standard(s)**1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.**Materials Needed:*** Variety of clocks and watches
* Teacher Guide- “*Clocks in Our*

 *World”** Blackline Masters- “*Clocks in My Home – Journal Prompt* for homework
* Class schedule on sentence strips
* Sand timer or necklace

Assessment Informal observation – Watch as students draw and describe the clocks they have seen and the ways of sorting clocks and watches.VocabularyDigital, analog, schedule, timeAlignment Lesson Ordering Events **Activity- Passage of Time:** Children need to understand the passage of time and develop a sense of time intervals.1. Use a sand timer or a necklace as a pendulum. Start the sand timer or swing the pendulum and count to ten (ten cycles).
2. Repeat and ask children to clap each cycle. **Ask** students what they could during that cycle (sharpen a pencil, tie a shoe, put on a jacket).
3. Start the timer or swing the pendulum and ask students to do those activities. Discuss results.

***Ask****: What are some activities that will take longer?***Activity- Class Schedule-** 1. Take the class schedule and write each event on a sentence strip. Then mix up the order of the events.
2. Explain to the students what a schedule is: a list of events and times. Explain that at school the students follow a schedule, they do things in a certain order every day. Tell the students that someone came into their room and messed up the schedule and it is up to the class to put the events back in the correct order. Read the different events and then ask the students what they usually do first. Ask the students what they do second and continue to reorganize the class schedule.
3. After the class schedule is back in the correct order, ask students if they have a schedule at home? Have students share examples of their schedules. Modify their answers as necessary.

**Activity- Clocks in Our World –** Refer to ***Teacher Guide*** for detailed directions.***\*\* Children*** *need opportunities to discover there are a variety of clocks and watches. They need to know that 12 is always at the top and 6 is at the bottom (directly opposite of each other) – no matter the design of the watch or clock (numerals, no numerals, Roman numbers, etc.).* \*Gather a variety of clocks and watches and pictures of clocks and watches for this activity.1. Allow children to share their thoughts on the importance of timekeeping devices. Ask them to close their eyes and picture where they have seen clocks and watches and what each looks like. Have them draw pictures of the clocks/watches they visualized. Share with others at their table.
2. Ask students to sit in a circle and look at the variety of clocks and watches you have in the middle of the circle. Call on students to select a clock or watch and describe its attributes. Next, call on students to sort the clocks and watches in a variety of ways (clocks/watches, numbers/no numbers, etc.). *Be sure you ask students to explain their sort and why it works.*

**Ask**: What is the one thing all these time pieces have in common? *They tell time.*1. Students turn to a partner and brainstorm ways we use clocks and watches. Then list their ideas on the board. If the following is not mentioned, you share: *stopwatch at races, second hand for seconds*.

 1. Finally, sort the clocks into two piles: analog and digital. Discuss the similarities and differences between digital and analog clocks. Incorporate Math Talk by having students share their thinking.
2. Blackline Master- *“Clocks in My Home”* for Homework – Tally the number of clocks in your house. Draw a picture of at least two different kinds of clocks in your house. Label them as digital or analog.

*\*\* All these activities allow for differentiation – in their thinking, sharing and explaining.* |
| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups** |
| **Specials 9:35-10:20 Music** |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will pull groupsMrs. Smith will be pulling groups to work NC Brochures if needed |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Martin Luther King Smart File – Students will watch a short video on Martin Luther King and then read the book Martin’s Big Words. Students will fill in a class bubble map with adjectives to describe Martin Luther King. Students will use their information to think about reasons why he is a good leader. Students will use this info to write a group podcast about why someone should be like Martin Luther King.**  |
| **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** |
| Continue with Martin Luther King writing: Practice fluency! |
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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** |

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| **Thursday, January 23rd, 2014****Theme: Space/moon** **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 LessonGrade 1 Quarter 2 Day 79Common Core State Standard(s)**1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.**Materials Needed:*** Large Judy Clock (from math kit)
* Small Judy Clocks for each student
* 12 large index cards
* Ruler
* Teacher Guide- “*Clocks in Our*

 *World”** Blackline Masters- *“What I Have*

 *Learned About Clocks – Journal*  *Prompt”* Assessment * Blackline Masters- *“What I Have*

 *Learned About Clocks – Journal* *Prompt”* Alignment Lesson Analog Clocks1. **Analog Clocks**  **–** Refer to ***Teacher Guide*** for detailed directions.
2. **Math Expressions –** Unit 7 Lesson 10 – Activity 3 only. Students will use Student Guide Activity Book page 265 to fill in the missing numbers on a clock and then add the clock hands to the clock. Teacher will ask students to identify various times to the hour using their clock.
3. **Free Exploration** – Give each student a small Judy Clock. Allow students to explore the clocks (how the hands move, the numbers on the clock, etc.). After 5-10 minutes, ask students to complete the Journal Prompt – sharing what they have learned about clocks during math time today. *\*\* This can be used as an informal assessment.*

*Learning to read an analog clock is developmental. Children first learn and use the hour hand only. They come to understand the hour hand moves at a different rate than the minute hand. The next step is to read the minute hand – half hour, quarter hour and then by five minute and one minute intervals.***Materials:** You will need the large Judy Clock from the state math kit and small Judy Clocks for each student.**The Clock as a number line.** (On 12 large index cards write the numbers 1-12 in red marker or use the die cut machine and punch out the numbers 1-12 in red; trace your hand on red construction paper, cut out, write the word HOUR on the hand and tape to one end of a ruler – this will be the hour hand).1. Pass out the 12 number cards to 12 children and have them order themselves in a straight line – holding the number cards in front of them for everyone to see. Students count the numbers. Ask, “What does this remind you of?” *Hopefully they will remember the number line from previous alignment lessons.* Ask the two end students to meet and change the line to a circle. Count the numbers again – noting that after 12 they start again at 1. Place the cards on the floor in a circle and have children sit in a circle around them.
2. Hold up the Judy Clock and discuss how the two are alike. Explain that each number on the clock represents an hour of the day.
3. Place the hour hand (ruler with red hand) in the middle of the circle pointing to a number.

**Ask,** “What does this hour hand point to?” Repeat many times. Then point the hour hand between two numbers. **Ask,** “What number is after?” 1. To create a visual image of the clock, turn over several of the number cards. Point the hour hand to these cards and **ask,** “What is the hour? How do you know?” Repeat by turning over different cards. Repeat the same activity by covering numbers on the Judy Clock.
2. Partner students. Ask the following questions. Partners will discuss together, and then share out answers.
* *How are a clock and number line the same/different?*
* *What does the red hand on the ruler tell us?*
* *What hour is before/after 5, 9, and 12?*
* *What counting pattern is on the clock?*
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| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups** |
| **Music– 9:35-10:20**  |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will pull groupsMrs. Smith will be pulling groups to work NC Brochures |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Data Notebooks – Personal Goals** |
| **Letterland: 12:15-12:35 Unit 14 Day 2**  |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Star Research |
| Introduction: Nasa Johnson StyleStar Research: Review Facts about the sunStudents begin to gather their research using a lotus diagram: 1 topic sentence, 4 facts, 1 closing sentence. Students will use a constellation poster to highlight any key words or phrases. Day 2 and 3 – Students will write a final copy paragraph with indentation, 6 sentences and create a drawing of their constellation – students will place star stickers on the corners of their constellation. |
| **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 24th, 2014****Theme: Space/Moon** **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** |
| Mathematics Alignment LessonGrade 1 Quarter 2 Day 80Common Core State Standard(s)**1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.**Materials Needed:*** Large Judy Clock (from math kit)
* Small Judy Clocks for each student
* Teacher Guide- “*Hands On the*

 *Hour”*Blackline Masters- *“Time By the* *Hour”– Journal* *Prompt** Cardstock- “*Times on the Hour” -*12

 copies* 12 Plastic Sandwich Bags

Alignment LessonHour Hand**Note: The teacher will need 12 copies of Cardstock, *“Times on the Hour”*. These will need to be pre-cut and placed in baggies prior to the lesson.** 1. **Activity- Hands On the Hour** **–** Refer to ***Teacher Guide*** for detailed directions.
2. **Activity- Math Expressions –** Unit 7 Lesson10 – Going Further - Activity Card – On Level. **Students will work with a partner and write hour times from 1:00-12:00 on index cards.  Next Students will mix the cards a place them face down.  They will pick a card and draw the hands on a clock (TRB M71) to show the time.  They will cut out the clock faces.  Then they will match the times on the index cards to the clock faces.**
3. **Activity Game – *Times on the Hour:*** Pair students and give each pair a small Judy Clock and a bag of times (Cardstock, “*Times on the Hour”*). Have Partners take turns pulling a time from the bag and showing that time on their small Judy Clock. When it is not their turn, they can check their partner’s work. *The teacher should circulate and check for student understanding.*

**While circulating ask each group the following questions *(use a checklist for informal data collected):**** ***What time is on your clock?***
* ***What number is showing the hour/minute?***
* ***Show me 5:00.***
* ***Which is the hour hand (child points to the short hand or states it is the one pointing to the 5)/minute hand (the child points to the long hand or states it is the one pointing to the 12)?***
* ***It is \_\_\_\_ o’clock or thirty. I know that because the hour hand is pointing to \_\_\_\_\_.***

Assessment * Blackline Masters- *“Time By the*

 *Hour”– Journal* *Prompt* **Homework** MX – Homework and Remembering page 209 – Time to the Hour |
| **Math Stations – Mrs. C pulls 2 groups, Ms. S pulls 2 groups** |
| **Chinese– 9:35-10:20**  |
| **Snack 10:20-10:40** |
| **Literacy 10:40-11:40** |
| Mrs. C will pull groupsMrs. Smith will be pulling groups to work NC Brochures |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Non-Fiction reading – Space Books – Nonfiction features – Diagram, glossary, index** |
| **Letterland: 12:15-12:35 Unit 14 Day 3**  |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Star Research |
|  |
| **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** |