Table baskets nice and neat (Yellow tape!!!)

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| **Monday, April 7th, 2014**  **Theme: Ocean**  **Math Monday!**  \*\*\*\*\*\*\*\*Students 4 need to color outlines of sandwich swap cover |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Morning work page  Before starting math, please tell students their new jobs (located above the sink by the microwave). |
| **Daily 5 Math 8:40-9:30 –**  **Explain new math games**  **Ms. Smith pulls 2-3 groups, Mrs. C pulls 3 groups** |
| Grade 1 Quarter 3 Day 124  **Materials Needed:**   * Blackline Master- *“What’s the Connection”* * White board or math journals   **Homework**   * Blackline Master, *“Relating Addition and Subtraction Journal Prompt”*   **Assessment**   * Blackline Master, *“What’s the Connection”*   Vocabulary  None **Alignment Lesson** ***Making the Connection with Addition and Subtraction***  **Teacher Notes**   * To further promote the addition and subtraction relationship, use Take From- Change Unknown and Add to- Change Unknown problems. Discuss how both an addition sentence and a subtraction sentence can be written for these situations. Really model think-addition!!! * Discuss equality as it relates to these addition and subtraction problems but focus on the strategy of think addition.  1. Present this *Take From- Change Unknown* story problem: *Sandra has 12 pennies. She gave some to George. Now she has 8 pennies. How many did she give to George?* Ask students to solve this problem on a white board or in their math journal using pictures words or numbers. Observe as students work, noting the different strategies used to solve the problem. Ask a few students to share – discuss the different strategies. 2. 2. Present this *Add To – change unknown* story problem:   *Sandra has 8 pennies. George gave her some more. Now Sandra has 12 pennies. How many pennies did George give her?* Ask students to solve this problem on a white board or in their math journal. Observe as students work, noting the different strategies used to solve the problem. Ask a few students to share – discuss the different strategies.   1. Present the two story problems again. Ask students to tell the likenesses and differences with the two problems. Answers will vary. Initially focus on the placement of the unknown, and the concept of add to and take from. Students should make the between the addition and subtraction equations. If students are not making the connection, then the teacher’s task is to connect this thought process by stating: *If I know that 8 +4 = 12 then I also know that 12 – 8 = 4.* 2. Repeat with another story problem. Take the time for students to share strategies and most importantly to have lots of conversations that emphasize subtraction is “think-addition”! *Parker had 15 toy cars. He gave some to his Grandpa. Now he has 8 toy cars. How many did Parker give his Grandpa? Parker had 8 toy cars. Grandpa gave him some more toy cars. Now he has 15 toy cars. How many toy cars did Grandpa give Parker?* If students are not making the connection between 15-\_\_= 8 and 8+\_\_=15, then explicit statements should be made by the teacher. 3. Students can complete Blackline Master, *“What’s the Connection”* as an assessment 4. Assign Blackline Master, *“Relating Addition and Subtraction Journal Prompt”* for homework. |
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| **Specials 9:35-10:20 – Art** |
| **Snack 10:20-10:40 Read Aloud – Charlotte’s Web** |
| **10:40-11:40 Literacy Stations** |
| Mrs. C pulls 3-4 groups ---please see plans on reading table  Mrs. Smith pulls 3 groups |
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| **Reader’s Workshop/S.S.** |
| **Make Letterland Chain** |
| **12:15-12:30 Letterland Day 1 Unit 21** |
| **Lunch 12:35-1:05 –** |
| **Recess 1:10-1:40 Indoor recess today. Drawing and PBS** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Ocean Animal Research –-What would you pack for the Ocean --- KWL ---** |
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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. **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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| **Tuesday, April 8th, 2014**  **Theme: Ocean**  **Thinking Tuesday!** |
| **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 –**  **Ms. Smith pulls 2 groups, Mrs. C pulls 3 groups** |
| Mathematics Alignment Lesson Grade 1 Quarter 3 Day 126 Common Core State Standard(s) **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction with 20. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums |
| **Materials Needed:**   * Manipulatives (or First Grade Math Kits) * White Boards and Markers * Blackline Masters: “*Trail Race Game Board”, “Trail Race Recording Sheet”* * Cardstock- *Trail Race Problem Cards”(1 of each per pair of students)* * One game “marker” per person (cube, counter, etc.). * One die for each pair   Vocabulary  Compare Equation  Count on More  Make a Ten Fewer Alignment LessonTrail Race (Compare Difference Unknown) *Materials Note: Prior to lesson cut out and prepare materials as noted. In the next few lessons there will be several games. For each game, problem cards have a logo to match the game title.*  ***Trail Race*:**  ***Part One: Build Background for the problem type***   1. Gather students at the meeting area and tell them   that today they are going to learn about a new type of story problem called compare. Explain that in these problems, we compare two sets of objects to determine which set has more and which set has fewer/less. We are also trying to determine the difference (How much more? How many fewer?) between the two amounts.   1. Work with the class to make a group of 5 students and a group of 1 student with some space in between the two groups. 2. Let’s *compare* use the following questions to enhance Math Talk during this time.  * *Which group has more?* * *Which group has fewer?* * *How do you know?*  1. Continue by asking questions such as *How many more does the group of 5 have than the group of 1? How can we show that?* 2. Line the group of 5 students up in a row and place the group of 1 student in front of the group of 5 (Matching strategy) 3. Ask the class how many people do not have a “match”? (4) 4. Write the matching equation on the board to represent. So 5 has 4 more than 1 (5=4+1) OR if I have 1 I need 4 more to make the number 5 (1+4=5). 5. After talking about “more” ask students how you could figure out how many “fewer” 1 is than 5. What is the difference between the two? 6. How far away is 5 from 1? (counting may be helpful) (5-1=4).   ***Part Two: Using Comparing to Solve a Story Problem***   1. Select one of the problems included with the game to model with the students. 2. Teacher (or a student leader) reads the problem out loud. 3. Ask students what information is within the problem.  * *What do we know?* * *What does that mean?* * *What is the problem asking? (How many more? or how many fewer?).* * *What strategies can we use to answer the question?*  1. Using students, repeat the process of creating the two groups,   Compare the two groups, using matching strategies and writing the equation/circling the part of the equation that answers the question.  ***Part Two: Using Comparing to Solve a Story Problem (Continued)***   1. Select one more problem and repeat the process this time students use manipulatives. Ask students to think of strategies (drawings, ten sticks, etc) 2. Try a third problem with a teen number and have students model the problem using a different strategy (ask them what strategies makes sense when working with a larger amount). 3. Remind students to create the sets, compare, and use an appropriate strategy to determine the answer. Regardless of strategy, all students should write the equation to match their problem. 4. After students have worked the problem ask them to explain what they did. How did they know they were looking for fewer? Or more?   *Note: If time allows have students share how they used different strategies to solve the problems.*  ***Part Three: Playing the Game***   1. Tell students that now they are going to use their knowledge of compare problems to play a game called Trail Races. 2. Tell students that they will race their partner to the other end of the trail. 3. Encourage student to use different strategies when solving the problems. 4. To move on the trail they must solve each problem and explain if their answer represented more or fewer and why. 5. As they work each problem they can use any strategy that shows their thinking, but they must write an equation.   ***Teacher models how to play with a partn****er :*   * Place the cards face down. * Both players roll a number cube to see who goes first (Person A) (can be the person who rolls more) * Student B takes the top card and reads it to Student A (encourage them to look at it together) * Student A then solves the problem AND writes an equation to represent the story (on their recording sheet; show students how the numbers on the problem cards matches the recording sheet). * Student A then explains how they solved the problem and which quantity had more/fewer and why. * Student B checks student A, and asks any clarifying questions to Student A. * Student A moves their game piece to the appropriate square for the type of answer (more or fewer). * Students then switch turns and repeat until someone finishes the race.  1. Distribute Blackline Masters, *“Trail Race Game Board”, “Trail Race Recording Sheet”*  and Cardstock, *“Trail Race Problem Cards”*. Allow students to play for 10-15 minutes, have them clean up and rejoin you in the meeting area. Have students explain what strategies they used to solve their problems and how they knew whether to use addition or subtraction to work the problem. 2. As closure, together as a class, create an anchor chart of problem types. Include information about the problem type: what the problem is asking me, and strategies/materials I can use to solve the problem.   **Example:**   |  |  |  |  | | --- | --- | --- | --- | | Type of Problem | What the problem is asking | Strategies I can use | Materials I can use | | Nan has 10 sticks. Tom has 7 sticks. How many more sticks does Nan have than Tom? | Comparing Nan’s group of sticks to Tom’s group.  Which group has more?  How many more? | Matching  Counting on from 7  Take away from 10 until I get to 7. | Counters  Drawings |   **Teacher Notes*:***   * As they play, students can record their equations on the included recording sheet. Students write their equation beside the corresponding card number (located in the top left hand corner of each card). * As students play, walk around the room and observes who is able to solve the problems and use a variety of strategies (as noted in 1.OA.6). * Additionally, observe who is able to write an equation to match the problem. |
| **Specials– 9:35-10:20 Guidance Mrs. Trueman** |
| **Snack 10:20-10:40 – Read aloud – Charlotte’s Web Pictures 10:35** |
| **Literacy Stations 10:40-11:40** |
| Mrs. C pulls 3-4 groups ---please see plans on reading table  Mrs. Smith pulls 3 groups |
| **Social Studies/Reader’s Workshop 11:40-12:15** |
| **Ocean Research** |
| **12:15-12:30 Letterland Day 2 Unit 21** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Ocean Research |
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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. **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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| **Wednesday, April 9th, 2014**  **Theme: Ocean**  **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. |
| **8:30-9:30 Math Stations**  **Mrs. C will pull 3 groups, Ms. Smith will pull 2 groups** |
| Mathematics Alignment Lesson Grade 1 Quarter 3 Day 127 Common Core State Standard(s) **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction with 20. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the 1 equivalent but easier or known sums. |
| Vocabulary  Compare Strategy  More Equation  Fewer  **Materials Needed:**   * Manipulatives (or First Grade Math Kits) * White Boards and Markers * Blackline Masters: *“We Want S’More Recording Sheet”, “S’Mores Game Board”* * Cardstock- “*S’More* *Problem Cards”, “Ingredients Cards” , “Recipe Cards”* * One dice * One game “marker” for each student (unifix cube, counter, etc.)  Alignment LessonWe Want S’More! (Compare, Bigger Unknown) *Materials Note: Prior to lesson, prepare materials as listed. In the next few lessons there will be several games. For each game, problem cards have a logo to match the game title.*  **We Want S’More!:**  ***Part One: Build Background for the Problem Type***   1. Gather students in the meeting place- review the anchor chart from yesterday’s lesson and vocabulary words- **more, fewer**. 2. Discuss with students what it means when something is unknown. Tell students that today they are going to solve problems where the “bigger” part is unknown. Have students turn and talk to answer. 3. Choose a problem from today’s game and show the problem to students. Read and talk about the problem as a class. 4. Ask the students to think about what they already know and what the problem is asking them to find out.  * *What is unknown?* * *Which part is “bigger?”* * *How do you know?*  1. Use students to act out/model the problem. ***(ex: Brian had 2 fish. Annie had 3 more. How many fish did Annie have?—Begin with 2 people, add on 3 more. Count how many there are all together).*** 2. Ask students, *How does this represent the problem OR is this a correct representation of the problem? Why or why not?* Have students turn and talk with a partner before responding to the group. 3. Write an equation to represent the problem. Ask students to identify which strategies(see 1.OA.6) and materials (drawings,, ten sticks and ones, etc.) they could use to solve this problem*.* Solve 1-2 additional problems as needed.   ***Note:*** *As you work together, it may be helpful to build connections between yesterday’s work and today’s. Explain to students that while the bigger group is “unknown” we are also comparing the two amounts in the problem. One person has more and one has less. In yesterday’s problems we wanted to know “how many more.” Today we want to know how many are in the bigger group.*  ***Part Two: Using Comparing to Solve a Story Problem***   1. Select another problem from the game and have students solve the problem using one of the strategies just identified using their whiteboards. 2. After completing each problem have a few students, who have used different strategies, explain how they solved/represented the problem. 3. Continue with 1-2 additional problems as needed, and encourage students to try different materials and strategies.   ***Part Three: Playing the Game***   1. Tell students that now they are going to use their knowledge of “bigger unknown” problems to play a game. 2. Students are working to build a s’more. Every time they solve a problem correctly, students take a Cardstock, *“Ingredients Card”*which tells them how many Cardstock *“Ingredients”* to take. 3. Every s’more must have 2 graham crackers, 1 piece of chocolate, and 1 marshmallow (it may be helpful to show each piece). To win the game, students must make 2 s’mores. 4. Model for students how to play. See directions below:   **Teacher models how to play with a partner**   * Place Cardstock, *“S’More Problem Cards”* and Cardstock *“Ingredient Cards”* on Blackline Master, *“S’Mores Game Board”*. \*\*There will be five piles of cards- Cardstock, *“S’more Problem Cards”, “Recipe Cards”* and *“Ingredients Cards”* (one for marshmallows, one for graham crackers, and one for chocolate bars.)\*\* * Both players roll a number cube to see who goes first (Person A) (can be the person who rolls more). * Student B takes the top card and reads it to Student A (encourage them to look at it together). * Student A then solves the problem AND writes an equation to represent the problem on their recording sheet. Show students how the numbers on the problem cards matches the recording sheet. * Student A then explains how they solved the problem. * Student B checks student A, and asks clarifying questions if needed. * If solved correctly, Student A draws a card from the recipe pile to see how many “ingredients” to take to build their s’more. * If students solve the problem incorrectly they do not draw a recipe card. * Students then switch turns and repeat until someone builds 2 s’mores (2 graham crackers, 1 marshmallow, 1 piece of chocolate).  1. After students have played the game for 10-15 minutes, have them clean up and rejoin you in the meeting area. Have students explain how they solved their problems and how they knew who had the “bigger unknown”. 2. As closure, continue to add on to the anchor chart of problem types that was begun on Day 126.   Students will complete Blackline Master, “S’More Homework Please!” for Homework.  **Teacher Notes**   * Students can record their equations on Blackline Master, *“We Want S’More Recording Sheet”*. * Students write their equation beside the corresponding card number (these are in the top left hand corner of each card). * While students are playing, teacher observes strategies used by students to solve the problems. * Teacher also observes for students who are/are not able to write an equation that matches their work. * Pick 2-3 students to share their methods/strategies for solving problems with the class and compare solution methods. |
| **Specials: Mrs. Trueman Guidance** |
| **10:20-10:40 Snack: Read aloud – Charlotte’s Web** |
| **10:40-11:40 Literacy Stations** |
| **Mrs. C pulls 3-4 groups**  **Ms. S pulls 2-3 groups** |
| **11:40-12:15 Readers WS/SS/Writer’s WS** |
| **Ocean Research** |
| 12:15-12:30 Letterland Word Practice Day 3 Unit 21 |
| Lunch 12:35-1:05  Recess 1:10-1:40 |
| **1:40-2:40Science/Writing/STEAM** |
| [Rocks: The Solid Earth Material video](http://app.discoveryeducation.com/player/view/assetGuid/C2023CFC-6BF5-4A5F-86F7-3D3F810B2895) *(Science Techbook)*   |  | | --- | | **Lesson 1 – Investigation 1, Part 1: Three Rocks** | | *Students investigate and sort a set of six rocks. They gather information about the rocks by matching the rock samples and rubbing them together.* |   **Clarifying Objectives**  1.E.2.1 Summarize the physical properties of Earth materials including rocks, minerals, soils and water that make them useful in different ways.  **Focus Question**  **How are rocks different?**   |  |  | | --- | --- | | **What happens when rocks rub together? Activity** | **Guiding Questions** | |  Teach students how to care for a hand lens, so that they do not scratch the lens.   Distribute rock sets to small groups and a hand lens to each student. Allow time for students to observe and sort the rocks.   Lead discussions throughout the common experience.   Add student-generated describing words to a Word Bank (words that describe the rocks) and Content Charts (what the students learned from the investigation).   Suggest and demonstrate rubbing the rocks over black and white paper. Distribute black and white paper to students.   Direct students to collect rock dust on one plate then transfer the dust to a vial.   Gather students to discuss their observations. |  What happens when you rub two rocks together   What should we call the stuff that comes off the rocks?   Was there one rock that had more dust than the others Does the dust look the same on the white and black paper? | |
| **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. |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |

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| **Thursday, April 10th, 2014**  **Theme: Arctic**  **Tweet Thursday!** |
| **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 |
| **8:40-9:30 Math Stations**  Mrs. C pulls 3 groups  Ms. S pulls 3 groups |
| Mathematics Alignment Lesson Grade 1 Quarter 3 Day 128 Common Core State Standard(s) **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction with 20. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. |
| **Materials Needed:**   * Manipulatives (or First Grade Math Kits) * White Boards and Markers * One dice per pair of students * Blackline Masters: *“Canoe Races Game Board”(15 copies); “Canoe Race Recording Sheet”* * Cardstock, *“Canoe Problem Cards” (15 Copies)- Pre-Cut Placed in Baggies, “Canoe Cards” (Teacher Only)* * Anchor Chart (From Day 126)   Vocabulary  Compare Equation  More Difference  Fewer Alignment LessonCanoe Races (Compare, Smaller Unknown) ***Materials Note:*** *Prior to lesson cut out and prepare materials as noted. In the next few lessons there will be several games. For each game, problem cards have a logo to match the game title.*  ***Teacher Note****: Before beginning it may be helpful to briefly review the anchor chart made in the previous lessons. Review math talk vocabulary including unknown, more, fewer, compare, how many more?, how many fewer, etc.*  ***Canoe Races*:**  **Part One: Build Background for the Problem Type**   1. Ask and discuss with students what it means when something is unknown. 2. Tell students that today they are going to solve problems where the “smaller” part is unknown. Have students turn and talk about what that means. Remind students that they are still comparing the two amounts within the problem and that they should be thinking about the relationship between the two numbers *(ex: 5 is 2 more than 3, 1 is 2 less than 3, etc.).* 3. Choose a problem from today’s game and show the problem to the students. As a class, read and talk about the problem. Ask the students to think about what they already know and what the problem is asking them to find out.  * *What is unknown?* * *Which part is “smaller?”* * *How do you know?* * *Why did we start with 5 and take away 3?* * *Why did we start at 3 and count on?*  1. Select several students to act out/model the problem*. (ex: Brian has 3 more cookies than Tom. Brian has 5 cookies. How many cookies does Tom have?—Begin with 5 people, take away 3 “extras”. Count how many there are left. OR Begin with 3 people and “add on” until you get to 5. How many did you add on?).* 2. Write an equation(s) to represent the problem and ask students to identify which materials/strategies would be useful in solving these problems. Solve 1-2 additional problems as needed.   **Part Two: Using Comparing to Solve a Story Problem**   1. Select another problem from the game or make up your own. 2. Have students solve the problem using one of the strategies just identified. 3. After completing each problem have a few students, who have used different strategies/materials, explain how they solved/represented the problem. 4. Continue with 1-2 additional problems as needed. As students practice, encourage them to try different strategies.   **Part Three: Playing the Game**   1. Tell students that now they are going to use their knowledge of “smaller unknown” problems to play a game. 2. The goal of the game is to decrease the amount of space between their canoes and the shore. 3. Each time they solve a problem, they will be able to move their canoes closer to shore. 4. Show students how answers decrease from right to left (build connections to the number line). 5. **Model for students how to play the game:**  * Place the problem cards face down * Both players place two canoes at the “start” space. * Both players roll a number cube to see who goes first (Person A or the person who rolls **fewer**) * Student B takes the top card and reads it to Student A (encourage them to look at it together) * Student A then solves the problem AND writes an equation to represent the problem (on their recording sheet. Show students how the numbers on the problem cards matches the recording sheet). * Student A then explains how they solved the problem. * Student B checks student A and asks clarifying questions as needed. * Student A moves their canoe to the appropriate numeral representing their answer. * Students then switch turns and repeat until someone has their canoe(s) across the lake.  1. Distribute Blackline Masters, *“Canoe Races Game Board” (1 per group), “Canoe Race Recording Sheet”(1 per group)* and Cardstock, *“Canoe Problem Cards” (1 set per group, pre-cut and placed in baggies)* 2. After students have played the game for 10-15 minutes, have them clean up and rejoin you in the meeting area. Ask students to explain how they solved their problems. 3. As closure, work together to add on to the anchor chart begun on Day 126.   Students will complete Blackline Master, *“Canoeing Along”* for homework.    **Teacher Notes:**   * **Number of Players:** For 3-4 players use only 1 canoe per person. For 2 players use 2 canoes each. * **For canoes**: you can use the included canoes, cubes, or red and yellow counters. Remind students that it is easier to play if their canoes are the same color. (Example: one person uses two red counters and the other uses two yellow). * **Game board:** If students solve an equation for an amount that is greater than where they are on the game board they can either move backwards or skip a turn (teacher choice). (example: Student is on “5” and solves an equation that equals “8”). If only two people are playing, remind students that they have 2 canoes to move. * **Build Connections**: Explain to students that while the smaller group is “unknown” we are also comparing the two amounts in the problem. One person has more and one has less. In yesterday’s problems we wanted to know how many were in the bigger group. Today we want to know how many are in the smaller group. |
| **Specials: PE** |
| **Snack 10:20-10:40 Read aloud** |
| **Literacy stations 10:40-11:40** |
| **Mrs. C pulls 3-4 groups**  **Ms. S pulls 2-3 groups, monitors during last rotation** |
| **11:40-12:15 Reader’s Workshop/SS** |
| Ocean Research |
| **12:15-12:30 Word Sorting: letterland unit 20 Day 3 see smartfile** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| |  | | --- | | [Earth Processes: Rocks and Soil video](http://app.discoveryeducation.com/player/view/assetGuid/04D65B5E-379C-4F65-998F-58852D9101BB) *(Science Techbook)*    **Lesson 2 – Investigation 1, Part 2: Washing Three Rocks** | | *Students wash their samples to see how the rocks change when they are wet and what happens to the wash water.* |   **Clarifying Objectives**  1.E.2.1 Summarize the physical properties of Earth materials including rocks, minerals, soils and water that make them useful in different ways.  **Focus Question**   |  |  | | --- | --- | | **What happens when you wash the rocks in water? Activity** | **Guiding Questions** | |  Review properties of dry rocks, from Lesson 1.   Explain the process of washing rocks to students. Begin by placing each of the rocks in water, one at the time, observing closely, then removing the rock from water and placing it on a paper towel.   Prompt students to share new describing words as the rocks are drying.   Add student-generated describing words to the Word Wall.   Wrap up the class discussion by revealing the rock names and add the names to the word wall. |  What happened to the rocks when you put them in water?   What colors do you see in the rocks?   Did the rocks change when you put them in water? How?   What happened to the water after you put the rocks in?   Is there anything you can see now that you couldn’t see when the rocks were dry? | |
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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 |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |

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| **Friday, April 11th, 2014**  **Theme: Ocean**  **Royal Sentences Friday!**  **\*\*\*\*AIDAN”S IEP meeting at 9:30** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
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| **8:40-9:30 Math Stations** |
| **Ms. Smith pulls 2 groups**  **Mrs. C pulls 3 groups** |
| Mathematics Alignment Lesson Grade 1 Quarter 3 Day 129 Common Core State Standard(s) **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.  **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction with 20. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. |
| **Materials Needed:**  Manipulatives (or First Grade Math Kits)  White Boards and Markers  *Games from Days 126-128*  *For each Back Pack Race Game*  Blackline Master, *“Backpack Races”*  Cardstock- *“Compare More Cards”* (On Yellow Cardstock) , *“Compare More Problems”* (On Yellow Cardstock) , *“Compare Fewer Cards”* (On Green Cardstock) , *“Compare Fewer Problems”* (On Green Cardstock) ,  One game “marker” for each player (a cube, etc.).  One number cube (for determining who goes first)  Vocabulary  Compare More  Fewer Equation  Strategy Alignment LessonThe Race is On (Review of compare problems) *Materials Note: Prior to lesson cut out and prepare 1 game board and 1 set of problems for every 2-3 students. In the next few lessons there will be several games. For each game, problem cards have a logo to match the game title.*  ***Backpack Race*:**  **Part One: Reviewing the Compare Problem Types**   1. Gather students in the meeting area and review the anchor chart from the previous three days. As students discuss each problem, encourage them to use math talk and explain each problem strategies they could use 2. As a warm up, pose one of each problem type to the students. Encourage them to solve each problem using a different strategy. Remind students to focus on what they know what they are working to find out (not on the “words” of the problem). Tell students that they are going to practice their problems by using the previous games and one new game.   ***Examples***  ***Compare Difference Unknown***  Meg has 10 leaves. Tom has 5 leaves. How many fewer leaves does Tom have than Meg?  ***Compare Bigger Unknown***  Jake has 5 more apples than Annie. Annie has 2 apples. How many apples does Jake have?  ***Compare Smaller Unknown***  Jan has 3 fewer fish than Mike. Mike has 5 fish. How many fish does Jan have?  **Part Two: Introduce Back Pack Races**   1. Tell students that today they are going to have a chance to play all of the games we have been practicing and one more. Introduce today’s new game, the back pack race. The Student’s job is to fill up their back pack with camping supplies. 2. Tell them that this game has **both** the bigger unknown and the smaller unknown problems in the game (they are color coded). 3. Tell students that after they solve each problem they can go to the camping store to “buy an item” based on their card (colors of the problems match the colors of the supplies they can “buy”). 4. To win they must fill their pack with 5 items. Students must have at least 2 of each color in their pack.   **Teacher models how to play with a partner**   * Students place Cardstock, *“Compare More Problems”* and *“Compare Fewer Problems”* face down on the board. * Both players roll a number cube to see who goes first (Person A) (can be the person who rolls more) * Student B takes the top card and reads it to Student A (encourage them to look at it together) * Student A then solves the problem AND writes an equation to represent the problem (on their White Board or a piece of paper). * Student A then explains how they solved the problem. * Student B checks student A and asks any clarifying questions. * Student A “goes” to the camp store, takes the ***same color*** camping supply card and adds that item to their pack. Cardstock, *“Compare More Cards”* and *“Compare Fewer Cards”* * Students then switch turns and repeat until someone has filled their pack with 5 items (at least 2 of each color).   *Note: If needed give students a chance to play this game before moving into rotations OR move directly into rotations.*  *If needed review how to play each of the 3 games previously introduced.*  **Part Three: The Race is On!**   1. Assign students to stations. Have students play at least two different games so they have practice working different problem types. 2. After students have played two different games, have them clean up and rejoin you in the meeting area. Have students explain how they solved their problems. 3. As closure, review the anchor chart from days 126-128.   **Games for Rotations**   * Trail Races (Compare, Difference Unknown, *from Day 126*) * We Want S’More! (Compare, Bigger Unknown, *from Day 127*) * Canoe Races (Compare, Smaller Unknown, *from Day 128*) * Back Pack Races (Compare, Smaller and Bigger Unknown, *from today, Day 129*)   Students will complete Blackline Master, *“Backpack Fun”* for homework. |
| **Specials - PE** |
| **Snack 10:20-10:40 Read Aloud – Charlotte’s Web** |
| **Literacy Stations 10:40-11:40** |
| **Spelling Test Unit 21**  **Students catch up on Ocean work from the week – if done, free choice stations** |
| **Reader’s Workshop/SS. 11:40-12:30** |
| **Ocean Research** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing 1:40-2:40** |
| |  | | --- | | Image - [River Running Over Rocks](http://app.discoveryeducation.com/player/view/assetGuid/273105D9-A035-4C93-A112-B991479C6F6D)*(Science Techbook)*    Sound Effect - [Water: River:  River Flowing Over Rocks](http://app.discoveryeducation.com/player/view/assetGuid/D316A58A-DE4D-4887-94FC-EFBFED63A86E) *(Streaming Plus)*  **Lesson 3 – Investigation 1, Part 3: First Sorting** | | *Students are introduced to river rocks. They listen to the story “Peter and the Rocks” and use ideas from the story and Lesson 2 to sort their river rocks.* |   **Clarifying Objectives**  1.E.2.1 Summarize the physical properties of Earth materials including rocks, minerals, soils and water that make them useful in different ways.  **Focus Question**   |  |  | | --- | --- | | **How are some rocks the same? Activity** | **Guiding Questions** | |  Explain that each pair of students will get a bag of rocks.   Circulate the classroom and monitor the groups as they divide and sort the rocks.   Encourage students to sort by one property at a time.   Ask students how water might be useful during this investigation.   Suggest that students use a cup half full of water for wetting the rocks and observing one rock at a time.   Ask students to work with their partners to sort the rocks again now that they are wet.   Guide students to clean up at the end of the investigation.   Lead a discussion to discuss what they observed, the different ways they sorted the rocks, and any changes they noticed when they placed the rocks in water.   Add new words to word wall and new concepts to the content chart. |  What ways did you sort the rocks?   What new ways did you sort your rocks? | |
| **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. |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |