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| **Monday, April 21st, 2014**  **Theme: Insects**  **Math Monday!** |
| **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 –**  **Ms. Smith pulls 2-3 groups, Mrs. C pulls 3 groups** |
| Mathematics Alignment Lesson Grade 1 Quarter 3 Day 134  **Materials Needed:**   * Secret Code Cards * Student white boards & markers * Transparency *“Story Problems with Decade Numbers”* * Blackline Master, *“Create and Solve”*   Assessment  When students are writing and solving equations, ask them to explain how they solved for each. Take anecdotal notes on student understanding.  **Homework**   * Blackline Master, *“Create and Solve”*   Vocabulary  Decade Numbers: Numbers that are multiples of 10 (10, 20, 30, 40, 50, 60, 70, 80, 90). Alignment LessonFun with Multiples of Ten  1. Students will work as a class to create equations that equal 100 and solve equations that have multiples of tens and ones. 2. Each student will use their set of secret code cards. One student leader will go up to the front of the room with a a number from 1-89. The remaining students will mentally add 10 and make that number with their secret code cards. Forexample: *Student Leader 1 goes up to the front of the room with the number 33. The rest of the students will find the number that is 10 more. (The students should hold up 43.) The student leader will call on another classmate to explain how they figured out what is ten more.* 3. The student leader will call on a new leader to go up to the front of the room with a new number and repeat the same process. Continue this activity for 5-6 rounds. 4. Next, ask 2 students to come up to go up to the front of the room. Have one student bring a decade number and one student bring a single digit number from 1-9. *Example (20+4)*. Have the rest of the class find the total of the number presented. Ask students to write and solve the equation on their white board. Then discuss the solution as a class. You may also incorporate partner talk as you facilitate discussion. 5. Repeat this for several more rounds until students have had enough time to practice. 6. Display Transparency *“Story Problems with Decade Numbers”.* Have students solve each problem with a partner. Students can record their solutions on their whiteboards or a piece of paper. After students have had time to work and discuss each problem, go over each as a whole class. Facilitate whole class discussion by using math talk probes 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?*  1. Assign Blackline Master, *“Create and Solve”* for homework. |
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| **Specials 9:35-10:20 – Chinese** |
| **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.** |
| Insect Song – Heads, Thorax, Abdomen!  Grouchy Lady Bug Read Aloud –  Work in synergy groups to complete a lotus about the day in the life of their insect –  Dragonfly, bee,beetle, ladybug, butterfly, etc. |
| **12:15-12:30 Letterland Day 1 Unit 23** |
| **Lunch 12:35-1:05 –** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Choose an Insect to write a narrative story about:**  *Day 1 Planning: Using A Lotus*  Beg, Middle, End – draw sketch of each on top row,  Write about each on bottom row.  Make a list of characters and describe the setting in 2 side boxes.  If time, begin to write the beginning of the story |
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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 22nd, 2014**  **Theme: Insects**  **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. S helps with math assessment – read aloud to students with hands raised.** |
| Math Test Day 135 |
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| **Specials– 9:35-10:20 Library** |
| **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** |
| Finish synergy lotus from Monday about life of an insect. Students should begin building their giant insect with 3 body parts (should be about 3-4 feet in length). |
| **12:15-12:30 Letterland Day 2 Unit 23** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Choose an Insect to write a narrative story about:**  *Day 2 Writing a good beginning and Middle*  Review the plan  Model how to have a good beginning to the story (using smartfile with story starters!)  Model how to include the setting in the beginning and introduce the characters. |
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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 23rd, 2014**  **Theme: NO SPECIALS Assembly LEGO DAY POSSIBLE VISITORS**  **Dress for Success!**  **Word Study Wednesday!**  **3-5th 8:45-9:45, 9:45-10:15 recess 3-5th** |
| **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** |
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| **Lego We-Do Building Insect Adaptations?** |
| Students will draw a diagram of their insect and label its partsStudents will choose a part of their insect to change – just 1 (wings, mouth, legs, etc.)Students will choose a we-do design to build for their body part. They will add legos to complete the rest of their insect. **Students** **will write about how their insects adaptation helps them to survive in their habitat.** (Using rubric) |
| **10:20-10:40 Snack: Read aloud – Charlotte’s Web** |
| **10:30-11:30 Assembly** |
| **11:30-12:00 Recess??? If not, Lego?** |
| **12:00-12:30** Letterland Word Practice Day 3 Unit 23 |
| **12:35-1:05 Lunch** |
| **1:10-1:40 Recess** |
| 1:40-2:40 – Writing/SS/Sci |
| **Choose an Insect to write a narrative story about:**  *Day 3 Writing a good Middle, Ending*  Review the plan  Review beginning – good start, setting, intro to characters  Model how to write a good middle – include a problem the characters come across and show students how to include dialogue (Characters talking to eachother)  Provide tool – other ways to say “said” |
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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** |

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| **Thursday, April 24th, 2014**  **Theme: Insects**  **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 136 Common Core State Standard(s)  |  | | --- | | **1.NBT.4** Add within 100, including adding  a two-digit number and a one-digit number,  and adding a two-digit number and a multiple  of 10, using concrete models or drawings and  strategies based on place value, properties of  operations, and/or the relationship between  addition and subtraction; relate the strategy  to a written method and explain the reasoning  used. Understand that in adding two-digit  numbers, one adds tens and tens, ones and  ones; and sometimes it is necessary to  compose a ten. |   **Materials Needed:**   * Transparencies- *“Apple Picking”,*   *“More Apple Picking”*   * Transparencies/Blackline Masters-   *“Tens Frames”*   * Ones blocks (approx. 50 for each pair) * Math Whiteboards   Vocabulary  Group  Tens –The name given to the second position from the right when describing whole number place value  Ones-The name given to the position furthest to the right when describing whole number place value.  ***Alignment Lesson***  ***The Orchard Scenario***  **Note:** This Alignment Lesson is based on Unit 8 Lesson 4 from Math Expressions.  **Activity 1 Apple Picking**:   1. Display Transparency, *“Apple Picking”.* Have students work with a partner at their seat while one set of partners work at the overhead/document camera. *(You may want the students at the front to be a boy and a girl to represent Uncle David and Aunt Sarah).* Each pair will need Transparency/Blackline Master, *“Ten Frames”* and about 50 ones blocks. 2. Explain to students the blocks represent the apples, and that students are going to use tens frames to “pack” the apples into groups of ten. Students should count out 28 apples to represent Uncle David’s apples and place them in the tens frames. Before adding the next set of apples, discuss the mathematical ideas of what they have represented on their Tens Frames:   **Ask Students:**   * *How many boxes did Uncle David fill with his apples? (*2 boxes completely full, one box has a group of 8.) * *How many groups of ten does Uncle David have? How do you know?* (2 groups- 2 of the boxes have a set of 10) * *Show the students the ten-frame with 8 and ask, is this a group of ten? Why not?* (No- it represents 8 ones) * *What would I have to do to make this a group of ten? (*add 2 more apples)  1. Ask students to predict what will happen when they pack Aunt Sarah’s 20 apples. (Possible questions to prompt students thinking: *When we add in Aunt Sarah’s twenty apples, will we make a new group of ten? How many of Aunt Sarah’s apples will we need to completely fill the third box?* ) 2. Ask students to pack Aunt Sarah’s twenty apples. Observe students as they work. Anticipate that some students will use some of Aunt Sarah’s apples to fill in the last two spaces on the tens frame have 8, but some students will begin by packing Aunt Sarah’s apples in a new box. Have one of the students who worked at the front of the class to serve as Student Leaders (SL). 3. Ask the SL to explain how they packed Aunt Sarah’s apples; when the SL is finished explaining he/she should ask if there are any questions. *(Prompt the student leader to ask, “Are there any questions?” If he/she does not automatically ask.)* Give wait time for students; If no students ask questions, quietly talk to a student and suggest a question to ask the SL. *(Ex: Teacher: “Why do you think \_\_\_\_ packed some of Uncle David‘s and Aunt Sarah’s apples in the same box? Can you ask \_\_\_\_\_?” or, Teacher: “How many groups of 10 do Aunt Sarah and Uncle David have? Can you ask\_\_\_\_\_\_?”)* 4. After the student leader has answered at least two questions, pose this question to the whole class, *“Aunt Sarah and Uncle David each picked apples and then packed them in groups of ten. Is it possible to know the total number of apples they picked?* Ask students to turn and talk in partners about this question. Circulate around the classroom and listen in to pairs. Ask students to share answers; come to agreement that the model they created shows 48 apples. 5. Explain to the students that you are going to tell the same story by modeling it on your white board. Ask students to suggest different ways they can show groups of ten. Tell students you are going to use sticks to represent the tens, and circles to represent the ones. Show Uncle David’s 28 apples using sticks and circles Next, show Aunt Sarah’s 20 apples. Ask students to explain how your drawing is similar to the model they showed on the tens frames *(possible answers- you have groups of tens; you combined part of David’s apples and part of Sarah’s apples to make a new group of 10.) (***For more information about using sticks and circles refer to page 699K in the Math Expressions Teacher’s Manual.)**   ***Activity 2- More Apple Picking:***   1. Explain to the students they are going to try a new problem and that each child will create a drawing on the whiteboard. Display Transparency, *“More Apple Picking”* **(Top portion of the page only)** Remind students that this time they are going to draw a picture on their math whiteboards to show their thinking. Ask students for suggestions on how to begin to solve this problem. 2. Have students use finger flashes to show how many tens and ones are in 15 and then in 30 before they draw the amount. Ask students if they will have to combine ones to make tens. Allow students to finish the problem by showing the joining of tens on the board in a manner that makes sense to him/her, and count the new amount. ***(Page 720 of the teacher’s manual will give you ideas of what to expect from student drawings.)*** 3. Tell students to turn and talk to partners about the drawings they created and how the student combined tens and ones. As students talk, circulate around the classroom and listen in on the conversations. This is a great time to choose Student Leaders, identify what misconceptions students may have, or to make an informal assessment of who may need extra help during the next day’s lesson. 4. When students are finished talking to partners, invite a SL to come up to the front and explain how he/she solved the problem. After the explanation, the SL should ask if anyone has a question. Again, if students don’t ask questions quietly suggest to a student that he/she ask a question, such as *“Did you make a new group of tens? Why or why not?”* After answering questions, choose another student to model a drawing that is different from the first Student Leader’s drawing. 5. Repeat the same process listed above using the problem on the bottom half of Transparency, *“More Apple Picking”.* |
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| **Specials: Library** |
| **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** |
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| **12:15-12:30 Word Sorting: letterland unit 23 Day 4** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Choose an Insect to write a narrative story about:**  *Day 4 Writing a good Ending, Adding transition words*  Review the plan  Review beginning – good start, setting, intro to characters  Review Middle – Problem/dialogue  Model Ending – Model how to insert transition words (use transition words tool), and how to insert a solution with dialogue in the ending. |
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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 25th, 2014**  **Theme: Insects**  **Royal Sentences Friday!**  **SIGMA ALPHA GIRLS 1:40-2:50** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Students finish insect stories as they come in. |
| **8:40-9:30 Math Stations** |
| **Ms. Smith pulls 2 groups**  **Mrs. C pulls 3 groups** |
| Mathematics Alignment Lesson Grade 1 Quarter 3 Day 137 Common Core State Standard(s) **1.NBT.4** Add within 100, including adding a two-digit number and a one digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the  reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes  **Materials Needed:**   * Transparencies/Blackline Masters-   *Tens-Ones Mat”, “Apple Recipes”,*   * Blackline Master- “*Adding Apples Game”, “Adding Apples Directions”* * Base Ten Pieces- Tens & Ones Blocks * Math Whiteboards   ***Alignment Lesson***  ***Revisiting the Orchard***  **Note:** This alignment lesson is based on Unit 8 Lesson 5 from Math Expressions.  **Save student copies** of Blackline Master “*Tens-Ones Mat”* for Day 138.  ***Activity 1-******Apple Recipes*:**   1. Review with students what they learned during yesterday’s lesson. Explain that today they will practice making new groups of 10 by modeling tens and ones. ***(Using Transparency/Blackline Master, “Tens-Ones Mat” allows students to concretely observe the new group of ten and physically trade the ten ones for a tens rod.)*** 2. Distribute/Display Transparency/Blackline Master, *“Tens-Ones Mat”*. Give students the opportunity to practice using the Ten-Ones Mat by asking them to model different numbers on the board such as 29, 37, 50. A student leader can be creating the numbers on the overhead or document while the other students solve at their seats. Be certain students understand how to arrange the tens rods and ones blocks to model the number. 3. Display Transparency *“Apple Recipes”* (top portion only.) Students should first model 6 on the board, and then model 53 on the board. As the students work with partners at their seats, show the same model at the front of the room using an overhead or Document Camera. **Ask students**:  * *How many ones do I have?* * *Do I have a new group of ten? How do you know?* * *What changes should be made to the board?*   As students answer your questions, promote Math Talk by asking questions that will draw others into the conversation, such as:   * *“Do you agree or disagree with \_\_\_\_\_\_’s answer?* * *“What did \_\_\_ just say? Can you tell me?”* * *“Does anyone want to add on to what \_\_\_\_\_ just said?”*   (Note: after a student gives an answer it may be necessary to “revoice” the student’s answer by repeating it again. This gives the speaker a chance to hear his/her words and the opportunity to restate the idea if necessary. It also gives classmates another chance to hear what the speaker said. After revoicing the speaker’s words, ask the speaker *“Is that right? Is that what you said?”* so that he/she can correct any part of the statement. Encourage students to ask the speaker to repeat what he/she said if they need to hear the answer again.)   1. Students should see that there are only 9 ones and there is not enough to make a new ten. Agree that there are 59 apples altogether. Ask students if they remember the circles and sticks drawings they did yesterday. Do a very quick model of a circles and sticks drawing for the problem they just solved. Also model writing the equation 53 + 6 = 59. (vertically)   ***Apple Recipes- Part 2:***   1. Display the second problem on Transparency, *“Apple Recipes”*. Have students use Transparency/Blackline Master, *“Tens-Ones Mat”* to model the problem. Ask each student to create a drawing on their math whiteboard that shows 17+ 9. Have students turn and talk about how this problem is different from the first one. (It requires exchanging 10 ones for a tens stick.) During this time, try to identify two student leaders, one who can come up and solve the problem using the Tens-Ones Mat, and one who can share the drawing to show the answer. 2. Choose a Student Leader (SL) to come to the front and solve the problem using the Tens -Ones Mat. When the SL finishes his/her explanation the SL should ask if there are any questions. (*If no one asks a question, the teacher should quietly talk to a student and encourage him/her to ask a question, such as, “Why don’t you ask \_\_\_\_\_\_\_ to tell us one more time why he/she added a tens rod?” or “Can you ask \_\_\_\_\_\_\_\_ to count how much he/she has on her board one more time?”)* 3. Ask a SL who has created a drawing to come to the front and explain his/her solution with the drawing. Follow the process of having students ask questions of the SL.   ***Activity 2-******Paired Practice:***  **Pre-cut** the Blackline Master “*Adding Apples Directions.”*   1. Distribute Blackline Master “*Adding Apples Game” and “Adding Apples Directions”* to students. Student work with a partner to play the game. During game play, student will model the addition problem with tens and ones blocks and with the white board. *(If students are using drawings of new groups below or new groups above and want to use this method allow them to do so.)* 2. Model one round of the game with a student partner.    1. Decide which person will be player one and player two.    2. Player one picks an apple tree from Aunt Sarah’s orchard.    3. Player two picks an apple tree from Uncle David’s orchard.    4. The players use their manipulative (the whiteboard or the tens/ones mat) to model the problem.    5. Players compare answers and talk about their strategies.    6. Players switch roles and repeat steps B-E. 3. Distribute Blackline Master “*Revisiting the Orchard Journal Prompt”* for homework.   (Note: Unit 8 Lesson 5 from Math Expressions mentions teaching New Groups Above and New Groups Below as part of Activity 1. **The Common Core Curriculum states that the traditional algorithm of carrying or borrowing is not an expectation of focus for first grade.** For more information, reference <http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/math/1st.pdf> ) |
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| **Specials - Imagineering** |
| **Snack 10:20-10:40 Read Aloud – Charlotte’s Web** |
| **Literacy Stations 10:40-11:40** |
| Spelling Test Unit 23  Students catch up– insect stories, free choice stations if finished |
| **Reader’s Workshop/SS. 11:40-12:30** |
| Addition Facts Quiz  Pack up back packs and go folders before lunch! |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| Rotate between Catherwood/Campbell/Cline classrooms 1:40-2:50 |
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| **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** |