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| **Monday, February 17th, 2014**  **Theme: Valentine’s Day!**  **Math Monday!**  **Substitute until 12:00** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| As students come in, encourage them to get any work from their cubby and work on that first. If they do not have any work (please check their cubby if they say this) they can make a choice off the yellow poster on the board. |
| **Daily 5 Math 8:40-9:30** |
| **Valentine’s Heart Math** |
| We usually have Math Stations, but because we didn’t have Valentine’s day, today is the day! Please show students how to use their box of hearts, pour onto napkin/tissue, sort by color, graph hearts, then complete math equations using the hearts. If time, they can try to make subtraction equations too! (Remind students that when we subtract we have to start with the big number 1st!!!). Clean up at 9:30 (our clock is a couple minutes fast). \*\*\*Make sure students have their name on the front of their packet!)  If anyone finishes early, they can try the “multiplication” valentines story problems. |
| **Specials 9:35-10:20 –Guidance** MRs. Trueman, she will come into the classroom, please have tables cleaned up and students sitting at their table. Sometimes she runs a little late, so I let students whisper talk at their tables until she comes in. You are welcome to stay in the room or visit with other teachers/sit in lounge during this time. |
| **Snack 10:20-11:00 Read Aloud Valentine Book (Either Ruby Valentine or \_\_\_\_\_\_\_\_\_) –** snack is located behind the door. Choose 1 snack. If students do not want snack, they can grab something else from their backpack. Everyone stays in their seats during snack time as you read aloud. Call 1 table at a time while your reading to use the restroom/get water. |
| **Literacy Stations – Please display DAY 1 – literacy stations (pink slide) on smartboard** |
| Please call reading groups to the back table. Have students clean up and switch stations every 15 minutes. “Clean up and switch! Clean up and Switch!”  **Group 1: Rufa, Sama, Yair, Rai-Rai**  Please review 3rd quarter sight words with the students – you say the word, they repeat the word. Have them practice writing 5-10 words on their whiteboards. If time, have them read the same book quietly to themselves as you lean in and listen. (See guided reading sheet for this group for talking points/word features of the book THE DUCK POND). Rai-Rai needs extra attention and reminders to stay focused and read as she avoids tasks.  **Group 2:Esme, Christopher, Moriah (Ms. Smith will have this group 1st, but please tell them to quickly stop, go get their books, and join you at the back table)**  This group is working on blending words and trying both long and short vowel sounds to see which one makes sense. (like (long i) or “lick” (short i)). Have them read the same book quietly to themselves as you lean in and listen.  (See guided reading sheet for this group for talking points/word features of the book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).  **Group 3:Sanaa, Ahmed, Kaliyah, Justin, Aidan, Yasmeen (**Aidan and Yasmeen aren’t displayed on the board, but should be called with this Book Club Group)  Please have the students turn to the next chapter (I believe chapter 5 or 6 – Check Justin or Ahmed’s packet to see). Before sending them off to a table to work, read over the questions for the chapter together. Then, remind them to use complete sentences when answering their questions. If they run out of time, tell them they can work on it tomorrow morning. \*\*\*\*Kaliyah and Yasmeen may be finished with their packet from doing it at home, if so, they can help the other group members.  Ms. Smith –  Group 1: Esme, Christopher, Moriah  Group 2: Rufta, Sama, Yair, Rai-Rai  Groups 3 & 4 – Mrs. Smith monitors and pull students as needed. |
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| **Reader’s Workshop/S.S.** |
| Read aloud the story “Somebody loves you Mr. Hatch”  Ask students “Do you remember last week when Mrs. Catherwood read Roses are Pink My Feet Really Stink and you wrote down how Gilbert was feeling throughout the story? You made a T-chart in your journal?”  Remind students that today they are going to be looking at how the character’s feelings change throughout the story and why they change. Tell them they are just going to be looking at Mr. Hatch today, not the other characters.  As you read, model for students how to make a t-chart in their journals (do yours on the smartboard). On one side of the chart label it “Feelings” and on the other side label it “evidence”. As you read have students tell you what Mr. Hatch is feeling and why based on 2 pieces of evidence – what they heard you read in the story (you may have to re-read some parts to have them really listen in to the evidence) AND what they see in the picture (facial expressions/body structure).  I usually record on the board 2-3 feelings, and write evidence for 1-2 of those feelings, then we read and talk about the rest of the book without recording it on the board. When you finish reading, call each table to get their reading journals from their book bins. Have them write at least 4 feelings and 4 pieces of evidence in their journal about the story you read, they can start with the ones you wrote on the board or make up their own. |
| **Letterland: 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** |
| Valentine’s Celebration -  Students will decorate bags, pass out cards 4 friends at a time, then eat a treat/juice |
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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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| **Tuesday, February 18th, 2014**  **Theme: Valentine’s Day**  **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 Alignment Lesson Grade 1 Quarter 2 Day 87 Common 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   Vocabulary  shapes, polygons, closed figure, two-dimensional, attributes, straight lines, curvy, vertices or corners, sides, parallel, angles, triangle, rectangle, square, trapezoid, hexagon, quadrilateral or 4 sided figure Alignment 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.***   |  |  | | --- | --- | | **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** |
| **Specials– 9:35-10:20 PE** |
| **Snack 10:20-10:40 – Read Aloud Flat Stanley** |
| **Literacy Stations 10:40-11:40** |
| Mrs. C pulls 3-4 groups  Mrs. Smith pulls 3 groups |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| Do a Picture Walk of Roses are Pink Your Feet Really Stink!  Model for students how to make a Venn Diagram with the two characters: Gilbert and Mr. Hatch. Have students use their evidence they already recorded on T-Charts, or from their memory, to record how the two characters are alike and different. |
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| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40**  **Common Core State Standards –**  • 1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.  • 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.  • 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.  • 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. |
| Motion – Read aloud the story Energy – only the parts about motion today. Elicit students’ schema about force and motion. What types of forces can you think of? What have you seen that has motion?  Have students make predictions in their Steam journals.  Model for students how they will be applying a force (air) to make the objects (marble/ball/gems) across their paper.  Which straw would move the objects the fastest/farthest? Why?  Which objects would move the easiest? Why?  Allow students to test the objects with the straws AFTER their predictions are recorded WITHOUT PAINT.  Students should write down their observations on their motion chart.  After students write their observations, allow them to use paint to make their art.  Relate this lesson to Cause/Effect |
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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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| **Wednesday, February 19th, 2014**  **Theme: Valentine’s Day/Friendship**  **Word Study Wednesday!**  **Substitute AM only** |
| **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. Please check their cubby first if they have no work. |
| **Math Stations: See groups at the bottom, but here is a jist of the math lesson to be taught with each group** |
| Mathematics Alignment Lesson Grade 1 Quarter 2 Day 88 Common 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:**   * Paper, poster/chart paper for group 3, pencil/eraser, baggie of shapes for each student labeled day 87   Vocabulary  Rectangle- a polygon with four sides and opposite sides equal in length  Square- 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”) |
| Day 3 on smartfile (Yellow slide) Pull groups to the carpet with you, have students clean up and switch every 15 minutes.  They will need a pencil and eraser when they come to you and a hard book to write on.  **Group 1: Rufta, Sama, Yair, Rai-Rai (low low – need review of basic shapes and their names)**  Review shapes that students discussed on Day 87 (triangle, rectangle, square, trapezoid, half-circle, quarter-circle.)  Read shape books for group 1: Pull shapes out of baggie labeled day 87   * *Why is this shape a \_\_\_\_\_\_\_\_?* * *How can these both be a \_\_\_\_\_\_ when they are different sizes/colors/orientations?* * *What attributes define this shape?*   **Group 2: Esme, Christopher, Moriah (low, attention)**  Use a sorting mat to sort shapes into triangles/not triangles   * + *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?*   **Group 3: Yasmeen, Owen, Qaasim, Aidan, Natalie (high)**  **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.   Ms. Smith’s groups:  Group 1: Esme, Christopher, Moriah  Group 2: Rufta, Sama, Yair, Rai-Rai  Group 3 – Ms. Smith pulls as needed |
| **Specials 9:35-10:20 PE** |
| **Snack 10:20-10:40 Read aloud:** please read aloud part of the Energy book – Have a discussion with students about different types of energy, how to make energy, review types of forces (push,pull), review things that move or have motion. We have only read a couple of the pages, not the whole book.  snack is located behind the door. Choose 1 snack. If students do not want snack, they can grab something else from their backpack. Everyone stays in their seats during snack time as you read aloud. Call 1 table at a time while your reading to use the restroom/get water.  Ahmed is allergic to a lot, so he is the ONLY one who can go and choose his own snack from behind the door |
| **Literacy Stations 10:40-11:40 – Day 3 on smartfile (pink slide)** |
| Please call reading groups to the back table. Have students clean up and switch stations every 15 minutes. “Clean up and switch! Clean up and Switch!”  **Group 1: Rufa, Sama, Yair, Rai-Rai**  Please review 3rd quarter sight words with the students – you say the word, they repeat the word. Have them practice writing 5-10 words on their whiteboards. If time, have them read the same book quietly to themselves as you lean in and listen. (See guided reading sheet for this group for talking points/word features of the book THE DUCK POND). Rai-Rai needs extra attention and reminders to stay focused and read as she avoids tasks.  **Group 2:Esme, Christopher, Moriah (Ms. Smith will have this group 1st, but please tell them to quickly stop, go get their books, and join you at the back table)**  This group is working on blending words and trying both long and short vowel sounds to see which one makes sense. (like (long i) or “lick” (short i)). Have them read the same book quietly to themselves as you lean in and listen.  (See guided reading sheet for this group for talking points/word features of the book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).  **Group 3:Owen Qaasim and Natalie (**Aidan and Yasmeen are displayed on the board, but they are in a different book club group) – Flat Stanley book  Please have the students turn to the next chapter (check packet to see). Before diving in, read over the questions/task for the chapter together. Then, remind them to use complete sentences when answering their questions. If they run out of time, tell them they can work on it tomorrow morning. \*\*\*Natalie may be finished with their packet from doing it at home, if so, she can return to her station.  Ms. Smith –  Group 1: Esme, Christopher, Moriah  Group 2: Rufta, Sama, Yair, Rai-Rai  Groups 3 & 4 – Mrs. Smith monitors and pull students as needed. |
| 11:40-12:00 Letterland Word Practice |
| Students should have already glued down Unit 16 words in their word study journals. I have extra big copies if anyone can’t find it. Journals are in their cubbies, so you can call tables to get theirs. Have them practice their words in a fun way using lots of colors (they should do list A and Tricky Words first, then if time, they can do the rest of the page). They can choose to do rainbow letters, bubble letters, pyramids, hide in a picture, shape words (make a shape and put word inside then color) etc.  When you feel that students are ready, please go around and give them a 1, 2, 3, or 4 on their word work page. 3 – focused, did all list A, 4 very focused and exceeded the amount, 2- only did a couple, or 1 none at all.  I will return a few minutes before 12:00 |
| **Writing/Soc. Stud/Sci/STEAM 12:00-12:30**  **Common Core State Standards –**  • 1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.  • 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.  • 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.  • 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. |
| Balancing Using Clothespins with – triangles, arches, and crayfish  Clothespins  1 of each above for each pair of students  **Focus Question**:  **How can you balance a paper crayfish on your finger?**    **Estimated Time:**  One Session (30-45 minutes – Whole Group). Practice balancing ahead of time so you can demonstrate it for the students.  **Activity**:   * Introduce crayfish and show students how to balance it on a finger. * Let students explore different ways to balance the crayfish. * Introduce the clothespins to the students * Have students clip two clothespins to the crayfish to get it to balance. * Visit the groups and offer assistance to those that need it and guide others to try new ways to balance the crayfish. * Have students try to find as many different ways to balance the crayfish as they can. * Discuss how many different objects and shapes can be made to balance.     **Science Content Words:**  -balance  -counterbalance  -weights  -stable,  Students should record findings and draw positions for a balanced crayfish.  For each science notebook have the students write:  *I learned\_\_\_\_\_\_\_\_\_\_\_\_\_ Now I know\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*  **Focus Question**:  **How can you balance shapes on a Popsicle stick?**  **Estimated Time**:  One or Two Sessions (20 minutes each or 45 minutes combined – Whole Group)  **Activity**:   * Review balancing procedures and terms from last class * Introduce the new shapes (a triangle and an arch) * Let students know that they will be balancing the shapes on a Popsicle stick that is taped to a table like a diving board. * Students attempt to balance the shapes using clothespins as counter weights. * Discuss with students the idea that a stable position is one that an object or system returns to after motion. * Once students have successfully balanced the shapes, introduce the *Stable Positions* worksheet (blackline master 2 of 8) * Students complete sheet with predictions about the stability of each shape. After they have made their predictions, redistribute shapes and have them investigate each one to see if they are correct.   **Science Notebook Helper**:  Have students write focus question and predict whether items will balance before giving out supplies. Students may want to list materials used. Encourage students to record information as they are working with their shapes. After using the recording sheet, “Stable Positions”, you can staple it into their science notebooks. |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Science/STEAM 1:40-2:40**  **Common Core State Standards –**  • 1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.  • 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.  • 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.  • 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. |
| Balancing with mobiles:  Need Index cards – some cut in half  Paperclips  Straws  Rubberbands?  Hole punchers  **Lesson 4**  **Investigation 1, Part 4: Mobiles**  Students will investigate and observe that mobiles are systems with balanced beams and masses.  **Objectives**:  4.04 Observe and describe balance as a function of position and weight  4.05 Describe and observe systems that are unstable and modify them to reach equilibrium.  **Focus Question**:  **How can I create a balanced mobile?**  **Estimated Time**:  **\*Make a sample mobile ahead of time, have supplies cut and ready for students**  **One or Two Sessions (30 minutes – Whole Group)**  One Session (30 minutes – Small Group or Center Activity)    **Activity**:   * Introduce mobiles to students and ask where they have seen them. * Show sample mobile and discuss how to build it. * Students use paper clips, straws, rubber bands, note cards, and a hole punch to create a mobile that will balance. * Discuss how the students made the mobiles balance. |
| **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 20th, 2014**  **Theme: Black History**  **Tweet Thursday!** |
| **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 Lesson Grade 1 Quarter 2 Day 89 Common 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.  Vocabulary  triangle, 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** |
| **Specials 9:35-10:20 PE** |
| **Snack 11:20-11:40 Read aloud Mrs. Piggle Wiggle** |
| **Literacy Stations** |
| Mrs. C pulls 3-4 groups  Ms. Smith pulls 3 groups  11:40-12:00 Word Sorting: letterland unit 16 Day 2 see smartfile |
| **Celebrate Success 12:00-12:30 – Parents may come** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40**  **Common Core State Standards –**  • 1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.  • 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.  • 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.  • 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. |
| Sailboats – Motion Day 1 |
| Sails Introduction  30 minutes  GOAL:   * What are things that are affected by the wind?   + Windmills, hair, kites, chimney smoke, leaves, etc. * Explain to students that we are going to be building sails and engaging in the EDP like we did for the stomp rockets project.   + What is the purpose of a sail on a sailboat?   + How do you think the sail works?   + What properties of a sail affect how well it catches wind?   + What are some properties of a sail? Size, shape, material, stiffness, color, transparency, etc.   + Which properties do you predict are most important for catching the wind?     - STEM notebook entry * How do you think you could test your predictions?   Show students the track and the raft that they will use when designing their sails. Highlight the “ask” part of the Engineering Design Process  Sails Designs  30 minutes  GOAL:   * Allow students to investigate the kinds of materials that can be used to make their sails. * Students are broken into their small groups. * Encourage students to investigate the different materials. Is it heavy or light? Stiff or floppy? Clear or opaque? * Show students the raft, track, and fan. Demonstrate how to orient the craft stick with the widest part parallel to the short edge of the raft.   Students design their sails.  **Materials:**   * Rulers (meter sticks would be best) * Large Box-style Fan * Fishing Line (15-20 lb. gauge, 8’ to 10’ long pieces) * Transparent Tape * Tape, masking or duct * 2 foam trays (at least 4” x 6”) * 4 straws, plastic, drinking, non-flexible * Craft sticks * Coffee stirrers * 3”x5” index cards * 8.5” x 11” paper * Tissue paper (cut into squares, rectangles, trapezoids, triangles, half circles, and quarter circles) * Aluminum foil (cut into squares, rectangles, trapezoids, triangles, half circles, and quarter circles) * Wax paper (cut into squares, rectangles, trapezoids, triangles, half circles, and quarter circles) * Stop watch |
| **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 21st, 2014**  **Theme: Black History**  **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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| **Math Stations 8:40-9:30** |
| Mathematics Alignment Lesson Grade 1 Quarter 3 Day 90 Common 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:**   * Blackline Master- *“Comparing*   *Shapes– Journal Prompt”*   * Book, *Frog & Toad Are Friends* by   Arnold Lobel   * Pattern Blocks or Attribute Blocks * Assortment of Buttons   Vocabulary  triangle, square, trapezoid, hexagon, shapes, polygons, closed figure, two-dimensional, attributes, straight lines, curvy, vertices or corners, sides, parallel, angles, rhombus (*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.)* Alignment LessonAlike & Different **1.** Read *“A Lost Button”* from the *Frog & Toad Are Friends* book. Ask students to discuss with a partner the attributes Toad used in describing the buttons in the story. Facilitate discussion on defining verses non-defining attributes. First Grade Students should distinguish the difference between these types of attributes.  2. Show the class a set of 10-15 buttons and make a list of attributes describing those buttons. Ask a volunteer to play the role of Toad and to choose one button to be the secret button ***(whisper and describe it to the teacher, but do not remove it from the set)***. The student playing Toad calls on other students to name a button *(ex. Someone might identify the green button)*. If incorrect, Toad must give a reason why it is incorrect *(ex. That is not my button. That button is green, but my button is yellow)*. Teacher removes the green button. Continue guessing and giving reasons as to why it is not the correct button *(and then remove that button from the collection)*. Continue until the button is chosen. Repeat several times. Again, facilitate discussion on defining verses non-defining attributes.  3. Students sit in a circle on the floor. Place a set of pattern blocks or attribute blocks in the middle of the circle. Ask each student to select one shape. It must be different from the shape of the students on his or her left and right. Students turn to the student on one side of them and compare their shapes (identifying one way the shapes are alike and one way the shapes are different). Then repeat with the student on the other side. Encourage students not to use color as an attribute. Emphasize defining attributes as students identify them.  4. Pair students and pass out Blackline Master, *“Comparing Shapes – Journal Prompt”*. Each partner selects one shape (they must be different shapes). Partners discuss the ways the shapes are alike and different. Then they record the likenesses and differences on their record sheet.  5. Have students complete Blackline Master, *“Shape Hunt-Journal Prompt”* for homework.  ***The chart below features some defining/non-defining attributes you will discuss throughout the Geometry Unit.***   |  |  | | --- | --- | | **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) |  |   **Source: Adapted from NCTM Navigating through Geometry in Prekindergarten – Grade 2**  Assessment  ***Informal assessment*** – take anecdotal notes on whether students can identify both likeness and differences and if they identify only one way a shape is alike and different or state several ways  **Homework**  Blackline Master, *“Shape Hunt - Journal Prompt”* |
| **Mrs. C pulls 3 groups**  **Ms. Smith pulls 3 groups** |
| **Specials 9:35-10:20: Music** |
| **Snack 10:20-10:40: Read aloud Mrs. Piggle Wiggle** |
| **Literacy Stations 10:40-11:40** |
| **Mrs. C pulls 3-4 groups**  **Ms. Smith pulls 3 groups** |
| **Reader’s Workshop/S.S.** |
| Read Aloud The Other Side –  Create a T-Chart to model for students how to find feelings/Evidence of those feelings from the words we read in the text and the pictures we see (emotions/facial expressions/body language).  Brain Break/Stretch  Read Aloud: Ruby Bridges (see video on scholastic.com)  Create a T-Chart as a class again like the one above.  Allow students time to complete a Venn Diagram on the two characters we read about today. What did they do that was the same/different, did they feel same/different, did they say something same/different? |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Science/Steam 1:40-2:40**  **Common Core State Standards –**  • 1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.  • 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.  • 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.  • 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. |
| Sailboats Motion Day 2  Creating Sails  GOAL:  Students create their sails.  Testing Sails  30 minutes  GOAL:  Roles   * Sail attacher- TEACHER * Timer * Fan Operator   \*Identify PUSH and PULLS   * Each student records their data. * In their STEM notebooks, students record their data and add any information about the sailing experience. |
| **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** |

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| 24  Balance and Motion 1:45-2:40  Building Sailboats Day 3 | 25  Balance and Motion 1:45-2:40  Exploring with Ramps and Wheels 1 | 26  Balance and Motion 1:45-2:40  Exploring with Ramps and Wheels 2 | 27  Balance and Motion 1:45-2:40  Building Rockets Day 1 | 28  Balance and Motion 8:30-9:15  Building Rockets Day 2    Field Trip |

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| 3  Balance and Motion 1:45-2:40  Building Rockets Day 3 | 4  Balance and Motion 1:45-2:40  Building Rockets Day 4 | 5  Balance and Motion 1:45-2:40  Lego Cars and Ramps Day 1  Cheryl Ellington 1:45-3 | 6  guest readers no volunteers before 10:40    Balance and Motion 1:45-2:40  Lego Cars and Ramps Day 2 | 7  Early Release    Balance and Motion 9:45-10:30 and 11:30-12:15  Building Rockets Day 3 |