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| **Monday, September 30, 2013****Theme: Democracy** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Math Monday!!!** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| **CALENDAR: Song: Lemon Drop Poem: Leaves of the Trees, Today I had a Rotten Day** |
| Pre Assesment Unit 2 in math expressionsIntroduce Math Stations – Castle Time!Briefly introduce each math station.1 -Cool Games – What games to showcase - 2- All by myself: Page numbers3- Show with Items4- Explain All About: Videotape with cameras – get example videos5- Thinking about numbers: Story Problems – Journal (Ms. Smith make math journals or I buy from target) After journal question is finished: Smartboard/Ipod GAMES in math folder6- Learning and Listening: reading math books with a buddy/by your selfPractice: Learning and Listening & Show with Items (if time) |
| **Specials 9:35-10:20 - PE** |
| **Snack 10:20-10:40 – Read Aloud – Wayside Stories** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations 10:40-11:40Reading groups 1 & 2 – Book clubs if possible.  |
| **Letterland Unit 3 – Day 1 –See smart file****Finish Social Studies Community Maps** |
| **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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| **Tuesday, October 1st, 2013****Theme: Democracy** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Thinking Tuesday!!!** |
| Finish Community Mural Maps |
| **Calendar/Daily 5 Math 8:40-9:30** |
| **CALENDAR: Song: Lemon Drop Poem: Leaves of the Trees, Today I had a Rotten Day** |
| **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, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)**Materials Needed:*** Math Expressions Volume 1
	+ TE pages 115-120
	+ SAB page 43
	+ MathBoard materials

Math Expressions LessonUnit 2 Lesson 1: Addition with Simple Pictures **remember PUE website- this is right on there ready for the smartboard!!!!****Activity 1**1. Invite 5 volunteers to the front of the room. Explain that there are all going to a picnic: 3 of them are driving cars, and 2 are  riding bicycles. 2. Have children listen to the following math story: 3 people came to a picnic in cars. Then 2 more people came on bicycles. A total of 5 people came to the picnic. 3. Invite the 3 “car drivers” to stand to the left in a row and the 2 “bicycle riders” to stand to the right in a separate row. Point out that 3 plus 2 is equal to 5. 4. Next, using pictures on the board, draw the math story the children just acted out. See TE page 116 for the  drawing of this story problem. Have children draw the story at their desks at the same time. Tell children to put  a break-apart line between the two groups of people. 7. Ask children to identify the partners in the math story (3 and 2) and the total (5). Demonstrate how to write the partners and the total in the picture and have children write them on their MathBoards. 8. After drawing the story, introduce the term *add*. Relate adding to the plus sign. Explain by saying, “We added 3 and 2 and got 5. When we put things together like this, it’s called adding. The plus sign shows that we are  adding.” 9. Give the class another addition story and let children find the total. They should draw the story and put in the partners but this time find the total themselves. **Activity 2**1. Have children turn to SAB page 43 and do exercise 1 together. Ask children to identify the partners in the  picture by counting the flowers (5 and 4) and write the partners in the box. 3. Ask children what total they get when you add the flowers together (9) and write the total in the box.4. Ask children how they know the total of 9 is correct? (I counted all the flowers and got 9). 5. Help children see that the two partners together are th same as the total and have children work individually to  finish the page. **Assessment** As children are drawing story problems, have them identify the partners and total and explain their thinking. VocabularyAddPartnerTotal**Homework** Homework page 37-38***Practice Stations: Learning and Listening & Show with Items*** |
| **Specials 9:35-10:20 MUSIC** |
| **Snack 10:20-10:40 – Read Aloud – Wayside School** |
| **Daily 5 Literacy 10:40-12:30** |
| StationsReading groups 1 & 3**Reader’s Workshop/SS.****S.S.** 1.H1.1 Reading RI1.2 Identify the main topic and retell key details of a textReview democracy and why democracy is important in our community. What would our community be like without democracy. Read Grace for President. While we are reading we are going to think about what this book is mostly about. While reading the book, stop at the part where they are about to find out who won the election. Ask children to make a prediction on who they predict will win and explain their predictions. Continue reading the book. Lead a discussion with what the book is mostly about. Why do you think the candidate won?  |
| **Letterland Unit 3 Day 2** |
| **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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| **Wednesday, October 2nd, 2013****Theme: Democracy** |
| **Arrival/Morning Meeting 8:00-8:30/8:40Word Study Wednesday!** |
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| **Calendar/Daily 5 Math 8:40-9:30****CALENDAR: Song: Lemon Drop Poem: Leaves of the Trees, Today I had a Rotten Day** |
| **Grade 1 Quarter 1 Day 16****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, e.g., by using objects, drawings and equations with a symbol for the unknown number to representthe problem. **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)**1.OA.7-** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6=6, 7=8-1, 5+2=2+5, 4+1=5+2.* Math Expressions Volume 1
	+ TE pages 127-132
	+ SAB page 49
	+ MathBoard materials

Math Expressions LessonUnit 2 Lesson 3: Introduction to Addition Equations**Activity 1**1. Write a 6 on both sides of the board to review the meaning of the word equal. Ask, “Which of these numbers is greater?”  Review that the term equal means “the same amount.” 2. Introduce the equals sign (=). Point out that the symbol is made of  two little lines that look the same.3. Write an equals sign between the two 6s and explain that in math, you use the equals sign to show that 6 “is equal to” 6. Have a  volunteer show that 8 = 8.4. Write a 5 on the left side and a 4 on the right side of the board.  Ask children, “Should I write an equals sign between 5 and  4?”(no) “Why not?” (They are not the same amount.) 5. After asking the children these questions, explain that in  math you show that 5 “is not equal to” 4 by using the *is*  *not equal* sign ≠. Ask a volunteer to show that 3 *is not*  *equal* to 7 on the board. **Activity 2**1. Using circle drawings, ask children to solve: “I had 3 teddy bears. Then I got 4 more. How many teddy bears do I have now?” Ask children to label the partners and total.2. Point out that the partners are equal to the total and  demonstrate by counting the circles as partners and then  as a total to show that they are the same. Next, introduce  the word *equation.* 3. Remind students that the word equal means “the same  amount.” Say, “3 plus 4 is equal to 7.” Ask students how  they know this equation is correct. 4. Explain to children that an equation is a number sentence  that shows that two amounts are equal. Write the  equation on the board and have children say the equation  together. 5. Write an equals sign on the board and have a volunteer write  numbers on each side that will make an equation. Have  children make a circle drawing to check that it is correct and  have everyone say the equation together.6. Next, write a not equal sign on the board and ask children to  generate partners and totals that are not equal to each other. Use  circle drawings to show that the partners and totals are not equal. **Activity 3**1. Turn to SAB page 49 and have children write the partners above  the circle drawing and the total below. Write the equation that  corresponds to the circle drawing. Create a story problem that  goes with each equation. **Additional Teacher Notes:*** Add = and ≠ symbols to word wall. Use a Number Balance while solving equations. Use the language “same value as” when discussing equality.
* Vocabulary
* Equal
* Equals sign (=)
* Not equal sign (≠)
* Equation
* Number sentence

Assessment As children are completing SAB page 49 observe their ability to write an equation to show the partners and the total. Are students using the appropriate symbols when writing an equation? Have students explain why an equation is equal or not equal. **Homework** * Homework page 41-42
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| **Specials 9:35-10:20 - Music** |
| **Snack 10:20-10:40 – Read Aloud – Wayside School** |
| **Daily 5 Literacy 10:40-12:30** |
| StationsReading Groups 1 & 2 – Book Clubs? |
| **Word Study Wednesday – Pull 5 sight words from castle, word wall cheers, practice neat handwriting in word study journals.****Letterland Unit 3 – Day 3****If time, finish reading Grace for President.****SS1.H1.1 Reading RI1.1, 1.2 Main idea and key details in a text**Review democracy and make connections to democracy in the book Grace for President**.** What did the students in the school to do to show they were in a democracy? They voted. Both candidates ran campaigns, made speeches, made posters, made buttons. Everyone had a voice in who was going to be president of the school. One person alone did not make the decision. Students will complete the page: The story is mostly about \_\_\_\_\_\_\_\_\_. This can be used as an assignment for gradebook (RI1.2). |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
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| ***PEPI 1:45-2:15***Science- Measurement Day 1: Comparing ourselves to see how we are alike and different – See 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, October 3rd, 2013****Theme: Democracy** |
| **Arrival/Morning Meeting 8:00-8:30/8:40****Tweet Thursday!!!** |
| Finish Science with Partner – Comparing my partner and myself. Drawing a picture and comparing parts with red and blue crayon circles. |
| **Calendar/Daily 5 Math 8:40-9:30** |
| **CALENDAR: Song: Lemon Drop Poem: Leaves of the Trees, Today I had a Rotten Day** |
| **Grade 1 Quarter 1 Day 17****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, e.g., by using objects, drawings and equations with a symbol for the unknown number to representthe problem. **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)**1.OA.7-** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction aretrue or false. For example, which of the following equations are true and which are false? 6=6, 7=8-1, 5+2=2+5, 4+1=5+2**Materials Needed:*** Math Expressions Volume 1
	+ TE pages 133-138
	+ MathBoard materials

Math Expressions LessonUnit 2 Lesson 4: Build Addition Equations**Activity 1**1. Present the following problem and have children solve using a  circle drawing. “I have 4 shirts. You have 2 shirts. How many shirts do we have altogether?” 2. Have children write an equation that shows the whole  “story.” Ask, “What is the total?” (6) “6 what?” (shirts) 3. Read the equation together. “4 plus 2 equals 6.” 4. Have children solve several more story problems in the same way making each circle drawing into an equation.  The teacher can create example story problems or children can make up their own. If children make up their own, make sure the totals do not exceed 10. Example: Miguel made 5 gingerbread men. Maria made  4 gingerbread men. How many did they make in all?**Activity 2**1. Present the following story problem: “5 children were  playing soccer. Then 3 more children came. Now 8 children are playing soccer.” 2. Have children try writing the numbers in an equation at  without making a circle drawing first. 3. Ask children to explain if the number sentence is an  equation. Remind them that when both sides are equal it  is an equation. Have children draw circles for each side  to show it is equal. 4. Give the class several more story problems. Have them follow the same procedure of writing the number sentence  and drawing circles to see if it is an equation.  Example: There were 4 cars in the parking lot. Then 3  more cars came. Now there are 7 cars. (4+3=7) 5. Once children are doing well writing equations, present a  story with an incorrect total to see if they can see the  error. Example: I had 7 goldfish. Then I got 2 more  goldfish. I think I have 10 goldfish altogether. Is that  right?”6. Suggest that children write a number sentence and draw circles to check to see if it is a true equation. 7. Have a volunteer explain why the number sentence is not  an equation and discuss ways to tell whether a total is  reasonable. You may need to explain that reasonable  means, “Does it make sense?” Assessment * As children are writing equations for story problems, make sure they are writing the number sentence correctly. Have students explain how they know which numbers are the partners and total.

VocabularyMathBoardEquationReasonableBeforeAfter**Homework** * Homework pages 43-44

**Introduce 2 math stations: All By Myself – Students chooses pages from workbook to complete from the chart on the board Cool Games – students choose a game to play with a partner.** |
| **Specials 9:35-10:20 -Chinese** |
| **Snack 10:20-10:40 – Read aloud – Wayside School** |
| **Daily 5 Literacy 10:40-12:30** |
| StationsReading Groups 1 & 4**Social Studies SS 1H1.1**Read Let’s Vote On It! By Janice Behrans. Discuss why it is important to vote. How did the voters in the book vote? What did they use? (ballot) Explain that first grade Spirit Day is going to be a first project that will be voted on by the whole first grade. Discuss that each class will vote on a way that we as first graders can celebrate being in first grade. Discuss some ways that we celebrate. Once an idea is decided, discuss with the class ways that we can let other students in first grade know of our idea and make them think that our idea is the best choice. Relate this to Grace for President (Recall key details). Use a lotus to record ways that we can campaign for our idea. Show examples of campaign posters and commercials made last year.**Letterland Unit 3 Day 4 – Word Sorting** |
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| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
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| Science: Measurement Day 3 |
| **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, October 4th, 2013****Theme: Democracy** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Royal Sentences Friday! |
| **Calendar/Daily 5 Math 8:40-9:30** |
| **CALENDAR: Song: Lemon Drop Poem: Leaves of the Trees, Today I had a Rotten Day** |
| **Grade 1 Quarter 1 Day 18**Common Core State Standard(s)

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|  **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) |

Materials Needed:Math Expressions Volume 1TE pages 139-144MathBoard materials Giant Number Cards 1-10Number Cards 1-10VocabularyCounting on Math Expressions LessonUnit 2 Lesson 5: Explore Solution Methods**Activity 1**1. Write the equation 6+2=\_\_\_ on the board. Have children  write the equation on their MathBoards and solve in any  way they can.2. Explain that the empty box is the unknown total and we  need to be detectives to find it. Ask, “How can we find  this number?” 3. Choose 4 or 5 children to work at the board and show  how they would find the unknown total.4. Have the children explain their solution methods.  Encourage the children at their seats to ask questions or  offer helpful suggestions. Example: “I did it the same way as John did it.” Ask students, “Did anyone do it a  different way?” 5. Give a few more addition exercises with unknown totals.  Validate any solution methods that have accurate results.  Notice any examples of counting on and start Activity 2  by referring to these children’s solution methods. **Activity 2**1. Have children line up their Number Cards in order across their desks with the numeral side up. Ask two volunteers  to line up the Giant Number Cards in order on the board  ledge. 3. Show children the difference between counting all and  counting on, using the Giant Number Cards (see TE pg.  141)4. Ask children to find the Number Cards 5 and 4 and write  the equation 5+4= \_\_\_ on the board.5. Place the dot sides of Giant Number Cards 5 and 4 side  by side as children do the same at their desks. Say, “Let’s count all the dots to find the total.” “This is the long way  to find a total. Today we’ll learn a shorter way.”6. Turn over the 5 card to show the numeral. Ask, “Do you  have to count 5 dots to know this is 5?” (no) Tell  children we pretend we already counted 5 and say “5” and then count on four more (5: 6, 7, 8, 9). 7. Introduce the term *counting on* and that it is a shortcut. 8. Present another addition exercise (ex. 5+3=\_\_\_) and have children solve it by counting on with Giant Number  Cards. Do at least 10 problems together for practice. **Additional Teacher Notes:*** Incorporate number lines as a strategy.

Assessment * As children use the number cards, check their ability to mentally think the first number and count on to reach the total. Ask, “Where do you start counting?” and “How would you explain counting on to a friend?”

**Homework** * Homework pages 45-46
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| **Specials 9:35-10:20 - Chinese** |
| **Snack 10:20-10:40 – Read Aloud – Wayside School** |
| **Daily 5 Literacy 10:40-12:30** |
| Spelling Test: Unit 3Free Choice Stations – Students who have finished their work can choose a station to go to. Students who have work can put 1st things 1st to finish their work.Reading groups: 1 & 2 Book Clubs? |
| Good writers use strategies to help them spell words the best they can when writing. They stretch out words they don’t know to put down all the sounds they hear. They use the word wall to help them spell sight words in a snap. **(Stress this all during the week)**1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.Good writers ask themselves who, where, when to help them add details to their pictures and words. The teacher models looking at the pictures which she has sketched on her booklet and asking herself questions on each page as she writes her small moment story. As she asks and answers questions on each page, she is able to tell more. Begin on the first page and ask out loud, “Where was I here? Who was with me?” Use the answers to these questions to tell more when writing.

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| **Good Writing Partners Ask Each Other Questions to Help Each Other Tell More!** |
| * Who was there?
* What did you do next?
* How did you feel at that moment?
* Where were you?
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| **Recess 12:00-12:35 Lunch 12:35-1:05**  |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| 1:00-2:30 Dairy Farming!!!! |
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| **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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Students will use a four block to write the meaning of the word ballot. Social Studies books can be used.

**Station C:** Students will complete the prompt: If I were president \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ L1.4

Introduce the vocabulary word democracy. Ask children to share what they know about democracy. Read/skim the book D is for Democracy. There is also a short segment on Citizenship on brainpopjr.com that can be viewed. The social studies book can also be used to build schema about democracy. Record the new word democracy on a lotus and list schema.

**Social Studies SS1H1.1**

Review democracy and the importance of it in our community. Discuss that citizens have a right to vote in an election to make their own choices. Review that we voted yesterday about a way that we would like to celebrate first grade. Children will begin making a commercial to campaign for their idea for Spirit Day in First grade. Discuss the main idea of our commercial. What do we need to tell the other first graders to convince them? What message do we want to send? What Covey habits would we be using by using our idea? Begin creating our commercial and incorporating Covey habits. Relate to Grace for President and being honest and making real promises. Vocabulary: election, citizen, vote, candidate, campaign

Read Max for President. Compare this book with Grace For President. Children will complete a double bubble to show how the 2 books can be compared and contrasted. This can be used as an assignment (RI1.2) in gradebook.