Letterland math facts copy

3-d shapes copy

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| **Monday, March 3rd, 2014**  **Theme: Dr. Seuss**  **Math Monday! 2:20 dear**  **Book fair 11:30-12:00 (I think, if not 11:00-11:30)** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7**  Make Cat in the Hat hats red and white stripes |
| 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 96  ***\*\*\*Note from Donna***  **There are also some good 3D videos on Discovery Education**  **I made a “Board”-look on *School Content* under “*1st grade*”- “*Math/Shapes*”**  **Materials Needed:**   * Blackline Master- *“Look-Alikes Recording*   *Sheet”*   * Solid figures (cones, rectangular prisms, cylinders) * Chart Paper * Book- ***Look-Alikes: The More You look, The More You See***, by Joan Steiner   **Assessment**  Using the book, **Look-Alikes: The More You Look, The More You See** (or newspaper/magazines), students can record three-dimensional shapes that they see in the photographs on the *Look-Alikes Recording Sheet.* **Alignment Lesson****3-D Shape Look-Alikes**  1. Introduce the three-dimensional shapes to students, one at a time (cylinder, cone, and rectangular prism). After introducing a three-dimensional shape, write the shape name at the top of a piece of chart paper and draw it. Pass around examples of each solid figure so students can make observations about each of the shapes. Be sure to discuss important characteristics of each shape, and use geometric vocabulary. For example, the **cone** has a circular **base** and an **apex**. The **rectangular prism** has six **faces** and eight **vertices**. The **cylinder** has two circular **bases**. 2. Read ***Look-Alikes: The More You Look, The More You See***, by Joan Steiner. During reading, ask students to identify examples of cylinders, cones, and rectangular prisms in the photographs on each page. You may wish to record these ideas on the chart paper. Engage students in a discussion of the shapes' attributes. Ask: *How do you know that is a cylinder/cone/rectangular prism? How many faces/vertices does it have?* NOTE: This activity can be replicated as a center activity or for assessment purposes. Use Blackline *Master “Look-Alikes Recording Sheet”* and *Look-Alikes* book to provide students with additional practice identifying and naming the three-dimensional shapes. 3. Go on a Shapes Walk. Make a list of the three-dimensional shapes that you see on your walk. You may wish to take the Shapes Walk in the classroom, school, or outside. Encourage students to *name* the three-dimensional shapes that they see. 4. When you complete the Shapes Walk, record the cylinders, cones, and rectangular prisms that you saw on the Shapes Walk on the chart paper posters. Review the attributes of cones, cylinders, and rectangular prisms. 5. Display the chart paper posters in the room for future reference.   **Note:** There is a YouTube Video: I See 3D shapes (8 minutes) if you students need more exposure to 3D shapes. |
| Mrs. C pulls 3 groups  Ms. Smith pulls 3 groups |
| **Specials 9:35-10:20 – Imagineering** |
| **Snack 10:20-11:00 Read Aloud – Dr. Seuss** |
| **Literacy Stations – Please display DAY 1 – literacy stations (pink slide) on smartboard** |
| Spelling Test Unit 17  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.** |
| Watch read aloud of the Sneetches  Discussion with critical thinking questions on Smartboard  Main Idea/3 details page  “Simon Says” “McBean says” put the star on your…. Game  Book Fair! 11:30-12:00 (11:00-11:30)  **Cat in the Hat – Writing Prompt – If thing 1 and thing 2 were loose in my house I would…**  **Seuss Juice! Sprite and Hawaiian punch and twizzler – how to make writing** |
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| **Lunch 12:35-1:05 – Sophmores are coming from NCSU** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Testing Rockets!  30 minutes  GOAL:  Roles   * Launcher (jumps on bottle)- TEACHER   + In order to keep tests consistent * Time Keeper * Measure Person   Launching Process  \*Identify PUSH and PULLS   * Each student will have their rocket tested. * One student will time from the moment the launcher touches the bottle to the moment that the rocket touches the ground. * One student will use measuring tape or yard sticks to measure how far each rocket goes. * Each student is responsible for recording their own data: time and length of flight.   It’s important to have discussions about why some students’ rockets may not be launching.  Rockets Data #1  30 minutes  GOAL:   * In their STEM notebooks, each student will record their data. They will also write about the launching experience. * As a class, record the data and create a data table. * Interpret the results.   + Which rockets were the “best?”   + Did some stay in the air longer?   + Did some go further than others? * Each student pastes a copy of the results into their STEM notebook.   As a class and individually, make conclusions from the data and the discussion.  Write down improvements they would make to their rocket. And draw a new diagram. |
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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, March 4th, 2014**  **Theme: Dr. Seuss**  **Thinking Tuesday! 9:15 dear** |
| **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 97  **Materials Needed:**   * Blackline Masters- *“Face Maps”* * 3D Shapes * Attribute Blocks   **Assessment**  As students work on activities, take anecdotal notes on student understanding and use of correct vocabulary.  **Homework none**  Vocabulary  shape, rectangle, square, trapezoid, triangle, hexagon, circle, two-dimensional, three-dimensional, shape, closed, side, cylinder, sphere, rectangular prism, cube, edges, vertices, faces **Alignment Lesson****Shape Sorters** **Activity 1: Shape Sorters –**  This activity is intended to teach children to differentiate between two-dimensional and three-dimensional figures.   1. Give each student a collection of geometric solids (include cubes, spheres, cylinders, cones, rectangular prisms) and attribute block pieces (include squares, circles, rectangles). Tell students they are to explore the shapes and categorize the collection in several different ways. 2. After a few minutes have students turn and talk with a partner about the way they grouped their collection. Then come together as a class to continue the discussion. 3. After talking with students about their sorts, direct students to sort by specific criteria *(ex. - find 2Dshapes that are faces for 3D shapes)*. Possible partner pairs are cube and square or circle and cylinder. Encourage students to explain why they think the 2D and 3D shapes are partners. Ask students to think why some 3D figures have more than on partner whereas others *(i.e. cube has only squares)* have only one.   Through this type of hands-on exploration and rich conversations among students and the teacher, new vocabulary will surface, correct observations and discussion can be confirmed, and incomplete observations can be expanded for the entire group.  **Activity 2- Blocks with Faces:**   1. Place students in groups at a table and give each group a set of 3D block shapes. 2. Ask students to trace around the faces on each block. When they trace around the faces, they should describe orally the attributes. Some may be ready to label each face as they trace. Circulate as students work and ask:  * *Are any of the faces the same?* * *Are any of the faces different?* * *How many faces does your block have?* * *Can you match the faces you drew to the faces on other blocks?* * *What is different about cones, cylinders, and spheres? (See Teacher Note Next page)*   **Activity 2- Blocks with Faces Continued:**  Teacher Note: Cylinders have two circular bases and a curved surface. When you unroll the curved surface it is a rectangle. A good model of this is students a cylindrical can and peels the label off. They will see it is a rectangle. Cones have one circular base and a curved surface that connects to the base of the vertex.  *Note: Children will begin by exploring and finding out what shapes are formed when they draw around various faces on different blocks. They will later move to a more systematic approach. At that point they will be able to draw around all the faces for a particular block and keep track of what they have done.*  **Activity 3- Face Maps:**  *A face map is a picture of three-dimensional shapes.*   1. Give each student a copy of Blackline Master, *“Face Maps”*. Have students read and respond to the question. 2. Allow students to turn and talk to a partner to share their thinking.   **Activity 4- Mystery Shape Maps:**    **To prepare mystery shape maps, prior to the lesson, the teacher should trace one face of different geometric solids on task cards. Only one face of each shape should be traced.**   1. Distribute the shapes and task cards to students. Challenge students with of solving the mystery by matching the shape to the face traced on the correct task card. 2. When the shape is matched, the student should name the solid. Once the student has solved their task card have them switch with another student. 3. Allow students to solve and switch several times before bringing the class back together for a concluding discussion.   *Differentiation: Students may also create additional cards by following the same steps as the teacher.* |
| **Math Stations – Mrs. C pulls 3 groups, Ms. S pulls 3 groups** |
| **Specials– 9:35-10:20 Imagineering** |
| **Snack 10:20-10:40 – Dr. Seuss** |
| **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** |
| The Lorax – retell assessment  Lorax Craft – with writing prompt  If I were given the last truffla seed…. Writing prompt |
| **Letterland Day 1 Unit 18** |
| **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. |
| Learning about rockets and Redesigning!  30 minutes  GOAL:   * Introduce students to pictures of rockets from around the world.   + What do you notice? Make observations about the shapes on the rockets and the placement of the shapes.   + Discussion about stability.     - Rocket falling video   + Identify the nose cone, fins, and body. * Students redesign their rockets.   + Students justify their modifications in their STEM notebooks.     - What did you change and WHY?   Rocket Launching #2  30 minutes  GOAL:  \*Identify PUSH and PULLS   * Test the rockets in the same way as before. * Students reflect on rocket launching in their STEM notebooks. |
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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, March 5th, 2014**  **Theme: Dr. Seuss**  **Word Study Wednesday! 1:55 dear** |
| **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. |
| **8:30-9:30 Math Stations** |
| Mathematics Alignment Lesson Grade 1 Quarter 3 Days 98 & 99  **Materials Needed:**   * Blackline Masters- *“Compare Two Shapes”* * Cardstock- *“Name My Shape Task*   *Cards” “Attribute Cards “2D Shapes”*   * Brown paper bag * Variety of 3D shapes * Picture books with 3D shapes * Toothpicks, straws, playdough, gum drops (dots) * 3x5 Blank Index Cards * Whiteboards * Glue, scissors, construction paper   **Assessment**  Monitor each station, probing students to discuss their work and to prove their thinking, using correct vocabulary. Take anecdotal notes as observing students work  Vocabulary  shape, rectangle, square, trapezoid, triangle, hexagon, circle, two-dimensional, three-dimensional, shape, closed, side, cylinder, rectangular prism, cube, edges, vertices, faces, etc. **Alignment Lesson****Shapes Stations** **Note: The following activities are great to use as math stations. However, you will need time to prep these stations since each station requires material gathering and organization. Be sure to model each activity before sending children to these stations. Setting clear guidelines and providing materials and probing questions to help with math talk is essential to this learning environment.**  **To allow enough time in each station, divide children into 5-6 groups (for 5 stations) and let them visit two - three stations each day. You should monitor and visit all stations as children work and take anecdotal notes (Having Volunteers is helpful when using this format). (You should not be a lead of a station. If students are not able to work in groups, you may choose to do one activity at a time with all students).**  **In addition, since some activities may take longer, you may want several of each around the room, therefore students can truly move at their own pace.**  **Activity 1: Name My Shape**   1. Place one of each 3D shape in a brown paper bag *(cylinder, cone, cube, sphere, rectangular prism)*. One child reaches in the bag, selects a shape *(but keeps it in his hand in the bag)* and describes the shape by saying *“My shape has curves and two faces, but no edges or vertices.”* The partner names the shape by saying, *“I think it is a cylinder because a cylinder had 2 faces and has curves but doesn’t have any edges or vertices.”* The first child pulls the shape out of the bag, determines if the correct shape was identified and then places it to the side. Partners switch roles and repeat until all the shapes have been identified.   Place Cardstock, “Task Cards” at the station to help partners remember what to say:  **Partner 1: My shape has \_\_\_\_\_\_\_\_\_\_\_.**  **Partner 2: I think it is a \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_.**  *\*\* Once students are finished, they can look at shape picture books and match the 3D shapes from the bag to the shapes in the book.*  **Activity 2: Compare Two Shapes**  Place a set of 3D shapes in a bag. Student one selects a shape from the bag (without looking), pulls it out and names the shape. Student two does the same. Students compare the two shapes and tell all the ways the shapes are alike and different. Repeat.  **Differentiation:** This can be done orally, in their math journal or using the Blackline Master, *“Compare Two Shapes”*. (Have several copies of *“Compare Two Shapes”* available if you want students to use. You may ask that they complete together with one recorder)  **Activity 3: 3D Construction**  Partners work together to build 3D shapes. Partners select a shape to build and discuss how many edges, vertices, curves, and/or faces the shape has. Students then select the materials they want to use to build the shape. *Materials to choose from: toothpicks, straws with different lengths, coffee stirrers, playdough, dots (candy gum drops), clay, etc.* Have 3x5 blank cards available for partners to use to label their shape. Create a spot in the classroom to display the shapes made. After several are on display, place all the like shapes together (cubes, cones, etc.).  ***Ask:*** *Do all the cubes look the same? Why or why not? Can they still be the same shape if they are a different size? Are they still the same shape if they have a different number of edges/vertices/faces etc.?*  ***Technology*** – Use a flip camera and record students describing the 3D shape they build.  **Activity 4: Drawing 2D Shapes Riddles**  Each student will need a partner, a whiteboard and pen, and a bag of cut up Cardstock *“Attribute Cards”*. Partners should sit across from one another or so they cannot see each other’s board. Students should place the cards in a stack so they cannot see the card and draw one card. Next, the students read the card and then draw the 2D shape on their board. After each student has had time to draw their shape, they should share and discuss their drawings. Questions like *“How do you know your shape is correct, prove your thinking?” “Is there only one way to draw a figure to match the attributes given?” “Can we have different looking figures and both be correct?”* can promote thinking and discussion. Having questions posted in the station might help your students have productive conversations. Students will repeat by drawing another card. (You may also have students record on their own paper or in their journals).  **Activity 5: Creating a Composite Shape**  Students will need to cut out shapes from Cardstock *“2D Shapes”* to create a composite shape by gluing it on a piece of construction paper. The new shape can be a picture or abstract art. The only requirement is that students need to use at least one of each shape given (rectangle, square, trapezoid, triangle, half-circle, and quarter-circle). Students should write a description of their composite shape using shape and attribute vocabulary. If time permits, they can share and discuss their composite shape with a partner or small group. Extension: Have students take another students picture and add to it using more shapes. |
| Mrs. C pulls 3 groups, Ms. S pulls 2-3 groups |
| **Specials: Art** |
| **Snack: Dr. Seuss read aloud** |
| **Buddy read with Mrs. Bohm 10:40-11:10ish –** |
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| **11:10-12:00 Readers WS/SS/Writer’s WS** |
| Fox on Sox – puppet – retell with a partner  Decorate a magic sock – write 3 descriptive sentences about your sock.  Oh say can you say…review tongue twisters and the term alliteration …students create tongue twisters to glue to their headshot picture. |
| 12:00-12:20 Letterland Word Practice Unit 18 |
| 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. |
| Lego Cars and Ramps Day 1  Introduction: Students will be proposed with a problem:  How will we design a car to carry 4 of the magical socks for Mr. Fox? Your car must travel 2 yards.  Students will be able to look at the materials and sketch a diagram of their design. They will write a prediction about their car. Our car will travel \_\_\_\_\_feet/yards because we \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  They will use their prior schema from wheels/axles science lesson to help them construct a car that moves when pushed on a ramp. Students may begin building their car IF their prediction and diagram are complete. |
| **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, March 6th, 2014**  **Theme: Dr. Seuss**  **Dress Up Day!**  **Tweet Thursday! 2:20dear** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| – take pics with cat in the hat app – seuss cam |
| **Read Across America – Guest Readers Visiting! \_ have card ready!** |
| If time, Math assessment day 100. |
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| **Reader’s Workshop/SS:**  Oh the Places you will go – Read aloud  Hot air balloon craft and writing prompt….When I grow up…. Beginning with the end in mind! Students will write about what they want to be when they grow up! |
| **Snack 10:20-10:40 Read aloud Dr. Seuss** |
| **Literacy stations 10:40-11:25** |
| **Specials 11:25-11:55 - Art** |
| 12:15-12:30 Word Sorting: letterland unit 18 Day 3 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. |
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| * + **Lego Cars/Ramps Day 2**   **Students will finish constructing their cars and test their cards 1 group at a time on the ramp near Mr. Kelley’s room.**  **Students will come back and record their data in their steam journal**  **They will then write improvements to their car and why they would make that improvement, and draw a new diagram.** |
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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, March 7th, 2014**  **Theme: Dr. Seuss**  **Royal Sentences Friday!**  **Assembly 8:45**  **Ms. Smith out PM 12:00** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7**  **Green eggs and ham –**  **Survey – do you like them or not** |
| Assembly 8:45-9:45 |
| **Addition Facts Quiz 4**  **Math Assessment Day 100** |
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| **Snack 10:20-10:40 Read Aloud - How to Make Green Eggs and Ham** |
| **Literacy Stations 10:40-11:40** |
| **Mrs. C pulls groups**  **Ms. Smith pulls groups** |
| **Reader’s Workshop/SS**  **Bartholomew and the Oobleck!**  **How to Make Oobleck!** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Science/STEAM/Writing 1:40-2:40** |
| Dr. Seuss Graph – Favorite Stories graph  Lego Cars/Ramps Day 3 Finish new build and re-test if time. |
| **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** |