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| **Monday, February 10th, 2014****Theme: 100th Day of School!****Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Morning News 8:15-8:30 Channel 7****Students make and decorate their 100 day crown!** |
| 100 is a lot poem100 wishes poem – I want 100\_\_\_\_but not 100 \_\_\_\_\_100 day challenge!!!! – see smartfile |
| **Daily 5 Math 8:40-9:30** |
| **Making a synergy pizza with 100 toppings. Each table synergizes and creates a pizza using 10 of each ingredient.** |
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| **Art 9:35-10:20**  |
| **Snack 10:20-11:00 Students make their 100 day snack by visiting all the tables and getting 10 of each kind to make their “trailmix bag”**  |
| **Curious George Counts to 100 video!!!****Frootloop necklaces – students make frootloop necklaces with groups of 10 and a decade number paper goes inbetween each group of 10 until you get to 100. (10, 20, 30, 40)** |
| 100 Stations – see smartfileStamps, hundreds grid, exercises, etc.  |
| 100 day old writing: What would you do if you were 100….attach oldster pictures to the writing. |
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| **If time, Create 100 day pictures out of the numbers 1 0 0** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Predictions: 100 drops – How many |
| Continue stations! |
| **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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| **Tuesday, February 11th, 2014****Theme: Valentine’s Day/Friendship****Thinking Tuesday!** |
| **\*\*\*Selling Valentine Grams!!!!!****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 87Common Core State Standard(s)**1.G.1** Distinguishing between defining attributes (eg., triangles are closed and three-sided) versus non-defining attributes (eg., color, orientation, overall size); build and draw shapes to possess defining attributes.**Materials Needed:*** Teacher Guides- *“Sorting Shapes,*

 *Guess My Rule”** Blackline Masters- *“Thinking About-*

 *Sorting Shapes”** Cardstock- *“ Van de Walle Shapes”*
* Chart Paper
* Baggies

Vocabularyshapes, polygons, closed figure, two-dimensional, attributes, straight lines, curvy, vertices or corners, sides, parallel, angles, triangle, rectangle, square, trapezoid, hexagon, quadrilateral or 4 sided figureAlignment LessonAll Sorts of Shapes ***Prior to Lesson: The teacher will need 12 sets of Cardstock- “Van de Walle Shapes”. Copy the shapes on the 6 pages on colored construction paper or cardstock. All 6 pages should be copied on the same color construction paper, making one set of Van de Walle shapes. Each set should be a different color. These will need to be pre-cut and placed in baggies prior to the lesson.*** The following activities will allow participants to explore 2-D shapes. These activities will focus on properties (attributes) of the shapes, **not just shape identification**. **Students should begin to understand the difference between defining and non-defining shapes. Students should understand that defining attributes are always present and are used to classify a shape or object. Non-Defining attributes may be present but do not identify what the shape is called.*****The chart below features some defining/non-defining attributes you will discuss throughout the Geometry Unit.***

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| **Defining Attributes** | **Non-Defining Attributes** |
| Number of sides | Orientation (right side up, upside down, any slides, flips, or turns) |
| Number of angles | color |
| Number of vertices/corners | Size (small, big, etc.) |
| Numbers of faces |  |
| Number of edges |  |
| Straight sides |  |
| Open or closed figure |  |
| Solid or plane figure (flat surface) |  |

 **1. Activity- *Sorting Shapes*** **–** Refer to ***Teacher Guide*** for detailed directions. **2. Activity- *Guess My Rule*** **–** Refer to ***Teacher Guide*** for detailed directions.**Assessment** See notes on Teaching Guide |
| **Math Stations – Mrs. C pulls 3 groups, Ms. S pulls 3 groups** |
| **Mrs. Trueman Guidance– 9:35-10:20**  |
| **Snack 10:20-10:40 – Read Aloud Flat Stanley** |
| **Literacy 10:40-11:40** |
| Letterland Unit 15 TestSORTING VALENTINES GRAMS |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Read Aloud – Roses are Pink your feet really stink – diane degroat****Students will write about the characters and their feelings and how they changed throughout the story.** |
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| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Balancing a Crayfish, Triangle, Arch using clothespins. |
| **Delivering Vday grams 2:20-2:45.** |
| **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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| **Wednesday, February 12th, 2014****Theme: Valentine’s Day/Friendship****Word Study Wednesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Morning News 8:15-8:30 Channel 7** |
| Students will work on the work in their cubby (yellow folder) OR if they have no work, they should choose a choice off the yellow poster on the board. |
| **Daily 5 Math 8:40-9:30****Please have the students clean up and switch every 15 minutes or so.** |
| Mathematics Alignment LessonGrade 1 Quarter 2 Day 88Common Core State Standard(s)**1.G.1** Distinguishing between defining attributes (eg., triangles are closed and three-sided) versus non-defining attributes (eg., color, orientation, overall size); build and draw shapes to possess defining attributes.**Materials Needed:*** Transparency – *“Name that*

 *Shape!”** Blackline Master –“*Shape Mat”* *“Shapes”* *“The Shape I am,” “True/False,”*(one per pair of students) *“Find the Shape”*
* Chart paper
* Glue stick

VocabularyRectangle- a polygon with four sides and opposite sides equal in lengthSquare- polygon with four sides and all sides equal in length Trapezoid- polygon with four sides and *exactly* one set of parallel sides \*Triangle- polygon with three sides and three angles Attribute -characteristic of a shape, including properties, and other defining characteristics (e.g., straight sides) and non-defining characteristics (e.g., “right-side up”)  \*Further information regarding the definition of a trapezoid can be found in NCDPI unpacking***Alignment Lesson******These are…these are not!*****Activity 1: Review the Shapes**1. Review shapes that students discussed on Day 87 (triangle, rectangle, square, trapezoid, half-circle, quarter-circle.)
2. Use Transparency, “*Name that Shape!”* or one of the books below. To activate student’s thinking about shapes.
* *Shapes, Shapes, Shapes!* By Tana Hoban
* *Color Zoo* by Lois Ehlert
* *The Shape of Things* by Dayle Ann Dodds
* *Circles and Squares Everywhere* by Max Grover
1. Teacher poses the following questions while reviewing the shapes
* *Why is this shape a \_\_\_\_\_\_\_\_?*
* *How can these both be a \_\_\_\_\_\_ when they are different sizes/colors/orientations?*
* *What attributes define this shape?*

**Activity 2: Shape Mats**1. Distribute a Blackline Master “*Shape Mat”* and  *“Shapes”*
2. Students cut out the shapes and names of shapes.
3. When all are ready, have the students write the word “Triangle” in the blank at the top of the shape mat.
4. Students will sort the shapes into the categories (These Are… These are Not)
5. Have students glue all the triangles into the “These Are” column and five shapes that are not triangles in the “These Are Not” column; students may not all pick the same shapes for the Are Not column. That is OK.
6. Have students discuss with a partner their shapes on their individual mats. \*
7. Circulate and pose the questions below for further observation of student comprehension
	* *What changes would you have to make to the shapes in the “These are Not” box so that they could be considered a triangle?*
	* *Can you find any examples of a triangle in our classroom?*
	* *Can you draw a shape that would fit into the “These are” box on your math?*
	* *If you made one of the triangles in your “These are” box bigger or smaller, would it still be a triangle?*
8. Repeat the questions in Step 7 for shapes other than the triangle.

Sample of a Shape Mat: See CMAPP for this or our teacher manual it wouldn’t copy/paste**Activity 3: True/False Statements**1. Pre-cut the statements into individual strips.
2. Draw a line down the middle of a piece of chart paper.
3. Label one half “True” and the other half “False”
4. Give one strip to each pair of students.
5. Have the students decide if the statements are true or false.
6. Students explain to the class why they decided if theirs is true or false.
7. Students then glue the statement onto the appropriate side of the chart paper. See below for sample.

 Assessment * Observation of students’ conversations and work on Shape Mat
* Blackline Master, *“The Shape I Am”*
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| **Math Stations – Mrs. C pulls 2-3 groups onto the carpet, Ms. S pulls 2-3 groups to the yellow table.** |
| **Guidance Mrs. Trueman 9:35-10:20**  |
| **Snack 10:20-10:40 – Read Aloud from Flat Stanley Chapter Book** |
| **Literacy Stations 10:40-11:40 Please start at 10:40 and tell students to clean up and switch every 15 minutes.** |
| **Mrs. C pulls 3-4 groups**Mrs. Smith will be pulling 2-3 groups to work at the yellow table. |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Read Aloud Somebody Loves you Mr. Hatch – Students write in reading journal about the character MR. Hatch and how his feelings change throughout the story.** |
| **Letterland: 12:15-12:35 Unit 16 Day 1 - See Smartfile**  |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Science-Force/Motion –Using straws to blow different size balls around on a white paper. White paper is inside a box lid to keep paint contained. Students get 2-3 colors of paint on their paper before they start blowing. |
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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, February 13th, 2014****Theme: Valentine’s Day/Friendship****Tweet Thursday!\*\*\*\*Mrs. C leaves at 2:50 for Dentist Appt.** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Morning News 8:15-8:30 Channel 7** |
| Students will work on the work in their cubby (yellow folder) OR if they have no work, they should choose a choice off the yellow poster on the board. |
| **Daily 5 Math 8:40-9:30** |
| Mathematics Alignment LessonGrade 1 Quarter 2 Day 89Common Core State Standard(s)**1.G.1** Distinguishing between defining attributes (eg., triangles are closed and three-sided) versus non-defining attributes (eg., color, orientation, overall size); build and draw shapes to possess defining attributes.1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape. Vocabularytriangle, square, rhombus (see note in step #2), trapezoid, hexagon, shapes, polygons, closed figure, two-dimensional, attributes, straight lines, curvy, vertices or corners, sides, parallel, angles**Materials Needed:*** Teacher Guide- *“Shapes on the*

 *Geoboard”** Blackline Masters- *“Shape*

 *Creations”, “Geoboard Dot Paper”** Paper bags
* Books about shapes
* Pattern blocks
* Geoboards
* Rubber Bands

Alignment LessonShape Designs**Note:** Below are 3 shape activities that can be used as math stations or as whole class activities. Be sure to model *Guess My Shape* and *Build a Shape*. Students should be able to do these two independently. *Shapes on the Geoboard* should be taught by the teacher.1. **Guess My Shape** *–* Place several pattern blocks (4-6) in a bag. (Will need several bags if students play with a partner). One student reaches in the bag and selects one shape. Do not take the shape out of the bag. Describe the shape based on how it feels. Example: My shape has 3 corners. The other student guesses the shape. If correct, students switch roles. If incorrect, continue describing the shape until it is identified.

*Variation:* One student reaches in the bag and selects one shape. He or she then uses their finger to draw the shape on their partner’s back. The partner identifies the shape and tells why he or she thinks it is that shape. Example: On my back I feel a shape with 4 straight lines. I think it is a square. *\*\* May be a good idea to have some books about shapes in this station for students to look through.****As students are working, ask students to describe shapes using attribute vocabulary. You may want to have a word list or word wall to help students have productive, efficient conversations.***1. ***Shape Creations*** – Students will use a variety of pattern blocks shapes to make a Shape Creation (vehicle, flower, monster, etc.) on Blackline Master, *“Shape Creations”*. Students will trace the design, color it, name the design, and record how many of each shape was used. ***Note: 1st grade students are not expected to use the term “rhombus”, however, they can refer to it as a 4-sided closed figure. You can introduce the term rhombus but please note that students should not be assessed on the term.***
2. ***Shapes on the Geoboard*** **–** Refer to ***Teacher Guide*** for detailed directions.

Assessment See notes on Teaching Guide |
| **Math Stations –Mrs. C pulls 2-3 groups, Ms. S pulls 2-3 groups** |
| **No Specials:**  |
| **Assembly: Author Henry Winkler****1030-11:15****\*\*\*Mrs. C planning time** |
| **Snack 11:20-11:40 Read aloud** |
| 11:40-12:00 Word Sorting: letterland unit 16 Day 2 see smartfile |
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| **Celebrate Success 12:00-12:30** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Valentine’s Day Heart Math! – see packetStudents will get a box of hearts, sort, graph, complete add/sub math problems with their hearts. |
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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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| **Friday, February 14th, 2014****Theme: Valentine’s Day/Friendship****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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| **Assembly 8:40-9:45** |
| **9:45-10:35 – Making Valentine’s day cards/Bags** |
| **Lunch 10:40-11:15** |
| **Valentine’s Day Celebration:** **11:15-12:15** |
| **Plus/Delta & Pack-Up 12:20** |
| 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** |