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| **Monday, May 5th, 2014**  **Theme: Plants/Pond/Lio Lionni**  **Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Groups who need to finish posters for inventions, and how to make their inventions using the words first, then, next, last. |
| **Daily 5 Math 8:40-9:30 –**  **Whole Class Math Today** Mathematics Alignment Lesson Grade 1 Quarter 4 Day 147 Common Core State Standard(s)  |  | | --- | | 1.MD.2 Express the length of an object as a  whole number of length units, by laying  copies of a shorter object (the length unit) end  to end; understand that the length  measurement of an object is the number of  same-size length units that span it with no  gaps or overlaps. *Limit to context where the*  *object being measured is spanned by a whole*  *number of length units with no gaps or*  *overlaps.* |   **Materials Needed:**   * Measurement tools (measuring cups/spoons, measuring tape, rulers, clocks) * Links * Blackline Master: *“Measure Hunt”,*   Assessment   * Choose different students to show you how they measured a particular object. * Ask students to explain the importance of measuring. * Ask students why it is important to start at the top of an object when measuring.   Vocabulary  Measure- to find the size, amount, or extent of something  Unit- any specified amount of a quantity, as in length, volume, time  Non-standard measurement- measuring things with blocks, pencils, hands, feet, etc. As long as the items used to measure with are all the same size.  Standard measurement- measuring with inches, feet, yards, centimeters or meters, using rulers and other measuring devices. Alignment Lesson ***Measure Hunt***   1. Introduce the unit on measurement by collecting a variety of measurement tools. Examples include: links, measuring cups/spoons, measuring tape, rulers and clocks. Show them to students and lead a discussion about what each measurement tool is used for and how it is used in everyday life. (Allow students to share). Ask students; *How do we use measurement in everyday life? Can you name a specific job that uses measurement? (Plumber, carpenter).*      1. Define non-standard and standard measurement. Have students turn and talk to a partner using the following prompt: *In your own words, tell a partner the definition of non-standard and standard measurement.* Model for students how to measure using links 2. Explain to students that today they will use links (non-standard) to measure. Choose an object from the classroom and model how students will use the links to measure. 3. Go on a Measure Hunt. Students will work in pairs to locate various objects around the classroom to measure. Have students record their items using Blackline Master, *“Measure Hunt”* 4. Discuss the different objects pairs of students found. 5. Next, have each pair of students use links to measure each of the objects. From their “Hunt”. Students should record their measurements on Blackline Master, *“Measure Hunt”*. After the students measure each object, have them share what their measurements were. Ask students; *Do you think if we used a different measurement tool our answers would change? Why or Why not?* 6. Have students complete Blackline Master, *“Measuring at Home”* for homework.   **Note:** **Utilize Math Talk and Student Leaders. Encourage Student Leaders to ask questions. Allow opportunities for students to explain their thinking. Encourage students to use measurement vocabulary.** |
| **Specials 9:35-10:20 – PE** |
| **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 |
| **Reader’s Workshop/S.S.** |
| Students will share their inventions with the class including their advertisement poster and their how-to writing. |
| **12:15-12:30 Letterland Day 1 Unit 25** |
| **Lunch 12:35-1:05 –** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **How to Plant a Lima Bean:**  **Students will review how to plant a lima bean. They will write detailed steps using the words first, next, then, and last. Students will be called up 2 at a time to plant their lima bean in a cup of soil**  **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, May 6th, 2014**  **Theme: Plants/Pond/Lio Lionni**  **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 –**  **Whole Group Math** Mathematics Alignment Lesson Grade 1 Quarter 4 Day 151 Common Core State Standard(s)  |  | | --- | | 1.MD.2 Express the length of an object as a  whole number of length units, by laying  copies of a shorter object (the length unit) end  to end; understand that the length  measurement of an object is the number of  same-size length units that span it with no  gaps or overlaps. *Limit to context where the*  *object being measured is spanned by a whole*  *number of length units with no gaps or*  *overlaps.* |   **Materials Needed:**   * Blackline Masters –   *“Measuring with Accuracy”*  *“Measuring Journal Prompt”*   * Book: **Measuring Penny** by Loreen   Leedy   * Nonstandard units of measurement (paper clips, unifix cubes, links, unsharpened pencils, etc)   Assessment  Ask students to explain how they achieved their answers and explain why they got different answers when they used different units of measurement. Alignment Lesson ***Measuring with Accuracy***  **Teacher Note:** First Graders use non-standard objects to measure objects which help students focus on the attribute being measured. A nonstandard object also lends itself to future discussions regarding the need for a standard unit.   1. Read the book Measuring Penny by Loreen Leedy.   *In this story, Lisa has a homework assignment to measure “something” in as many ways as she can. She chooses to measure her dog Penny at the park. The only measurement tool she brings is a ruler, but she finds many other creative ways to measure. After reading the story, discuss the different ways Lisa chose to measure Penny. Focus on non-standard units in discussion.*   1. Provide students with nonstandard units of measure. Examples include: chips, unifix cubes, links and unsharpened pencils. 2. Arrange students in pairs and ask them to choose up to 4 object to measure in different ways. Students should use a variety of tools of nonstandard measurement. Students should record their answers on Blackline Master *“Measuring with Accuracy”*. (There are also additional objects already listed in the table for students to measure with their tools). Students should have an opportunity to present their information to the class and explain what object they chose to measure and the different tools they used to measure. If you have a document camera, this is a great technology tool for students to display their work. Facilitate math talk as students share their findings and measurements. Discuss how one object might measure less or more of the same repeated unit. 3. Conclude this activity by completing Blackline Master *“Measuring Journal Prompt”* |
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| **Specials– 9:35-10:20 PE** |
| **Snack 10:20-10:40 – Read aloud – Charlotte’s Web** |
| **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** |
| I will begin by asking students what they know about ponds. I will ask students to share their schema about a pond since they have a little knowledge of the pond from Kindergarten. We will discuss their prior knowledge after they have turned and talked to a friend, then students will watch clips (Brainpopjr and Discovery Ed) about ponds. Afterwards, we will fill out a bubble map of our new schema.  <http://www.brainpopjr.com/science/animals/fish/>  <http://www.brainpopjr.com/science/animals/frogs/>  <http://www.brainpopjr.com/science/habitats/freshwaterhabitats/>  In the small small pond – pond in summer and winter:  <http://app.discoveryeducation.com/search?Ntt=pond#selItemsPerPage=60&intCurrentPage=0&No=0&N=18340&Ne=18339&Ntt=pond&Ns=&Nr=&browseFilter=&indexVersion=&Ntk=All&Ntx=mode%252Bmatchallpartial>  pond habitat:  <http://app.discoveryeducation.com/search?Ntt=pond#selItemsPerPage=40&intCurrentPage=0&No=0&N=18340&Ne=18339&Ntt=pond&Ns=&Nr=&browseFilter=&indexVersion=&Ntk=All&Ntx=mode%252Bmatchallpartial>  Lio Lionni  In the Small Small Pond, It’s Mine!, An Extraordinary Egg!, Fish is Fish, Cornelius, Alexander the Wind-Up Mouse, Tilly and the Wall, Swimmy, Frederick, Inch by Inch  Discovery Ed: <http://app.discoveryeducation.com/search?Ntt=leo+lionni>  Has Swimmy, Frederick, Cornelius, Fish Is Fish, and It's Mine.  Fish is Fish: <https://www.youtube.com/watch?v=Z6TxBfjaumw&list=PLJCSQw2w05Jrj4CCNIT0z6J3WrXIVlJsm> Story Recall Venn Diagram Opinion Prewriting and Writing Letter Writing  Swimmy: <https://www.youtube.com/watch?v=_-7Q-mi1bE4>  <https://www.youtube.com/watch?v=ZUKJjVXT0Ko> Questions Problem/Solution Text to Self Narrative Prewriting and Writing  The Extraordinary Egg: Synonyms Questions/Recall Letter Writing Opinion Prewriting and Writing  Nicolas, Where Have you Been? Feelings Chart Beginning, Middle, End Character Change Letter Writing  It's Mine: <https://www.youtube.com/watch?v=g4kdiOcvdvE> Text to Self Story Recall Narrative Prewriting and Writing  Alexander and the Wind-Up Mouse: <https://www.youtube.com/watch?v=MLyWfZxV5Zs> Beginning, Middle, and End Story Elements  Frederick: <https://www.youtube.com/watch?v=SFCLWytjcUY> Recall-Beginning and End Narrative Prewriting and Writing  Inch by Inch-Measurement Activity. <https://www.youtube.com/watch?v=T_ShMUz9o7M>  <https://www.youtube.com/watch?v=NzIXgVewt6M> |
| **12:15-12:30 Letterland Day 2 Unit 25** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40**   |  | | --- | | **Lesson 9 – Investigation 2, Part 4: Exploring Clay** | | *Students investigate the properties of very small rock particles, clay.*  \*The vials containing the clay and water mixture will need to be left undisturbed |   **Focus Question**   |  |  | | --- | --- | | **Is there an earth material smaller than silt? Activity** | **Guiding Questions** | |  Distribute materials and allow students to explore the clay for about 5 minutes.   Have children return to the rug and ask questions about their observations of the earth material. Confirm that the earth material is clay.   Demonstrate dividing the clay. The larger ball will sit in the open plastic cup overnight and the smaller ball will be placed in a vial with water.   Ask students what they think will happen when if they put the small ball of clay in a vial with water.   Demonstrate the procedure of putting clay and water in the vial.   Let the vials sit overnight.   **The next day** have students observe the dry clay and the vials of clay and water.   Lead a class discussion comparing the investigations with sand and clay.   Add new words to the word wall and new concepts to the content chart. |  What is this material called?   What is special about this material?   What can you do with it?   What’s happening to your hands as you work with this material?   Which is the smallest size of rock we’ve worked with so far?   What’s happening to the clay?   Is the water changing?  **The next day**   What was the same in both vials?   What was different in the two vials? | |
| **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, May 7th, 2014**  **Theme: Plants/Pond/Lio Lionni**  **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**  **Whole Group Math**  **Part 1: Shortest to Longest, Our Group Heights, Same/Longer/Shorter, Measuring Length** Mathematics Alignment Lesson Grade 1 Quarter 4 Day 152 Common Core State Standard(s)  |  | | --- | | **1.MD.1-** Order three objects by length;  compare the lengths of two objects  indirectly by using a third object. |   **Materials Needed:**   * Blackline Masters *“Our Small Group Heights”, “Same, Longer, or Shorter”, “Measuring Length”* * Pre-cut string per pair (12 inches) * Chart Paper (optional) * Document Camera (optional)   Vocabulary  order  length  more  less  longer than  shorter than Alignment Lesson ***Same, Longer, or Shorter***  **Teacher Note: First Grade students continue to use direct comparison to compare lengths. *Direct* comparison means that students compare the amount of an attribute in two objects without measurement. First Grade students indirectly measure objects by comparing the length of two objects by using a third object as a measuring tool. This concept is referred to as transitivity.**  1. Divide the class into groups of 5 or 6 students. Tell the students in each group to line themselves up from the shortest to the tallest child. Allow the students to problem solve and decide how to determine who is the shortest, the next shortest, and so on. Have each group complete Blackline Master *“Our Small Group Heights* “as a group. Ask students to be prepared to share their results. If you have a document camera, it would be a great tool for students to use as they present their findings. As students are working, monitor and ask questions. Make sure students can communicate in words how they are making decisions.  *(For example, we are standing back to back to compare lengths).*  Allow time for other students to ask questions as students present their findings. Facilitate discussion based on student presentations. *Teacher Note: You may need to help the students make decisions about whether they should leave their shoes on or not-results may be more accurate if they do not.*  2. Next, give each pair of students a piece of string pre-cut measuring 12 inches. **Students do not need to know the exact measurement, just that you are giving them a piece of string.** Ask students to complete Blackline Master *“Same, Longer, or Shorter”*. After they have completed with a partner, have each pair exchange papers with another pair and check one another’s answers using their piece pre-cut string. Then, facilitate whole class discussion by having students share at least one example under each category – same, longer, or shorter. As students share, record on the board or chart paper, so there are no repeated examples and that students can visually see possible answers.  **Part 2: Ordering Items Day 153 – Order Me! And Compare! Sheets**  **Activity: Comparing Objects**  1. Tell students they are going to be comparing objects and ordering them by length.  2. Distribute Transparency/Blackline Master *“Order Me!”* and a marker to pairs of students. Students should work with a partner to complete. Students will be comparing objects by relating each object to the length of a marker.  3. Once students have completed the activity, bring the class back together. Ask students to think about the activity they completed and ask how they decided if each object was longer or shorter than they marker and how they knew. Have them think, pair, share and then have a few students share whole group. *(Example, I put the marker up against each item and looked to see if the marker was longer than the object or shorter. I know that if it is less than my marker it has to be shorter and if it was more than my marker it had to be longer)*  Discuss with students each of the object Sets they compared during the activity. Use Transparency/Blackline Master *“Order Me”* to record the objects from shortest to longest that students and discuss each set, asking how they decided which was the shortest and which was the longest.  4. Have students use comparison statements for each set of objects. For each object set, have students think, pair, share to give a comparison statement for the three objects in each set. For example,  *The marker is longer than a paper clip, but shorter than a book.*  *The marker is shorter than a calculator, but longer than a glue stick*.  5. As you discuss the activity, some other questions to ask might include:   * *Why is it important to know how to measure?* * *When we compared objects today we used a marker. What are other measurement tools we could use to compare and order objects? Would our measurements be the same?* * *How can I know which object is longer if I don’t know the exact measurement?*   6. Have students work independently to respond to the Blackline Master *“Ordering Objects Journal Prompt”.* **Part 3: Day 154 – Measure Hunt shorter/longer with links, shorter/longer/equal to**Alignment LessonMeasurement Hunt **Introduction-**   1. Show the class two objects that have a clear difference in length. Ask the class to identify which is longer and which is shorter. Ask students to explain their reasoning. Explain that length is the distance along an object from end to end. Show the class two objects that are very close in length. Ask students which is longer, and ask them to suggest ways that they can be sure. Suggest measuring the items if the students do not. Model using link cubes to measure the length of the item. Ask several students to explain how using links can prove which item is longer and which is shorter. 2. Ask students how to compare objects that aren’t close to each other or easily moved to compare. *(Example: how could you determine if a bookshelf in the library is the same length as the one in the classroom?)* Accept student answers, and come to agreement that measuring each item and comparing the lengths could determine which is longer.   **Activity: Measurement Hunt-**   1. Tell students they going on a measurement hunt. They will use links to measure and compare lengths of different objects in the classroom. *(Since students are measuring from one point to another, they can measure length, width, or height.)* |
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| 9:35-10:20 Specials: Music |
| **10:20-10:40 Snack: Read aloud – Charlotte’s Web** |
| **10:40-11:40 Literacy Stations** |
| Funny tummy feelings!!!  Mrs. C pulls 3-4 groups ---please see plans on reading table  Mrs. Smith pulls 3 groups |
| **11:40-12:15 Readers Workshop/SS** |
| In the small small pond – pond in summer and winter:  <http://app.discoveryeducation.com/search?Ntt=pond#selItemsPerPage=60&intCurrentPage=0&No=0&N=18340&Ne=18339&Ntt=pond&Ns=&Nr=&browseFilter=&indexVersion=&Ntk=All&Ntx=mode%252Bmatchallpartial> |
| **12:15-12:30** Letterland Word Practice Day 3 Unit 25 |
| **12:35-1:05 Lunch** |
| **1:10-1:40 Recess** |
| 1:40-2:40 – Writing/SS/Sci   |  | | --- | | **Lesson 13 – Investigation 3, Part 4: Clay Beads** | | *Students use clay to make beads or something decorative, which they later paint and keep as a memento of their investigation of clay.*  \*Be sure to use real Earth clay for this lesson, not modeling clay or dough clay. Straws can be cut so each student has a third of a straw to create a hole in the clay bead. Check with the Art Specialist at your school. Is he/she willing to cover this lesson in art class and fire clay projects in a kiln? |   **Focus Question**   |  |  | | --- | --- | | **What can be made with clay? Activity** | **Guiding Questions** | |  Discuss and demonstrate some clay techniques with the students such as dipping a finger in water to smooth out cracks, poking a short piece of straw through the clay and leaving it until the clay dries, and using a pencil to carve lines and designs on the clay.   Distribute materials to each student.   Have students write their names on a piece of paper for a label and direct them to take their bead and label to the drying area in the classroom.   At the end of the activity, lead a class discussion and add new words to the word wall and new concepts to the content chart.   **A few days later** (depending on humidity), the clay should harden. When the clay is dry, have students paint their creations. Let the paint dry overnight.   Next, have students thread a piece of yarn through the finished project to | | |
| **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, May 8th, 2014**  **Theme: Plants/Pond/Lio Lionni**  **Tweet Thursday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Students should work on their take home book |
| **8:40-9:30 Math**  **Whole Group:** Inch by Inch-Measurement Activity. <https://www.youtube.com/watch?v=T_ShMUz9o7M>  <https://www.youtube.com/watch?v=NzIXgVewt6M>  **Part 1: Day 155 - Find My Feet (measure using 1,2, 3, 4 feet increments) – have 1 foot feet pre-cut for each student, will have to work in groups to get more than 1 foot measurements** Part 2: Measuring with Bugs! Comparing Distances!Mathematics Alignment Lesson Grade 1 Quarter 4 Day 156 Alignment LessonHow Many Bugs? **Introduction**  1. Have a few students share from the homework journal prompt from the previous lesson. Students were to compare objects at home using the foot shape they traced. Review comparing objects with a third object by having students turn and talk to share.  2. Show students the cover of the book, Bugs, Bugs, Bugs by Bob Barner. Using think pair share, ask students to predict what this book will be about. Have students share their thinking with the class. Tell students they will be reading a story about different bugs, and then using some of the bugs they see to measure and compare during the lesson.  **Activity:**   1. Read the story to students, stopping occasionally and asking students to name different bugs they come across in the story. You will be using some of the bugs as comparative objects today when measuring. 2. Once you have read the story, show students the different bug cut outs of bugs they read about in the story. Explain to students they will be using the bugs to compare distances in the classroom. 3. Review the word compare with students. Ask students to turn and talk to describe what it means to compare something. Have students share, asking  * *Can you repeat what \_\_\_\_\_\_\_ said?* * *Do you agree or disagree with \_\_\_\_\_\_\_?* * *Can you add on to what \_\_\_\_\_\_\_ said?*  1. Show students the Transparency/Blackline, *“Measuring with Bugs”* and read the situation to them. Ask them to predict which distance will be shorter when measured with the bug cutouts. Have students think, pair, share to discuss their predictions and write the prediction on their white boards. 2. Once students have predicted which distance is shorter or longer, have student leaders use one of the bug shapes to measure the distances, as the class helps count out and keep track of the bug lengths. Record the distance of both on the transparency. Ask students to turn and talk to compare, asking them to discuss what words they should use to fill in the blanks, and which distance is shorter or longer, more or less. Use math talk to discuss comparing these lengths, and fill in the rest of the transparency. 3. Pass out the Blackline Master, *“Comparing Distances”* and ask students to compare distances like they just did by choosing two objects in the room and measuring the distance from that object to the door, and comparing. Students should work in small groups of 3-4 to measure, and then fill out the Blackline Master as they complete the activity. Students should work to predict, measure, and compare as they did in the whole group activity, this time choose two objects of their choice to use as the starting point. Let students choose a bug shape to use when measuring the distances. 4. After the activity, bring the class back together, and discuss how students used the bug shapes to compare distances. Have groups share the distances they measured and how they figured out how to compare. Students should be using vocabulary words that include less, more, longer, shorter, distance, length and measure. |
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| **9:35-10:20 Specials: Music** |
| **Snack 10:20-10:40 Read aloud Charlotte’s Web** |
| **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** |
| Review Inch by Inch video: Have students sequence events and glue in order.  Swimmy: <https://www.youtube.com/watch?v=_-7Q-mi1bE4>  <https://www.youtube.com/watch?v=ZUKJjVXT0Ko> Questions Problem/Solution Text to Self Narrative Prewriting and Writing  Fish is Fish: <https://www.youtube.com/watch?v=Z6TxBfjaumw&list=PLJCSQw2w05Jrj4CCNIT0z6J3WrXIVlJsm> Story Recall Venn Diagram Opinion Prewriting and Writing Letter Writing |
| **12:15-12:30 Word Sorting: letterland unit 25 Day 4** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40**   |  |  | | --- | --- | | **Lesson 16 – Investigation 4, Part 2: Soil Search** | | | *Students go on a schoolyard field trip to collect soil sample. They try to find soil in as many places as possible: next to sidewalks, near trees, and in landscaped areas.*  \*Try to find soil samples that vary in color and texture. You might give students a zip bag with the assignment to return soil from home or a place near home. Plan to display the soil samples in the classroom so students can see and touch them for observation. | | | **Activity** | | **Guiding Questions** | |  Students go on a schoolyard field trip to collect soil samples.   They try to find soil in as many places as possible: next to sidewalks, near trees, and in landscaped areas.   Help students label the sample with the location in which it was found.   Lead a discussion about the soil samples and add new words and content to class charts. | |  What color is your soil sample?   Were all the soil samples the same color?   How does your soil feel?   Were all the soils the same texture?   What was growing around your soil sample?   Do plants grow as well in all the soils?   Which animals might you have found when collecting a soil sample? [earthworms, isopods, ants] | |
| **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, May 9th, 2014**  **Theme: Plants/Pond/Lio Lionni**  **Royal Sentences Friday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40**  **Morning News 8:15-8:30 Channel 7** |
| Students finish their stories |
| **8:40-9:30 Math Stations** |
| **Math Whole Group** Mathematics Alignment Lesson Grade 1 Quarter 4 Day 158 Common Core State Standard(s)  |  | | --- | | **1.MD.1** Order three objects by length;  compare the lengths of two objects  indirectly by using a third object. |   **Materials Needed:**   * Objects to measure…book, tissue box, stapler, etc. * Book: *Up, Up, Up* by Rachel Oldfield * Cardstock, *“Measuring Birds”(5 pages)* * Blackline Masters, *“Ordering Hot Air*   *Balloons”, “Ordering Up, Up,*  *Up!”( 2 pages), “Comparing Objects” (4 pages), “Comparing Height Sample”.*   * Transparency, *“Hot Air Balloon Clues”*  Alignment LessonUp, Up, Up ***Activity 1: Up, Up, Up Measuring & Comparing-***   1. Tell the students that they are going to continue their work with measuring and comparing things today, by going on a journey. Either read the book, *Up, Up, Up*, by Rachel Oldfield, or watch the video link <http://www.youtube.com/watch?v=Lrd0TiER_J0> . (You may want to watch the video even if you have the book to help students visualize some of the items they will be comparing and measuring.) 2. After reading the book, briefly discuss some of the places and things the children saw as they traveled in their hot air balloon. Explain to the students that they will be comparing and measuring some of the things the children saw. 3. Tell students that you are going to be giving them some clues to help them order the heights of 3 hot air balloons, Shortest to Tallest. Distribute white boards and markers, tell students that when you ask them to solve you want them to sketch their solution on their white boards. 4. Display Transparency, *“Hot Air Balloon Clues”* reveal the clues one at a time and ask to students to think about what the clues tell them about the height of the balloons. 5. Allow a few students to hold up their white boards and share their thinking about the order of the balloons. (Utilizing Math Talk) Distribute Blackline Master, *“Ordering Hot Air Balloons”* have students cut out the balloons and use them to prove their answers. *(You may want to go back to the clues and have a student prove their thinking using the balloons while the clues are read)* 6. Distribute Blackline Master, *“Ordering “Up, Up, Up”*. Allow the students to work with a partner and use the clues to complete the handout. Once students have completed the handout distribute Blackline Master, *“Comparing Objects”* (4 pages) allow students to cut out each of the comparing items and check their work by using the pictures. Students will also be using the pictures for their next activity.   ***Activity 3: Measuring with Birds-***   1. Explain to students that they will be comparing the heights of some of the objects they cut out by using birds. Distribute Blackline Master, *“Measuring Birds”*. **(To maximize instructional time have the “Bird Sticks” cut prior to lesson.)** Each student should have 1 “bird stick” to measure both the height and length. 2. Distribute Blackline Master, *“Comparing Heights with Birds”.* Explain to students that they will be comparing either the length or the height of different objects. Use Blackline Master *“Comparing Height Sample”* to guide students through how to complete the activity. 3. Allow students time to work through the problems. Remind students that they are comparing by using the birds not by comparing the 2 objects directly. Ask students to do additional examples if you feel they need more practice. 4. Distribute Blackline Master “*Comparing Measurements Homework”* to students. |
| **Specials - Chinese** |
| **Snack 10:20-10:40 Read Aloud – Charlotte’s Web** |
| **Literacy Stations 10:40-11:40** |
| Spelling Test Unit 25  Students catch up– stories, free choice if finished – Begin MCLASS Assessments on IPAD! |
| **Reader’s Workshop/SS. 11:40-12:30** |
| The Extraordinary Egg: Synonyms Questions/Recall Letter Writing Opinion Prewriting and Writing  Discovery Ed: <http://app.discoveryeducation.com/search?Ntt=leo+lionni>  Has Swimmy, Frederick, Cornelius, Fish Is Fish, and It's Mine. |
| **Math Facts Quiz 12:15 – 12:30** |
| **Lunch 12:35-1:05** |
| **Recess 1:10-1:40** |
| 1:40-2:40 Sci/Writing |
| |  |  | | --- | --- | | **Lesson 15 – Investigation 4, Part 1: Homemade Soil** | | | *Students put together and take apart soils. They are introduced to humus, an important soil ingredient. They mix together homemade soil containing sand, gravel, pebbles, and humus. They shake some of the soil on a paper plate and observe what happens. They use screens to separate the homemade soil. They shake soil and water together in a vial and draw their observations.*  \*This investigation should be spread out over two class sessions. Save the vials or take pictures of them for comparison with vials of soil samples in Lesson 17! | | | a bag of humus to each pair of students. Direct students to observe the contents.   Prompt students to describe the appearance, texture, and smell of the material. Tell them it is called humus.   Without using the word *soil*, tell students you have a recipe for an earth material that includes humus. Hold up each ingredient and add it to the basin.   Invite each student to add some of their humus to the mixture. Stir.   Introduce the word *soil* by telling students the mixture just made is called soil.   Explain how to separate soil by shaking it on a paper plate, just like the sand.   Circulate the classroom and ask students to describe what happens when they shake the soil.   Discuss their success at using the shaking method to separate the soil.   Prompt students to think about other | |  Were you able to separate the soil with the screens?   What parts of the soil could you separate out with the screens?   Where did the humus end up? Why?   What do the large pieces of humus look like? The small pieces?   What is humus made from?   What is soil?   What is the best way to separate the parts of soil? | |
| **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** |