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| **Monday, September 23rd, 2013**  **Theme: Community Changes** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Change Just-Right Books! |
| **Calendar/Daily 5 Math 8:40-9:30** |
| **New Jobs**  **Calendar: Song/Poem/ Leaves of the Trees – If I could build a town – Tall Silk Hat – Bazooka Bubble Gum!** |
| **.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  **Materials Needed:**   * Unifix cubes * Small sticky notes * Teacher Guide- “*Comparing the*   *Letters in Our First Names”,*  *“Single Grid Strips”*   * Blackline Masters- *“Comparing*   *Names in My Family – Journal* Alignment LessonMore or Less? **Teacher Note: For Days 8-13, actual symbols will not be used; instead focus is on language to compare. Symbols will be introduced during 2nd Quarter.**   1. ***More or Less?*** (Whole Group Warm-Up) The teacher will select a partner. The teacher and partner each need a tower of ten cubes. Both hide their stack behind their back. The teacher calls “*Break”* and both break off a part of their tower and place that part in front of them (count and say how many cubes in each tower). Compare the towers using any of the following statements that apply:   ***\_\_\_ is more than \_\_*** (5 is more than 3)  ***\_\_\_ is less than \_\_\_*** (3 is less than 5)  ***\_\_\_ is the same amount as \_\_\_\_*** (does not apply)  Pair students and have them complete this activity. The must use the statements above as they compare their towers.   1. ***Comparing the Letters in Our First Names -*** Refer to the ***Teacher Guide*** for detailed directions and variations for differentiation.   **Assessment**  Informal observation – Listen in as partners compare their towers in the first lesson. Do they understand more and less? |
| **Specials 9:35-10:20 – Guidance Mrs. Trueman** |
| **Snack 10:20-10:40 read aloud – Wayside Stories from Wayside school** |
| **Daily 5 Literacy 10:40-12:30** |
| Pull Reading groups – Groups 1 and 2 – Plans on the back table. |
| Letterland Unit 2 – Day 1 Smartfile |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
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| **Social Studies** 1.H1.1  Look at the pictures of things from the past and present. Compare communities, schools. Family life, and transportation. Use T-chart for each category to show the changes that have occurred over the years. Discuss how these changes have changed the community. Discuss how they are alike and different. How were they all important in the past and now in the present? How can you describe how communities, schools, families, and transportation have changed?  As a group, children will sort pictures into groups of pictures from long ago/to present. Discuss how the objects are different and have changed over time. Talk about why they have changed. Then children will be given a double bubble map to compare an object from the past to present day. |
| **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** |
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| **Tuesday, September 24th, 2013**  **Theme: Community changes** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| **Song/Poem – Leaves of the Trees – If I could build a town – Tall Silk Hat – Bazooka Bubble Gum!**  **Math Brain Break – More/Less video with alligator** |
| **. 1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  **Materials Needed:**   * Unifix cubes * Number Cards- *Math Expressions*   *Student Manipulative Kit*   * Teacher Guide- “*Comparing the*   *Letters in Our First and Last*  *Names”*   * Blackline Masters- *“Comparing*   *Numbers Journal Prompt”,*  “*Double Grid Strips* Alignment LessonHow Many More or Less?  1. ***How Many?*** Show the class two number cards. Ask a volunteer to build a tower of cubes representing each number. Class identifies which tower has more and which tower has less. Then ask the class what needs to be done to change the larger tower to show the same amount as the smaller tower.   *(Ex. The cards show 8 and 5. We would need to take 3 cubes away from the 8 tower to make a tower of 5.)*  Repeat with two different number cards. This time ask what needs to be done to change the smaller tower to show the same amount as the larger tower. (Ex. The cards show 9 and 4. We would need to add 5 cubes to the 4 tower to make a tower of 9.)  Pair students and have them complete this activity. They must use the statements above as they compare their towers.  ***Differentiation: Use number cards 0-5 or 10-20 based on student’s ability.***     1. ***Comparing the Letters in Our First and Last Names –*** Reference the First Name graph from Day 8 and review findings. Refer to the ***Teacher Guide*** for detailed directions on comparing first and last names.   **Assessment**  Informal observations – Listen in as partners compare and change their towers in the first lesson. Do they understand more and less? |
| **Specials 9:35-10:20 – Guidance Mrs. Trueman** |
| **Snack 10:20-10:40 Read aloud** |
| **Daily 5 Literacy 10:40-12:30** |
| Whole class Math Assessment from Juniors?  Stations? Reading Groups 1 and 3 |
| Letterland Unit 2 – Day 2 Smartfile |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
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| Review communities, schools, families, and transportation in the past and now in the present. How have they changed and how have those changes changed our lives and the way we do things? Watch United Streaming Video: [Long Ago, Yesterday and Today Comparing Communities Over Time (15 min)](http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=2DF57695-104F-44AA-93B1-0A325DE09218). Discuss how the changes have impacted our communities. Complete the page from CMapp where children draw a picture of today’s item that matches the past’s item. What is it used for? Has the way the item is used changed? |
| **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** |
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| **Wednesday, September 25th, 2013**  **Theme: Community Changes** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Leadership Symposium 8:45-10:15** |
| **Recess 9:45-10:15** |
| **Lunch 10:45 -11:10** |
| **11:20-12:30**  **Stations Pull groups 5 and 6 book clubs have them meet separately with their group** |
| **Writing/Soc. Stud/Sci/STEAM 12:30-1:25** |
| Part 1: 1st 25 days of writing smart file  Showcase different types of writing: stories, books, poems, songs, newspapers, magazines, letters, emails  Model 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.  **Part 2**  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!”.  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.  Give students their own pencil shape: Allow students to create their own list of what they can write about. |
| **Snack 1:25-1:45 Read Aloud** |
| **1:45-2:15 PEPI meet on front field** |
| **2:20-2:40 Letterland -** Unit 2 – Day 3 Smartfile |
| **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** |
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| **Thursday, September 26th, 2013**  **Theme: Community Changes** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| **Calendar: Song/Poem Leaves of the Trees – If I could build a town – Tall Silk Hat – Bazooka Bubble Gum!** |
| **NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. Alignment LessonMoving on the Number Line 0-10  1. ***Number Line Introduction –*** Make a large number line with numbers 0 to 20 (big enough for students to walk on). You can draw on the sidewalk with sidewalk chalk, use the tiles on the floor, use tape on the carpet, etc. Ask students to count the numbers. 2. Ask students what they already know about a number line: *Who has seen a number line before? What do you know about a number line?*     *Refer to* ***Teacher Guide,*** “*0-20 Number Line Introduction” for detailed directions.*  **Note**: Make sure to include Math Talk & Promote Student Leaders as students share their solutions with all activities described above.  *\*\*Prior to the lesson, it will be helpful to cut out the number line 0-10 and the number line 11-20, place together, and either glue or tape.* ***Save Number Lines for future use.******If you can, you may want to laminate them.*** *Otherwise, students will need to place the two number lines together prior to starting Part 3 in the* ***Teacher Guide****.* |
| **Specials 9:35-10:20 PE** |
| **Snack 10:20-10:40 Read Aloud** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations – Pull reading groups 1 and 2, |
| Letterland Unit 2 – Day 4 Smartfile |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
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| **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** |
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| **Friday, September 27th, 2013**  **EARLY RELEASE** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Assembly 8:45-9:45 |
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| **Spelling Test 9:55-10:15ish** Letterland Unit 2 – Day 5 Smartfile |
| **Stations – FREE CHOICE Students finish work that is not complete yet, if students are finished with work they can choose any station**  **Reading groups – Pull groups 1 and 4**  **Clean up 10:40** |
| **Lunch 10:50-11:20** |
| **Math 11:20-12:10ish** |
| **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. Alignment LessonNumber Line 0-20  1. ***Birthday Number Line –*** Make a large number line with numbers 0 to 31 (big enough for students to stand on). You can draw on the sidewalk with sidewalk chalk, use the tiles on the floor, use tape on the carpet, etc. Call a few students at a time to stand on their birthday date. *(Students may need the teacher to tell them their birthday)* **Teacher Note: Have a list of student birthdays ready prior to lesson.**   **Give the following directions:**   * If your birthday date is greater than 20, sit down. If your birthday date is less than 20, sit down. If your birthday date is on the 20th, jump up and down. * If your birthday date is between 3 and 7, put your hands in the air. Ask, “How do you know?”   **Call students by name to answer the questions:**   * What number is 2 more than your birthday date? Continue with (2 less, 1 more, 1 less). * Is your number more or less than 20? How many more or how many less? *This may be a challenge for some if there is a big difference. Encourage students to problem solve (point to their date and count on or back, ask a buddy, etc.*  1. ***Number Line 0-20 -*** *Refer to the* ***Teacher Guide*** *for detailed directions.* **With Part 2 Spin and Jump Game, Model game step by step prior to student pairs playing.**   **Note**: Make sure to include Math Talk & Promote Student Leaders as students share their solutions with all activities described above. |
| **12:10 pack up/clean up** |
| **Plus/Delta & Pack-Up 12:20 Carpool** |
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