Children will work with a partner if needed and read the names, places, people found in a community. Clap the number of syllables in each word. Write the word and record the number of syllables. Children will select 2 words and write a complete sentence with the word about the community. W1.3, L1.1a, L1.2b, FS1.2d

|  |
| --- |
| **Monday, September 16th, 2013****Theme: Community Leaders/Citizenship** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Math Monday!!!! |
| **Calendar/Daily 5 Math 8:40-9:30** |
| **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
| Calendar, Poem, Song; If I Could Build A Town, Loose Teeth, Tiny Tim*Math Expressions Lesson**Unit 1 Lesson 7: Break-Aparts of Number 5***Activity 1**Provide each child with 5 counters. Ask children to open their SAB to page 19 to the Partner Mat. Have children put the 5 counters to the left of the line. Explain that the 5 counters are 5 lambs playing in a clover field and the line is a fence. Invite 5 children to come to the front and stand to the left of a tape-line on the floor (or use a yardstick or pointer on the floor). Follow the directions for the scenario on TE page 40-41. |
| **Specials 9:35-10:20** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
|  |
| **Letterland Unit 1 Day 1**  |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
|  |
| Showcase different types of writing: stories, books, poems, songs, newspapers, magazines, letters, emailsModel for students how to start writing by choosing a topic you care about: Thinking first, announce an idea that you don’t know much about “rainbows/aliens/hockey”, then say “You know what, I’ve never done anything with \_\_\_\_\_\_! I want to write about what I do know. Hmmmm…” Choose a “journal” topic that you have more schema about – a true story.Model sketching the story – all the details in the story.Next, show students that you say the whole idea that you’ll write, then separate one word, or one part of a word, and then record it. (invented spelling)Did you see what I just did? – Have a conversation about it.I’m telling you this because today and every day you can do the very same thing.Have students close their eyes and think of a topic. Have them share their topic with a buddy beside them.**Students Work together with the other group of 3 at their table to make a list of community buildings that they want to include in their mural. Students write each person’s name next to the building that they are going to do.** |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
|  |

|  |
| --- |
| **Tuesday, September 17th, 2013****Theme: Community Leaders/Citizenship** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Thinking Tuesday!!! (Reader’s Workshop Read Aloud Strategy!) |
| **Calendar/Daily 5 Math 8:40-9:30** |
| **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
| Calendar, Poem, Song; If I Could Build A Town, Loose Teeth, Tiny Tim*Math Expressions Lesson****Unit 1 Lesson 8: Preview Numbers 1-10*****Activity 1**1. Provide each student with a complete set of Stair Steps. Have them turn them so the dot side is facing up. Have children find Stair Step 1 and place it on their desk. Then have them place Stair Step 2 under it, etc. Question the children as they work using guiding questions on TE p. 46. Have students think about and share what they notice about the equations on the board. (1 and 1 more is \_\_\_\_, 2 and 1 more is \_\_\_\_, etc.)

**Activity 2**1. Have children find Stair Step 5 and center it on their desks. Have them put Stair Step 1 underneath. Help children express the total number of dots. 5 and 1 more is 6 . Continue by replacing the Stair Step with the next Stair Step as shown on TE p. 47. Have students note that these are similar to tens frames as they identify each total.
2. Use the finger rhyme, “Five Crows in a Row” to illustrate the 5-group and the extra ones in numbers 6 through 10. Children show the ‘crows’ with their fingers and then 2 below. How many crows? After children are familiar with the rhyme have student leaders lead students. Visuals are provided on TE p. 47.
 |
| **Specials 9:35-10:20** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
| **Social Studies** 1.C&G.1 |
| **Responsible citizens and community leader’s role is to promote fairness, ensure safety and resolve conflicts. We are citizens of our community. Citizens follow rules/laws to make our community a good place to work, learn and play.** Activate students’ schema by asking “What is a citizen?” Record student responses on bubble map. Watch a discoveryeducation.cm video: “It’s the Law” (this is from CMAPP) and then add any new learning to the bubble map. Show pictures of things that people do. Sort them into groups: Things a good citizen would do/Things a Good Citizen would not do.Students will use LEGOS to build a model to show something that a good citizen/community leader would do that show they are a good leader/citizen. **1.C&G**Letterland: Begin Unit 1 day 2 |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
|  |
| When you’re done, you’ve just begun!Reenact yesterdays process of writing your story, showing students when you are done, you decide to add on to the writing, the picture, or start a new story. Make an anchor chart to match.Ask students to imagine finishing, and then pulling back to their writing to add on or start new writing. “Can I add more? Can I add more to my picture? To my words? Or should I get new paper and start another story?”“So today, none of you will need to come to me and say, “I’m done” because when you are done, you have just begun!”.**Students will begin to create their community buildings with shapes.** |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
|  |

|  |
| --- |
| **Wednesday, September 11th, 2013****Theme: Communities** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Word Study Wednesday! |
| **Calendar/Daily 5 Math 8:40-9:30** |
| .NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
| Calendar, Poem, Song; If I Could Build A Town, Loose Teeth, Tiny Tim***Math Expressions Lesson******Unit 1 Lesson 15 Visualize Numbers as a 5-Group and Ones*****Activity 1:**1. Have 2 volunteers line up the Giant Number Cards in order from 1-10 along the ledge of the board. Instruct the other students to do the same thing at their seats with their set of Number Cards. Have students check that the cards on the board and their own number cards are in the correct order.
2. Have children show you the appropriate card when you call a number, remind them to return it to the correct place Turn the cards on the ledge around to show the side with the dots and have children do the same with their cards (remind them to keep the cards in order. Point to each card and have the class count the dots in unison.
3. Direct student's attention to the placement of the dots on the cards using the prompts at the bottom of Teacher Edition pp. 88. Have students put away the first 5 cards (leaving Number Cards 6-10). Point to the numbers in sequence and have the students express each number as a 5-group plus extra ones (ex: What is 6? 5 + 1). When the class responds quickly and automatically, point to numbers in random order. Relate 5-groups to student's fingers by asking them to show 8 with their fingers (there are 5 dots in one row and 5 fingers on one hand). Continue practicing this with all numbers 6-10.

**Activity 2:**1. On the board, write a number from 6-10, draw circles as a 5-group and extra ones in two rows to represent that number. Have the class say the number as a 5-group and extra ones. Use the Whole Class Practice and Student Leaders Math Talk structure to have students, one at a time, go to the board and write a number 6-10. The other students will write the number and draw the number as circle groupings at their desks while the Student Leader does the same at the board. After each representation, the Student Leader asks the class to express the number as a group of 5 and extra ones.

Once students are comfortable with representing quantities as a 5-group and extra ones have them create stories about the groupings. Model a story then draw the picture that goes with it for the students. Have children choose a number and recite stories for all numbers 6-10. |
| **Specials 9:35-10:20** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
|  |
| **Social Studies** 1.C&G.1**Responsible citizens and community leader’s role is to promote fairness, ensure safety and resolve conflicts. We are citizens of our community. Citizens follow rules/laws to make our community a good place to work, learn and play.** Read Duck for President. Complete a fishbone diagram, “What is a good citizen?” with the following bones: what a citizen sounds like, doesn’t sound like, acts like, doesn’t act like, importance of being a good citizen. Review the lesson from Monday: Things a good citizen would do and would not do.Letterland Unit 1 Day 3**Social Studies – Students work together using synergy to put their buildings on their murals.** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
|  |
| On a pencil shape, record students ideas of what they can write about. Model selecting one of the ideas. Draw a quick sketch and write 1-2 sentences about the picture. Reinforce using capital letters at the beginning and periods at the end.  Reinforce using spaces between words. |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
|  |

|  |
| --- |
| **Thursday, September 12th, 2013****Theme: Communities** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Tweet Thursday! |
| **Calendar/Daily 5 Math 8:40-9:30** |
|  |
| Calendar, Poem, Song; If I Could Build A Town, Loose Teeth, Tiny Tim

|  |  |
| --- | --- |
| 1.NBT.1 | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |

* Math Expressions Volume 1
	+ TE pages 93-98
	+ SAB page 37
	+ counters
	+ blank paper

*Math Expressions Lesson**Unit 1 Lesson 16: Exploration: Doubles and Even and Odd Numbers***Activity 1**1. Provide each child with 10 counters and a blank sheet of paper. Have children draw a line down the center of their paper. Beginning with the number 6, present a problem involving equal shares and have the children find the answer in any way they can. Ask children to explain their thinking and methods for solving.
2. Have children add 2 more counters and find equal shares of the number 8. Once students have found equal shares of 8, allow them to make up sharing stories with 8 as the total. To solve, students should use strategies such as putting one counter on each side until all counters are gone, lining up the counters and using a break apart stick in the middle, or make two rows that are equal. Some students may be able to see that these numbers are made up of two smaller numbers, for example, 6 has two 3s in it and 8 has two 4s in it.
3. Continue using counters to find equal shares for the numbers 4 and 10. Have students create sharing stories for these numbers.
4. Lastly, introduce the term *doubles*. Demonstrate how to quickly find doubles by arranging counters into pairs. As a whole class activity, practice finding doubles inside the numbers 8 and 10. Have students explain their thinking.

**Assessment** As children are finding equal shares and creating sharing problems, have them explain their thinking.  |
| **Specials 9:35-10:20** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
|  |
| Review that a good citizen/authority figure would do. Read Officer Buckle and Gloria. Children will synergize together to make a community citizen chart. The chart will have examples of things a good citizen would do and rules they would follow. **[Visit teacherkimbo.blogspot.com.au](http://teacherkimbo.blogspot.com.au/)**Letterland Unit 1 Day 4**Social Studies – Students work together using synergy to put their buildings on their murals.** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
|  |
| **Writers write stories that people can really read W1.3**Reinforce the different topics that we can write about during writer’s workshop. Remind children that I can only write about things that I know a lot about. I love to hike, but I don’t know a lot about hiking, so that would not be a good topic for me to write about. I do know a lot about my family and the place that I have been with them. Write about a time that I went to the beach with my family. Introduce this as a narrative story. Introduce the narrative anchor chart. Model writing a story that has a topic sentence and 2-3 sequenced events about the topic. Reinforce how to use order words and give the story a good ending. |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
|  |

|  |
| --- |
| **Friday, September 13th, 2013****Theme: Communities** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Royal Sentences! |
| **Calendar/Daily 5 Math 8:40-9:30** |
|  |
| Calendar, Poem, Song; If I Could Build A Town, Loose Teeth, Tiny Tim**1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**Materials Needed:*** Red & Yellow Counters
* Mathboards – grid side
* Teacher Guide- “*Numbers to 120”*
* Transparency/Blackline Masters- “*Fill in the Missing Numbers”*, *“1 - 120 Board“*
* Blackline Master *“Missing Numbers Journal Prompt”*

*Alignment Lesson* *Numbers to 120*1. ***Create a Number Sequence – Whole Class***

*Each student will need a mathboard (grid side) and counters. Teacher should use a document camera to model.*1. Teacher and students will write the numbers 1 through 10 down the left side of the board. Use counters to represent each number. To reinforce the concept of five, use red counters when counting to 5 and then switch to yellow counters when showing 6-10.

Description: IMG_22781. When children have finished, help them express sequential comparisons using “1 more” and “1 less.”
* 1 and 1 more is ***2.***
* 2 and 1 more is ***3***
* 3 and 1 more …
* 10 and 1 less is ***9***
* 9 and 1 less is ***8***
* 8 and 1 less is …

***Create Riddles about the Sequence –*** Ask children to invent number riddles using “1 more” and “1 less” comparisons. Teacher should model a few first.* I’m thinking of a number that is 1 less than 7. What is my number?
* I’m thinking of a number that is 1 more than 9. What is my number?

*Record the riddles on board so children don’t repeat them.*1. ***Numbers to 120 -*** Refer to the ***Teacher Guide*** *“Numbers to 120”* for detailed directions.

Assessment **Observe students as they work, especially when filling in numbers 100-120. Do they use 3 digits or 4? Note the students that rely on the chart to fill in the numbers and the students that do not need to use to chart.** |
| **Specials 9:35-10:20** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
|  |
| **Letterland Unit 1 Day 5 – Spelling Test****Social Studies – Students work together using synergy to put their buildings on their murals.** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
|  |
| **Writers write stories that people can really read W1.3**Reinforce the different topics that we can write about during writer’s workshop. Remind children that I can only write about things that I know a lot about. I love to hike, but I don’t know a lot about hiking, so that would not be a good topic for me to write about. I do know a lot about my family and the place that I have been with them. Write about a time that I went to the beach with my family. Introduce this as a narrative story. Introduce the narrative anchor chart. Model writing a story that has a topic sentence and 2-3 sequenced events about the topic. Reinforce how to use order words and give the story a good ending. |
| **Plus/Delta & Pack-Up 2:30** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
|  |