**Theme: Our State… North Carolina**

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| **Monday Math Monday Jan. 7** |
| **8:25-8:50 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals * Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a** * Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3**   Read poem about the places that we live in. Discuss the places and find on a map. |
| **8:50-9:30 Reader’s Workshop/Guided Reading**  Read a passage from a book out loud without showing the pictures. Have students at their seats draw their mental image. Have several kids share their drawings. Then, show the illustration in the book. Then have children read a passage from his/her book to a partner. Partners will draw their mental image after listening to their partner’s passage.  Meet with Group 1. Do the above activity with Group 1. |
| **9:30-10:30 Literacy Centers/Guided Reading**  **Station A: (W1.3)** Create flipbooks with cutouts of A.B. Combs, Raleigh, NC, US, North America, Earth. Each consecutive page with get larger to show that a city is bigger than a school, a state is bigger than a city, etc. The pages will say the following:The name of my school is A.B. Combs.  A.B. Combs is in the city of Raleigh. Raleigh is in the state of North Carolina. North Carolina is in the United States. The United States is on the continent of North America. North America is on the planet Earth.  **Station B:** Make a compass rose labeled N,E,S,W. Tell students that they can remember the directions by the acronym "Never Eat Soggy Waffles." Students will label the compass rose and then find things in the north, east, south, and west sides of the classroom. They will list these items on the compass under each direction. During this activity, the teacher can touch on northeast, southwest, etc.  **Station C (SS obj. 5.03):** Mapping Skills Worksheet: Students will design a park using directional skills to place objects.  **Station D(SS obj. 5.03 and 5.06):** NC regions: On a piece of posterboard, draw a blank 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) Have students create a key and title for the map.  **Pocket Chart:** Have several French fry containers labeled with plain words (good, nice, fun). Have French fries with fancy describing words written on them. Students will sort the fries into the containers that labeled with the words that mean the same.  **Spelling:** Have fancy describing words written on paper and hidden in rice, sand, etc. Students will use tongs to pull out words and sort by words that mean the same thing.  **ABC:** Have words written on duplo blocks. Students build a tower by putting the words in ABC order.  **I-Touch:** Students will select apps to “make their brain smarter with words.” |
| **10:30-11:10 Writer’s Workshop**  Review how authors write to give us a mental image. How do their words give us a mental image? Have children make a list of adjectives that can help us get a mental image. Model writing a story about an animal in a setting. First write the story with no adjectives and ask the children for their image. Realize that everyone has a different image. How can we write the story so that we all have the same image? Rewrite the story with adjectives. Discuss the difference in the 2 stories. |
| **11:10-11:35 Social Studies/Science**  Discuss with the children times that they have used maps. Where were you when you used the map? Why did you use them? How did they help?  Introduce maps and landforms by showing the movies “Reading Maps” and “Landforms” on [www.brainpopjr.com](http://www.brainpopjr.com) . As a class record learning on bubble map (reading maps) and lotus diagram (landforms). Watch the youtube video (Crystals’) about the importance of using maps. |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| **12:50-1:50 Math 5.3**  1.NBT.1  1.NBT.2 |
| Jenny’s Pennies: How many cents can I give to Jenny? I have 6 bright dimes and 7 bright pennies. (67 cents)  Finger coins  Mountains and Equations  Suggest problem solving Strategies:  Set up stations with countable objects. Tell children they need to count all of the objects. Ask if they can think of a way to share this task? Discuss their suggestions.  It would take a long time for just one of you to count all of these things. Is there a way for everyone in the group to share the work so that it will go faster?  Now have students put items into groups of tens. Then show the number with the blue secret code cards.  Ungroup objects and switch stations.  Student Page 163: Count and color 10-groups “Who can explain how they found the answer?” Discuss strategies. |
| **1:55-2:40 Specials** |
| 2:40- 2:50 Class Meeting |

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| **Tuesday Shop for Just right books Jan.8** |
| **8:25-8:35 Morning Meeting/Word Study** |
| **9:00-9:30 Reader’s Workshop/Guided Reading RL1.9, Rl1.3**  **Mini-lesson: Author’s Message:** Define author’s message. Many authors write to entertain people and make them laugh. Authors also write to persuade or convince their readers to believe in something. Sometimes authors write to inform or teach you about something. Read Trouble at School by Berenstain Bears. Model using one of the stems below to show your thinking about the author’s message.  **Author's Message Stems**   1. The author is trying to tell us...because... 2. I think the author wants us to remember...because 3. The text was mostly about . . . 4. I learned . . . 5. The character \_\_\_\_\_ learned . . .   **Closure:** Have a couple of students share what the author’s message is in the book they’ve read |
| **9:30-10:30 Literacy Stations/Guided Reading**  **Station A: (W1.3)** Create flipbooks with cutouts of A.B. Combs, Raleigh, NC, US, North America, Earth. Each consecutive page with get larger to show that a city is bigger than a school, a state is bigger than a city, etc. The pages will say the following:The name of my school is A.B. Combs.  A.B. Combs is in the city of Raleigh. Raleigh is in the state of North Carolina. North Carolina is in the United States. The United States is on the continent of North America. North America is on the planet Earth.  **Station B:** Make a compass rose labeled N,E,S,W. Tell students that they can remember the directions by the acronym "Never Eat Soggy Waffles." Students will label the compass rose and then find things in the north, east, south, and west sides of the classroom. They will list these items on the compass under each direction. During this activity, the teacher can touch on northeast, southwest, etc.  **Station C (SS obj. 5.03):** Mapping Skills Worksheet: Students will design a park using directional skills to place objects.  **Station D(SS obj. 5.03 and 5.06):** NC regions: On a piece of posterboard, draw a blank 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) Have students create a key and title for the map.  **Pocket Chart:** Have several French fry containers labeled with plain words (good, nice, fun). Have French fries with fancy describing words written on them. Students will sort the fries into the containers that labeled with the words that mean the same.  **Spelling:** Have fancy describing words written on paper and hidden in rice, sand, etc. Students will use tongs to pull out words and sort by words that mean the same thing.  **ABC:** Have words written on duplo blocks. Students build a tower by putting the words in ABC order.  **I-Touch:** Students will select apps to “make their brain smarter with words.” |
| **10:30-11:15 Writer’s Workshop W1.2, W1.3**  Review how authors write to give us a mental image. How do their words give us a mental image? Have children make a list of adjectives that can help us get a mental image. Model writing a story about an animal in a setting. First write the story with no adjectives and ask the children for their image. Realize that everyone has a different image. How can we write the story so that we all have the same image? Rewrite the story with adjectives. Discuss the difference in the 2 stories. |
| **11:15-11:35 Social Studies 1.C1.1**  Review the purpose of maps. Review the purpose of the key. Discuss the compass rose and the meaning of N,E,S,W. Have children play Simon Says by giving directions to move to different parts of the room. “Move 3 steps to the south. Jump 5 steps to the east, etc.” |
| 11:30-12:00 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| 12:50-1:50 Math 5.4 |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| Jenny’s Pennies: Convert dimes and pennies to cents.  How many cents can I give jenny? I have 9 bright dimes and 3 bright pennies.  Finger coins.  Math mountains.  Fact Family House  Add and convert coin amounts. Use pennies to show 8 + 5, draw a stop line under the eighth penny. Write the equation to match. Discuss showing the same total with dimes and pennies. Write new equation to match.  Practice with a story problem: Megan bought a pencil for 7 cents and an eraser for 5 cents. Show the total as a dime and pennies on your grid.  Introduce a teen coin problem: 7 cents + 6 cents. Use back of board to solve. Discuss ways to solve if you didn’t have coins or a board.  Make a ten strategy. Write 7 and draw 6 dots, makes 13 cents. Then draw coins with a dime and 3 pennies. Ringing the 10 in the first drawing. Practice make a ten strategy.  Solve coin story problems:  Joel spent 6 cents on a balloon and 8 cents on a birthday card. What is the total in dimes and pennies.  Sara earned 7 cents mowing the lawn and 9 cents pulling weeds. Give the total in dimes and pennies. |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Wednesday Jan. 9** |
| **8:25-8:35 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals * Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a** * Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3** * Read poem about the places that we live in. Discuss the places and find on a map. |
| **9:00-9:30 Reader’s Workshop/Guided Reading**  **Mini-lesson: Author’s Message:** Define author’s message. Many authors write to entertain people and make them laugh. Authors also write to persuade or convince their readers to believe in something. Sometimes authors write to inform or teach you about something. Read another story by Berenstain Bears. Model using one of the stems below to show your thinking about the author’s message.  **Author's Message Stems**   1. The author is trying to tell us...because... 2. I think the author wants us to remember...because 3. The text was mostly about . . . 4. I learned . . . 5. The character \_\_\_\_\_ learned . . .   **Closure:** Have a couple of students share what the author’s message is in the book they’ve read |
| **9:30-10:30 Literacy Stations/Guided Reading**  **Station A: (W1.3)** Create flipbooks with cutouts of A.B. Combs, Raleigh, NC, US, North America, Earth. Each consecutive page with get larger to show that a city is bigger than a school, a state is bigger than a city, etc. The pages will say the following:The name of my school is A.B. Combs.  A.B. Combs is in the city of Raleigh. Raleigh is in the state of North Carolina. North Carolina is in the United States. The United States is on the continent of North America. North America is on the planet Earth.  **Station B:** Make a compass rose labeled N,E,S,W. Tell students that they can remember the directions by the acronym "Never Eat Soggy Waffles." Students will label the compass rose and then find things in the north, east, south, and west sides of the classroom. They will list these items on the compass under each direction. During this activity, the teacher can touch on northeast, southwest, etc.  **Station C (SS obj. 5.03):** Mapping Skills Worksheet: Students will design a park using directional skills to place objects.  **Station D(SS obj. 5.03 and 5.06):** NC regions: On a piece of posterboard, draw a blank 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) Have students create a key and title for the map.  **Pocket Chart:** Have several French fry containers labeled with plain words (good, nice, fun). Have French fries with fancy describing words written on them. Students will sort the fries into the containers that labeled with the words that mean the same.  **Spelling:** Have fancy describing words written on paper and hidden in rice, sand, etc. Students will use tongs to pull out words and sort by words that mean the same thing.  **ABC:** Have words written on duplo blocks. Students build a tower by putting the words in ABC order.  **I-Touch:** Students will select apps to “make their brain smarter with words.” |
| **10:30-11:15 Writer’s Workshop**  Review how authors write to give us a mental image. How do their words give us a mental image? Have children make a list of adjectives that can help us get a mental image. Model writing a story about an animal in a setting. First write the story with no adjectives and ask the children for their image. Realize that everyone has a different image. How can we write the story so that we all have the same image? Rewrite the story with adjectives. Discuss the difference in the 2 stories. |
| **11:15-11:35 Social Studies 1**  Review the importance of maps. Watch the youtube video that explains the importance of maps. Have children play “I spy” by naming spying an object that is in a specific part of the room. “I spy something that is in the northern part of our room. It is large and white. What is it?” |
| 11:35-12:05 Lunch |
| 12:10-12:40 Recess |
| 12:40-12:50 Read Aloud from chapter book |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| Jenny’s Pennies  Finger Coins  Mountains and equations  Have items pre-priced for students to buy. At least 4 cents and no more than 9 cents. Make a pricelist for students to view.  Have the class select two items to buy that will have a total greater than 10. Which two things do you want to buy first?  Write an equation on the board to show the two items. Have students lay out the coins at their desk to buy the items.  How can we pay for these items with a dime and some pennies?  Buying with dimes, nickels, and pennies:  Substitute a nickel.  Adjust the price list so that there are more totals of 15, 16, 17, and 18.  What is the total? (17 cents) All of you have a dime and 7 pennies on your desks. Is there a way to pay for these things without counting out so many coins? Could you change some or all of the pennies for another dime? Could you change some or all of the pennies for a nickel?  Extension: Read aloud “My Rows and Piles of Coins” |
| **2:45-2:55 Snack** |
| **2:45-2:50 Closing meeting Plus/ delta of the day** |

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| **Thursday Illustrate poem Jan. 10** |
| **8:25-8:35 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals * Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a** * Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3** * Discuss and build words with the word chunk –ake. Talk about the long vowel sound and that the –e is silent. Make rhyming words by changing the first letter. **RF1.2, RF1.3** * Read poem of the week. Find sight words in the poem. |
| **9:00-9:30 Reader’s Workshop**  **Mini-lesson: Author’s Message:** Define author’s message. Many authors write to entertain people and make them laugh. Authors also write to persuade or convince their readers to believe in something. Sometimes authors write to inform or teach you about something. Read Trouble at School by Berenstain Bears. Model using one of the stems below to show your thinking about the author’s message.  **Author's Message Stems**   1. The author is trying to tell us...because... 2. I think the author wants us to remember...because 3. The text was mostly about . . . 4. I learned . . . 5. The character \_\_\_\_\_ learned . . .   **Closure:** Have a couple of students share what the author’s message is in the book they’ve read |
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| **10:30-11:10 Writer’s Workshop**  Children will write about their observations learned in their science experiment. |
| **11:10-11:35 Science**  **Learner Objective:** We will discover why nonstandard units of measurement produce varied results.  **Focus Question:** Why do nonstandard units of measurement produce varied results?   * Students work with a partner to "walk and count" a strip of adding tape to see how much tape they will need to take five heel-to-toe steps. * Students to share and place their tape on the "Comparing Feet" graph and discuss possible reasons for the strips being different lengths. * Students listen to "The Very Big Umbrella" and discuss ways to solve the problem Kate and Marcus encountered.   **Lesson:**   * Guide students to "walk and count" a strip of adding tape to see how much tape they will need to take five heel-to-toe steps. * Call the class together for students to share and place their tape on the "Comparing Feet" graph. * Point out that everyone's tape was put on the red common starting line, but that they are not all the same length even though each person took the same amount of steps. Prompt students to discuss possible reasons for this occurrence. * On the second day of the lesson, read aloud "The Very Big Umbrella" (available in Lesson 7 in the STC Teacher's Guide). * Invite students to think about and discuss what happened to Marcus and Kate as they were measuring the beach umbrella and the box.   **Questioning:**   * What is the purpose of the red starting line? * Why do you think the strips are different lengths? * How did Kate and Marcus measure the umbrella and the box? * Why was the umbrella too big for the box?   How could Kate and Marcus solve the problem? |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| 12:50-1:50 Math 5.6  1.NBT.1  1.NBT.2  1.NBT.3  Finger Coins  Jenny’s Pennies  Math mountains and equations  Using mathboards, have students create a 100-grid.  A hundred grid shows all the numbers from 1 through 100 in groups of 10. Where do you see groups of ten? (ten numbers down and ten across)  Look at each vertical column. Tell me about the tens and ones. You can see how the ten stays the same while the ones go from 1 to 9. Then the ten gets 1 greater.  Look at the horizontal rows. Tell me about the tens and ones.  Draw 10 sticks and circles for each number.  Look at the third row. How many ones are there in each number? How many tens? Let’s make this pattern with sticks and circles. Discuss the pattern and why it happens. Make a rectangle around the seven squares below 3 and the three squares 11, 12, and 13.  Add ten using the hundred grid:  Find 47 on the grid and now add ten.  “56 beetles on the floor. Add ten more”  Student page 165. Filling in a number board with tens and ones. |
| Finger Coins  Jenny’s Pennies  Math mountains and equations  Using mathboards, have students create a 100-grid.  A hundred grid shows all the numbers from 1 through 100 in groups of 10. Where do you see groups of ten? (ten numbers down and ten across)  Look at each vertical column. Tell me about the tens and ones. You can see how the ten stays the same while the ones go from 1 to 9. Then the ten gets 1 greater.  Look at the horizontal rows. Tell me about the tens and ones.  Draw 10 sticks and circles for each number.  Look at the third row. How many ones are there in each number? How many tens? Let’s make this pattern with sticks and circles. Discuss the pattern and why it happens. Make a rectangle around the seven squares below 3 and the three squares 11, 12, and 13.  Add ten using the hundred grid:  Find 47 on the grid and now add ten.  “56 beetles on the floor. Add ten more”  Student page 165. Filling in a number board with tens and ones. |
| **1:55-2:40 Specials** |
| **2:45-2:50 /Snack/Closing meeting Plus/ delta of the day** |

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| **Friday Fix sentences. Jan. 11** |
| **8:25-8:35 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals * Sing songs to get our brains working. Have the song in print on the smartboard or on chart paper for children to read. **SL1.1c, FS1.1a** * Word Study – Have student leader choose a sight word from “Mrs. Big Mouth.” Lead students in a cheer for the sight word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a sentence using that word. Write it on smartboard to review tomorrow (like TRI pocket phrases). As a class, read the pocket phrase as the student leader points to the words. Put sight word on word wall. **RF1.3** * Review the word families that have been studied so far. Have children sort the words in the correct word sort. * Read poem of the week. Review the main idea. Rewrite the poem by changing a few words. Reinforce t he last words being the words that have to rhyme. |
| **9:00-9:30 Reader’s Workshop**  **Mini-lesson: Author’s Message:** Define author’s message. Many authors write to entertain people and make them laugh. Authors also write to persuade or convince their readers to believe in something. Sometimes authors write to inform or teach you about something. Read another story by Berenstain Bears. Model using one of the stems below to show your thinking about the author’s message.  **Author's Message Stems**   1. The author is trying to tell us...because... 2. I think the author wants us to remember...because 3. The text was mostly about . . . 4. I learned . . . 5. The character \_\_\_\_\_ learned . . .   **Closure:** Have a couple of students share what the author’s message is in the book they’ve read |
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| **10:30-11:00 Writer’s Workshop**  Students will write about their science observations in their response journals. |
| **11:00-11:30 Science Measurement**  **Learner Objective:** We will explore why we get different measurements when we measure the same objects with different tools.  **Focus Question:** Why do we get different measurements when we measure the same objects with different tools?   * Students choose four objects in the classroom to measure and record their prediction of length in terms of units. * Students measure the objects with the units then record the actual measurement. * Students share their thoughts, observations, and discoveries during a class discussion. * Students compare their measurement results with one another and explain the differences.   **Lesson:**   * Introduce the various types of units (coffee stirrers, pencils, spoons, toothpicks, spools) students will use to measure objects in the classroom. * Guide students to choose four objects in the classroom they want to measure. * Prompt students to record their prediction of length in terms of units on Record Sheet 8-A. * Direct students to measure the objects with the units then record the actual measurement. Circulate the classroom to provide assistance and to be sure at least two students measure each object. * Lead a class discussion so students have the opportunity to share their thoughts, observations, and discoveries with the class. Record ideas and observations on the "What Did You Find Out" chart. * Ask students to look at a partner's record sheet and discuss the length of the objects and what unit was used to measure the object. Then hold up various units of measurement for comparison and discuss the reason that results varied.   **Questioning:**   * When you measured the same object as someone else, but with different units, were your results the same? * Were your results different? Why? * Does the record sheet let you know the length of objects? * Do you know what unit was used? * What does knowing the unit enable you to do? * Are all the units the same size?   Were your results the same as another student's results? Why do you think that happened? |
| 11:35-12:05 Lunch |
| **12:10-12:45 Outside** |
| 12:45-12:50 Come in from outside and get water |
| **12:50-1:50 Math Begin timed addition quizzes**  Introduce timed addition facts to the children. Show them the clock on the smartboard and review counting on. Reinforce the importance of quqlity vs quantity.  Model to children how to record their results in their data notebooks. |
| **1:55-2:40 Specials** |
| **2:40-2:50 Snack/Pack/Class Meeting.. Pass out Friday folders, Go Gators, and Poetry folders** |