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| **Monday, February 24th, 2014**  **Theme: Black History**  **Math Monday!** |
| **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 – Addition Facts Quiz #2** |
| Mathematics Alignment Lesson Grade 1 Quarter 3 Day 91  **Materials Needed:**  **\*\*\* note from donna(copies are already made and sent from central office-also on CMAPP)**   * Cardstock, *“Shape Cards”* (Teacher   Only 2 sets each)   * Blackline Master, *“Attribute Mat-*   *Always, Sometimes, Never”,*  *“Riddle Report”*   * Transparency- *“Riddle Report*   *Example”*   * Chart paper (optional)   **Assessment**   * Blackline Master, *“Riddle Report”*   **Homework**   * Blackline Master, *“All About Shapes”*   Vocabulary   * Vertex (vertices)- where sides and edges meet on a polygon (often called the corners) * Attribute - characteristic of a shape (size, color, number of sides,etc.) * Square- polygon with four sides of equal length,2 sets of parallel sides, and 4 right angles * Rectangle- polygon with four sides, opposite sides are equal in length, 2 sets of parallel sides * Trapezoid- polygon with four sides, 1 set of parallel sides * Half circle- half of a circle * Quarter circle- ¼ of a circle * Edge- a line segment joining two adjacent vertices   ***Alignment Lesson***  ***Sometimes, Always, Never***  Note: Cardstock *“Shape Cards”* will need to be pre-cut prior to teaching the lesson.   1. Quickly review the shapes you have been studying.  Next, tell the class that you are going to make a list of attributes for the shapes.  Explain that attributes are characteristics of a shape. 2. Create a list with the students of attributes that are defining and those that are non-defining.  Explain to the students that defining attributes are features that define a shape, such as a triangle has three sides.  Non -defining attributes describe the shape, but these attributes can vary, such as size color. The attribute shapes that are part of the DPI Math Kit or geoboards would be a great way to quickly show the shapes and prompt students’ thinking.  The list should be a general list of defining attributes (ex: number of edges, number of vertices). 3. Use this time to introduce specific vocabulary words such as vertices.  Also, parallel lines and right angles will need to be explained so that students can differentiate between squares and trapezoids. 4. Divide the students into small groups of 3-4 students. Give each group one a of the pre-cute Cardstock, *“Shape Cards”* and each students, a Blackline Master, *“Attribute Mat Always, Sometimes, Never.”* 5. Have each group fill out the chart by writing attributes that are always true about the shape, sometimes true about the shape, and never true about the shape. Discuss the work with the groups as they complete the chart. 6. When groups are finished, have groups pair up and discuss their findings. Have each group share what is on the chart, and then have both groups look for ways that their shapes are alike and different. *(For example, when the group that did rectangles shares with the group that did squares, they should see that both shapes always have four sides, but rectangles sometimes have sides of equal length while squares always have sides of equal length.)* 7. Bring the students back together to share ideas that they have learned. 8. Distribute Blackline Master, *“Riddle Report”* example with the students and have them guess the shape. 9. Have students write their own Riddle Reports and share.   Notes: Chart paper can be used for the Attribute Mat Activity so that it can be hung in the classroom for students to refer to as needed. Students can draw their shape on the bottom of the Riddle Report – place a small post-it note on top of the shape. Students can read the riddle, solve, and then peek under the post it note to see if they guessed the shape correctly |
| Mrs. C pulls 3 groups  Ms. Smith pulls 3 groups |
| **Specials 9:35-10:20 – Chinese** |
| **Snack 10:20-11:00 Read Aloud – Shades of Black – Color and cut handprint** |
| **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 Other Side  Have students describe the main character’s feelings in the story. Have them prove their thinking by using evidence from the text. What do they see in the picture? What did they hear/read in the text?  Have students complete a venn diagram of “The Other Side” and “Ruby Bridges” main characters seeing how the two are alike/different based on what they said/did/felt. |
| **Letterland: Unit 17 Day 1 – See smartfile** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Sailboats Day 3  Students use their improvements that they wrote in their Steam Journal to create a new/improved sail for their boat. When sails are completed, they will test their sails –  Jobs: Timekeeper, Measurer, Wind maker  As a class, record the data for each sail and discuss. Did your sail go further? Did it go faster? Have students record in their journal about why it did/did not go further/faster.  What would they improve the next time? |
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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 25th, 2014**  **Theme: Black History**  **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 3 Day 92  **Materials Needed:**   * Cardstock- *“Large Attribute Cards”*   – Teacher Only, *“Small Attribute*  *Cards”* -7 copies (in central office copies and CMAPP)  Blackline Master, *“The Attribute Train Game- Journal Prompt*  **Assessment**   * Observation of students’ work and discussions as they work in small groups to create trains.   **Homework**   * Blackline Master, *“Comparing*   *Shapes”*  Vocabulary  Attribute - characteristic of a shape (size, color, number of sides,etc.)  Square- polygon with four sides of equal length,2 sets of parallel sides, and 4 right angles  Rectangle- polygon with four sides, opposite sides are equal in length, 2 sets of parallel sides  Trapezoid- polygon with four sides, 1 set of parallel sides  Half circle- half of a circle  Quarter circle- ¼ of a circle  ***Alignment Lesson***  ***Attribute Train***  **Note: Prior to teaching this lesson, Cardstocks, *“Large Attribute Cards”* and *“Small Attribute Cards”* should be pre-cut.**  **Activity 1- Building a Class “Train”**   1. Have students sit in a circle on the floor. Place Cardstock, *“Large Attribute Cards”* in the middle of the circle. If there are too many shapes, you can remove some of cards*. (If you choose to remove some card remove all of the same shape i.e., all the trapezoids or all the circles.)* 2. Tell the students that you are going to make an attribute train. Remind students that attributes are characteristic of a shape. *(Students use attribute language to describe a given two-dimensional shape: number of sides, number of vertices/points, straight sides, color, size, closed etc..)* 3. Begin by choosing one shape to start the train. Describe the attributes of the train. Ask a child to choose a card that has a shape that has only 1 attribute that is different. The attribute that is different could be size, shading, number of sides, vertices, etc. Keep encouraging students to add a card one at a time and name the attribute that is different. 4. After making a long train, start again with a different card. For variety, students can hold a card and come to the front and hold the card and stand in a line to form the train. If not all the cards are used for each train, vary the ones that are being used so trains are different.   **Activity 2- The Attribute Train Game**  Students will use the small cards with the shapes on them to make attribute trains. Students can play in small groups of four. Students make play either of the following variations of the game.  ***Variation 1***   * Place the cards in the center of the 2 players so that all the shapes are visable. * Player 1 takes a card and puts it down to start a train. * Player 2 chooses a card that has a shape that has only 1 attribute that is different from the first shape and adds it to the train. * Players take turns until no more cards can be played.   *Variation 2*   * The blocks are shared equally among all the players in the group. * Player 1 begins the train by laying down a card on the playing surface. * Player 2 adds a card with a shape on it that is different in only one way. * Players take turns. * Any player who does not have a card with a shape on it that is different in only one   way loses that turn.   * Players continue until no more cards can be played.   Activity 3  Students complete Blackline Master, *“The Attribute Train Game- Journal Prompt.”*  Sample Attribute Train |
| **Math Stations – Mrs. C pulls 3 groups, Ms. S pulls 3 groups** |
| **Specials– 9:35-10:20 Chinese** |
| **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** |
| Follow the Drinking Gourd –  Read aloud the 1st part of the story and model how to question a text – questions about words/pictures/characters/etc.  Read aloud the 2nd part of the story and have students generate their own questions about the text using the question stem words. Have them draw a picture to go along with their question. |
| **Letterland Day 2 Unit 17** |
| **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. |
| **Lesson 3**  **Investigation 1, Part 3: The Pencil Trick**  Students will observe and investigate that counterweighing can change the point of an object or system.  **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 you balance the paper pencil on its point?**  **How can you balance a sharpened pencil on its point?**  **Estimated Time**:  One Session (45 minutes – Whole Group) Practice balancing the pencil beforehand  **Activity**:   * Review with students how to make a stable system with the clothespins * Introduce the pencil picture. Tell students that they need to balance this on the Popsicle stick * Students should test the balance by giving the picture a gentle push to test the stability. * Tell students they will try to balance a real pencil. Introduce the cut wire. The students may attach the wire to the pencil but they cannot use it to tie or bind the pencil to the stick. Discuss SAFETY with the wire and appropriate usage. * If students are having difficulty achieving balance, subtly show one or two students the technique and others will soon follow. * Discuss how balance was achieved and how you can balance other things (p.11 discussion questions forks, cups etc.)     **Integration Hints**:  Balance other objects on string and Popsicle sticks. Set up a center where students can try to balance a variety of things. Turn the table upside down and tie two strings between the legs and have students investigate balancing objects.  **Science Notebook Helper**:  Have students write the question in their notebooks and make a prediction. If you have time have them record materials they will use.  **Assessment Opportunities**:  Observation |
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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 26th, 2014**  **Theme: Black History**  **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. Please check their cubby first if they have no work. |
| **Assembly 8:45-9:45** |
| Recess 9:45-10:30 |
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| **Lunch 10:40-11:05 – 5 minutes shorter today!** |
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| **11:10-12:00 Readers WS/SS/Writer’s WS** |
| Model for students how to find the main idea and key facts. Show how to underline or highlight important parts and put into their own words.  Give students a poster and put in groups of 3. Give them a black history bio sheet. Have them highlight the key facts about the person, then design a poster with a picture/symbols, title, and key facts (bulleted list) that they can present to the class about their person. |
| 12:00-12:20 Letterland Word Practice Unit 17 |
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| **Writing/Soc. Stud/Sci/STEAM 12:20-1:20**  **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. |
| **Lesson 9**  **Investigation 3, Part 2: Rolling Cups**  Students will observe and investigate that the amount and location of mass affects how objects and systems roll.  **Objectives**:  4.01 Describe different ways in which objects can be moved  4.02 Observe that movement of an object can be affected by pushing or pulling  4.03 Investigate and observe that objects can move steadily or change direction  4.04 Observe and describe balance as a function of position and weight  **Focus Question**:  **How do cups roll down a ramp?**  **Estimated Time**:  One or Two Sessions (30 minutes each – Whole Group)  **Activity**:   * Review rolling and introduce cups. * Have students practice rolling cups to discover whey they roll in circles. * Tell them that you want them to use the ramp to roll the cup down the slope and end up in underneath the ramp. (Park the car problem) * Discuss findings with group and give a new challenge (Fall on Your Face Problem) Roll the small cup so that it ends up face down on the table. * Next suggest they try to go straight. Students will need another cup and tape to attach them. * Add weight to the model by taping pennies inside the cup to see how it is affected. * Discuss findings from all challenges as a large group. * Take new questions that students might want to investigate.   **Integration Hints**:  Science story**: *Rolling, Rolling, Rolling.***  **Science Notebook Helper**:  Write question and make predictions. List materials and record investigations. **Line of Learning**: The amount and the location of the weight can change the way a system rolls.  **Assessment Opportunities**:  Students successfully complete the investigation.  Student entries in their science notebooks. |
| **Snack 1:20-1:40** |
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| **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. |
| Exploring with Ramps and Wheels 1  Schema: Do you remember when we used the balls and the straws and we talked about applying a force? We used wind as our force to move the balls. Then, we used wind again to move our sailboats. Today we are going to use a different type of force. Do you remember in our energy book that there was a picture of a BIG rock on a hill? And we were wondering how that rock had energy…well, we read on and discovered that when an object is pushed it makes energy. So PUSHING is a force. We are going to use our force of pushing today as we work with ramps and wheels.  Talk to students about the new vocabulary:  Today you are going to use different size wheels, an axle, and a ramp. You are going to start your axle on the top of the ramp and gently push it to see it roll down the ramp. I want you to observe how fast it travels, does it change direction (go to the right or left, or straight), does the size of the wheels make a difference in its speed or direction.  Part 1:  Students explore with 1 small wheel and axle  Part 2:  Students explore with 2 small wheels and axle  Part 3:  Students explore with 1 small and 1 big wheel and axle  Part 4:  Students explore with 2 big wheels and axle.  See master lesson:  **Lesson 8**  **Investigation 3, Part 1: Rolling Wheels**  Students will observe and investigate that wheel and axle systems, with wheels of different sizes, roll toward the smaller wheel.  **Objectives:**  4.01 Describe different ways in which objects can be moved  4.02 Observe that movement of an object can be affected by pushing or pulling  4.03 Investigate and observe that objects can move steadily or change direction  4.04 Observe and describe balance as a function of position and weight  **Focus Question**:  **How can the disks roll down the ramps?**  **What happens when you add a straw (axle)?**    **Estimated Time**:  One Session (30-45 minutes – Whole Group)  **Activity**:   * Review spinning and introduce rolling. * Tell the students that we will be using the disks like wheels. * Show students how to set up the ramp with the clothespins. * Let students experiment with rolling their wheels on the slope. * Tell students that we will add an axle to the wheel (s) and let them explore. * Discuss results and let students explain their findings.   **Science Content Words:**  -wheel  -slope  -disks  -sphere  -rolling  **Integration Hints**:  The measuring activity from Math Trailblazers works great as a follow up activity. This is where you use links to measure distance cars roll down a ramp.  **Science Notebook Helper**:  Students record question and prediction in their notebooks. Record their findings.  **Line of Learning**: Axles support wheels. A slope is a surface that is higher at one end.  **Assessment Opportunities**:  Students successfully create rollers.  Science notebook entries. |
| **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 3 Day 93  **Materials Needed:**   * Transparencies- *“Reviewing*   *Attributes”, “Shape Riddles”*   * Blackline Master- *“More Shape*   *Riddles”*   * Student whiteboards & pens * Rulers   **Assessment**  ***Informal assessment*** – take anecdotal notes on whether students can identify shapes based on attributes as well as drawing shapes with attributes given.  **Homework**  Blackline Master, *“Drawing with Attributes Journal Prompt”*  Vocabulary  triangle, square, rectangle, trapezoid, hexagon, shapes, polygons, closed figure, two-dimensional, attributes, straight lines, curvy, vertices or corners, sides, parallel, angles, etc.  **Note: It is important for students to have concrete experiences to understand these vocabulary terms.** **Alignment Lesson****Drawing with Attributes** 1. Review defining attributes and non-defining attributes with the class. To begin, display Transparency *“Reviewing Attributes”. (Before displaying, color the two squares different colors, for example: Figure A green, Figure B purple)*  Ask students to draw a line down the middle of their whiteboards. Allow time for students to individually answer the questions on their whiteboards. Give them 3-5 minutes to do so on their own. Then have students pair up and discuss the shapes and the attributes. As a class record the attributes of each. Ask *“Now that we have named all the attributes, circle the defining attributes for each.”* Students should come to the conclusion that the figures are both squares; therefore have the same defining attributes. Remind students that we name shapes only by their defining attributes.  ***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) |  |   2. Display Transparency *“Shape Riddles”*. Only show one at a time. Ask students to read the description and with a partner work to draw a shape that will fit the attribute description. (They can draw on their whiteboards or paper). As students draw, ask the questions *“What shape did you draw?” “How do you know your shape is correct?” “Is there another shape you can draw that would also be correct?” (You may want to write the questions on the board and have partners discuss together before having them share whole group).* As a whole class, have students share their drawings and facilitate whole class math talk discussion. Encourage students to answer the questions above as they talk as well as use appropriate vocabulary. Repeat with second and third example.  3. Students should now work with a partner or small groups to complete Blackline Master *“More Shape Riddles”*. As modeled in previous activity, make sure students are discussing and proving their thinking as they draw shapes to fit the riddle. When students are finished, go over as a class. You may want to have a student leader lead the class for each example as you continue to facilitate discussion.  4. Assign Blackline Master *“Drawing with Attributes Journal Prompt”* for homework. You can use some of students riddles for class review on later days.  Answer Key-Reviewing Attributes  *Some attributes students might include….*  Figure A Figure B  *Big Small*  *Green (or the color you used) Purple (or the color you used)*  *Right side up Slanted or crooked*  4 equal angles 4 equal angles  4 equal sides 4 equal sides  4 vertices 4 vertices  4 sided figure 4 sided figure  4 straight sides 4 straight sides  Closed figure Closed figure  Plane figure Plane figure  Bold are defining attributes; *italics represent non-defining attributes*  Answer Key-Shape Riddles  *See students’ drawings and listen to their proof.*  1. a hexagon (it just has to be a 6 sided figure, does not have to be a regular hexagon like the yellow hexagon pattern block)  2. rectangle  3. triangle  Answer Key-More Shape Riddles  *See students’ drawings and listen to their proof.*  1. triangle  2. trapezoid  3. square, rectangle, trapezoid, or any non-regular quadrilateral Mathematics Alignment Lesson Grade 1 Quarter 3 Day 94  **Materials Needed:**   * Teacher Guide- *“Making Hexagons”* * Blackline Masters- *“Build A Shape”* * Pattern blocks * Magnetic tape to put on back of pattern blocks * Blank Paper * Colored Pencils   **Assessment**  See notes on Teaching Guide  **Homework none**  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 LessonShapes Out of Shapes  1. *Making Hexagons –*   *Making Hexagons*  **Theoretical Foundation:** This activity helps students begin to classify polygons by given attributes. By focusing on a class of shapes, the students are moving away from classifying polygons based on their looks alone (it is a rectangle because it looks like a rectangle) and are now considering all of the properties of the polygon.  **Materials:** pattern blocks for each students, blank paper, colored pencils  **Description:**   1. Review the vocabulary words: sides and angles. 2. On the overhead or under the document camera, show a yellow hexagon pattern block and ask the students to tell you everything they notice about it. Record what they say – including if they say *“yellow.”* Trace the hexagon on to paper. 3. Then **without seeing you build it**, let students see a hexagon that is made of two trapezoids.   Ask them; *Does it still have 6 sides? 6 angles? What is different about it from the last hexagon?* Trace this hexagon next to the last one. Now remove the trapezoids. Ask; *Do they both still have 6 sides and 6 angles?* **This will help to eliminate color as being one of the attributes – erase yellow from the list of attributes.** Ask students; *How many sides do hexagons have? How many angles?*  Give each student pattern blocks, blank paper, and colored pencils. Ask them to make and trace as many different hexagons as they can.   1. After each student has done one or two regular hexagons, go back to the overhead/document camera. Show students an irregular hexagon. Ask them if this is a hexagon. **Most first graders will say “no” since it does not look like the pattern block hexagon.** Challenge the students to look back at the rules for what makes a hexagon – 6 sides and 6 angles. *Does the new hexagon fit the rule?* Tell them since it fits the rules, now do you think it is a hexagon? 2. Challenge students to create more hexagons that don’t look just like the yellow hexagon in the pattern blocks. 3. Once students have the new hexagons made with the pattern blocks, they are to trace them onto their papers. 4. Share the different hexagons by allowing students to come to overhead/document camera and show how they built theirs.   **Differentiation Suggestions:**   1. Have students trace using a number two pencil. Then color in the blocks according to the color of the pattern blocks used to build it. 2. Allow students to work with partners or in groups.   **Probing Questions:**   1. *What do all of your hexagons have in common?* 2. *Can you put your hexagons in order somehow?* 3. *What made you put the blocks together that way?* 4. *How did you decide that block went with this one to make a hexagon?* 5. *Do you think there are any more ways to make hexagons using the pattern blocks?*   **Assessment:**   1. Can the student tell you why the hexagon is a hexagon? 2. Can the student show the hexagon using a variety of blocks? 3. Is the student making both regular and irregular hexagons? 4. Can the student look at another student’s paper and explain how that student made their hexagon? 5. *Build A Shape* – Students will combine shapes to make new shapes. Example: They may use 3 triangles to make a trapezoid (see photo). Students use Blackline Master, “*Build A Shape”* to trace the shapes and record (I used 3 triangles to make a trapezoid). Facilitate discussion whole group by having students share their findings. Encourage students to use correct vocabulary and describe the attributes (especially the defining attributes of the shapes (the individual shapes and the composite shape).   1stPic  \*\* Use a graphic organizer to show all the ways to put together shapes to make new shapes. Place magnets on the back of pattern blocks to create an awesome visual for this.  1stpicmore  **Facilitating Classroom Discussion**  **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 |  |   **Facilitate discussion by asking questions to promote math talk such as:**   * *Can you repeat what \_\_\_\_\_\_\_just said in your own words?* * *Would someone like to add on?* * *Do you have another way to explain your thinking?* * *Does anyone have the same answer but a different way to explain it?* * *Do you agree or disagree with \_\_\_\_\_\_\_ and why?* * *Does anyone else have comments or questions for \_\_\_\_\_\_\_\_\_\_?* |
| **Math Stations –Mrs. C pulls 2-3 groups, Ms. S pulls 2-3 groups** |
| **Specials 9:35-10:20 Imagineering** |
| **Snack 11:20-11:40 Read aloud Mrs. Piggle Wiggle** |
| **Literacy Stations** |
| Mrs. C pulls 3-4 groups  Ms. Smith pulls 3 groups  Reader’s Workshop/SS:  Read Aloud: The Freedom Box – Model questioning – Have students generate their own questions before during and after reading  12:15-12:30 Word Sorting: letterland unit 17 Day 4 see smartfile |
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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. |
| Rockets Day 1 |
| Introduction to Rockets!  30 minutes  **\*Do not show students pictures of or books about rockets. That will come after the first rocket design. Focusing on PROCESS, not PRODUCT!**   * Have carpet discussions about what you notice about the launcher. * Show students the rocket launcher and show them how you will launch the rocket.   + Explain that you need some kind of cylinder to fit on the end. It may be necessary to guide conversation to include that in order for a rocket to move at all, it must have something blocking off the top of the cylinder.     - Requirements: Rocket must have one end of cylinder blocked off and one open. This is the only way the rocket will launch. * Students sketch ideas of rocket designs. They label each part. * Students make predictions of how their sketches will perform.   **Materials:**   * 2 liter plastic bottles * Paper * Scotch Tape * Glue sticks * Markers * Scissors * Stomp Rocket Launcher * STEM notebooks   **Vocabulary**   * Rocket vocabulary   + Nose   + Cone   + Fin   + Body |
| **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**  **FIELD TRIP & Ms. Smith’s birthday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
|  |
| **Rocket construction 8:30-9:15**  Designing First Rocket Designs!  30 minutes  GOAL:  Students continue designing the first rocket design.  Students create their rockets in heterogeneous pairs.   * Students can attach fins to their rocket. They can use different shapes. |
| **Field Trip 9:30-1:30** |
| **Recess 1:45-2:40** |
| **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** |
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| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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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 |