Holidays: Halloween

Science: science skills - making observations

Math: Measurement: inches and feet, Adding/subtracting: basic adding, basic subtracting, counting on  
Writing: Types of sentences

Reading: Story Elements, Main idea

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| **Monday, October 7th, 2013**  **Theme: Voting/Democracy**  **Math Monday!!!** |
| **8:00-8:30 Arrival** |
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| **8:30-9:30 Daily 5 Math:** |
| **Calendar: poem: The leaves are falling Song: Lemon Drop!** |
| **Math VIDEO: Brain pop jr. – Number sense: Counting On!!!!**  **Grade 1 Quarter 1 Day 18** Common Core State Standard(s)  |  | | --- | | **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 139-144  MathBoard materials  Giant Number Cards 1-10  Number Cards 1-10  Vocabulary  Counting 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 |
| **9:35-10:20 Specials: Library** |
| **10:25-10:40 Snack:** |
| **10:45-11:40 Stations/Reading Groups:** Groups 4, 1, 2 if time |
| **11:45 Reader’s Workshop/S.S.** |
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| Students watch brain pop video : Government: president video  Students listen to the story “If I were President”  Class brainstorms ideas of what the president would do.  Students complete the lotus “If I were president!” |
| **12:05 Letterland**: |
| Unit 4 lesson 1 |
| **12:35-1:05 Lunch**  **1:10- 1:40 Recess** |
| **1:45-2:35 Writing/Science:** |
| **Narrative writing:** |
| **Telling Stories in Illustrations:**  Model writing a story via pictures. Then inscribe the story. Ask students what parts of your story did you forget to include in the picture. Model going back and adding more to the picture. Reinforce the concept: When a writer is done, they’ve only just begun! |
| **2:40 Afternoon News:** |
| **Dismissal:**  **2:50 Carpool**  **2:55 Walkers**  **3:00-3:15 Buses**  **3:10- YMCA, kids art MONDAYS, Spanish TUES WED,** |

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| **Tuesday, October 8th, 2013**  **Theme: Voting/Democracy**  **Thinking Tuesday!!!** |
| **8:00-8:30 Arrival** |
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| **8:30-9:30 Daily 5 Math:** |
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| **Grade 1 Quarter 1 Day 19** Common Core State Standard(s)  |  | | --- | | **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 145-150   + SAB page 53   MathBoard materials  Vocabulary  Above  Below  Total  Equation Math Expressions LessonUnit 2 Lesson 6: Addition Strategies: Counting On **Activity 1**  1. Explain to children that instead of using Giant Number Cards,  we can draw dots to count on.  2. Write the addition equation 4+6=\_\_\_ on the board and  show the class how to count on by drawing their own  dots or circles. Note that the numbers corresponding to  the dots are spoken, not written.  3. Give the class another addition equation with a missing  total and have them solve it on their MathBoards by  drawing dots or circles to count on. When they have  found the total, have them write it in the empty box. (See  TE pg. 146 for a visual of how to correctly draw dots).  4. Explain to children that there is a shorter way to count on  with dots by putting little dots right above the second  number as you count on (See TE page 146). Have  children solve several equations using this strategy and  have volunteers share their solutions at the board.  **Activity 2**  1. Ask children if anyone used the method of using their  fingers to count on instead of dots. Ask a volunteer to  demonstrate how they used this strategy.  2. Add 6+3 with fingers as a class. Say, “We know that we  have 6 and so we only need to count on 3 more.” “Think  6 in your mind and put up 3 fingers and use them to count  on from 6. 6: 7,8,9.”  3. Together with the class, solve at least 6 more examples  such as 5+4, 8+2, and 7+2.  4. Ask children, “Why is using your fingers a good way to  count on?” (possible answer: I use my mind and my  fingers, so I don’t need a pencil. I can add anywhere. It’s  the fastest way.)  5. Have students create story problems for at least 3  counting on problems. Children may need help with  asking the question at the end of the story problem.  6. Finally, have students work on SAB page 53  independently. Students may count on by drawing dots or  by using fingers. You may want to model exercise 10  with the class using actual objects.  **Additional Teacher Notes:**   * Incorporate number lines as a strategy. Focus is on addition.   Assessment  Ask students to model counting on to find the total for equations such as 7+2, 5+5, and 6+3  **Homework**   * Homework page 47-48 |
| **9:35-10:20 Specials: Library** |
| **10:25-10:40 Snack:** |
| **10:45-11:40 Stations/Reading Groups: 1 & 3, Jackalope 5** |
| **11:45 Reader’s Workshop/S.S.** |
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| **Class brainstorms ideas for class commercial/jingle to show to the rest of 1st grade.**  **Class comes up with words/song to sing/perform.**  **Class practices together.** |
| **12:05 Letterland:** |
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| **12:35-1:05 Lunch**  **1:10- 1:40 Recess** |
| **1:45-2:35 Writing/Science:** |
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| **Measurement: Lesson 3: matching our heights**  **2 newsprint for every 4 students**  **Rolls of adding tape** |
| **2:40 Afternoon News:** |
| **Dismissal:**  **2:50 Carpool**  **2:55 Walkers**  **3:00-3:15 Buses**  **3:10- YMCA, kids art MONDAYS, Spanish TUES WED,** |

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| **Wednesday, October 9th, 2013**  **Theme: Voting/Democracy**  **Word Study Wednesday!!!** |
| **8:00-8:30 Arrival** |
| **Walk to School Day – Students walk the track from 8:00-8:30 after dropping off their backpack and eating breakfast.** |
| **8:30-9:30 Daily 5 Math:** |
| **Walk to School Day assembly – 9:20 – Use the restroom, water, go to specials.** |
| **Brain break??? – Brain Pop – Comparing numbers OR even/odd** |
| **9:35-10:20 Specials:Imagineering** |
| **10:25-10:40 Snack:** |
| **10:45-11:40 Stations/Reading Groups: 1 & 2** |
| **11:45 Reader’s Workshop/S.S.** |
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| **Class practices commercial, films commercial, and makes posters to help campaign for our idea!**  **Posters should include: Big LARGE words, not a lot of doodling, but large clear symbols. A FEW colors, not a ton!** |
| **12:05 Letterland:** |
| **Word Study Wednesday – Students pull 5 sight words out of the purple castle. Students spell out loud together as teacher writes them on the smartboard. Students do 2-3 word wall cheers. Students write words 4 times each in their word journal and use at least 1 word in a sentence.**  **Unit 4 – Lesson 3**  **Word Game of the week** |
| **12:35-1:05 Lunch**  **1:10- 1:40 Recess** |
| **1:45-2:35 Writing/Science:** |
| **PEPI 1:45-2:15** |
| **Finish letterland if time** |
| **2:40 Afternoon News:** |
| **Dismissal:**  **2:50 Carpool**  **2:55 Walkers**  **3:00-3:15 Buses**  **3:10- YMCA, kids art MONDAYS, Spanish TUES WED,** |

My cell: 919-740-7311

Ms. Smith – Assistant – she will be with you from 8:40-9:35 and from 10:40-11:40.

If students are doing well, have them move their clip up on the behavior chart. If tables do well, ask 1 student at the table to move their table stick to the next pocket. Vice versa- if students are not behaving, move clip down, move table stick back.

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| **Thursday, October 10th, 2013**  **Theme: Voting/Democracy**  **Tweet Thursday!!!** |
| **8:00-8:30 Arrival** |
| **Greet students at the door with a handshake. Remind them to take out their GREEN go folder and put it in the basket. Remind Aaron to move the behavior clips to the center blue square. Students will then line up at the smartboard to choose their stations. Keep an eye out, there are 3 screens, and they should move their picture two times on EACH screen (1 on the top section, 1 on the bottom section). Moriah, Ashleigh, Joshua, and Haamid usually need careful watching/assistance. They should wait 1 at a time (bc it will freeze up the board) and do not let them use the lap top.** |
| **8:30-9:30 Daily 5 Math:** |
| **ONLY USE THE SMART BOARD – do not have students get their own boards – this lesson should last no longer than 10 minutes or so. After the lesson, go back to the STATIONS file at the bottom of the screen – click on the white slide for math stations. (DO NOT EXIT OUT!) This is our 1st week trying stations. Please refer to the attached station description chart. Students may try to sneak to a station they shouldn’t be at (keep a close eye on Esme, Joshua, Haamid, Moriah, Christopher). Students must show you their work by raising their hand before they can go to their 2nd station. REINFORCE staying in their spot and raising their hand. Clean up around 9:25 or so. Call students by tables to line up for specials.** |
| **Grade 1 Quarter 1 Day 20** Common Core State Standard(s)  |  | | --- | | **1.OA.5** Relate counting to addition and  subtraction (e.g., by counting on 2 to add 2) |   Vocabulary  Penny  Nickel  Cent  Coin  Cost  Equation Math Expressions LessonUnit 2 Lesson 7: Nickels, Pennies, and Counting On **Activity 1**  1. Give each child 2 nickels and 5 pennies. Introduce these coins  by name and ask children to share what they know about  a nickel and how many pennies it is worth.  2. Explain that 1 nickel is worth 5 pennies. You can help children  remember this by relating a nickel to a hand (5 fingers) and a  penny to a single finger.  3. Next, introduce the term cent. Explain that a nickel is worth 5  cents and a penny is worth 1 cent. Write the symbol for cents  on the board and have children practice writing the symbol on  their MathBoards.  4. Have children show 1 nickel and 2 pennies in a row. Discuss  how to determine how many cents they have. Explain, “If a  nickel is worth 5 cent and a penny is worth 1 cent you can  count on or use your fingers.”  5. Ask children to use their favorite method to count how many  cents they have. It is important to elicit different strategies  from children. Some may count on immediately and others  may still be learning that 5 pennies make a nickel.  6. Invite children to show other combinations of a nickel and  extra pennies and encourage children to use mental math to  count on.  7. Show different combinations of coins and have a volunteer  write each total on the board with the cents symbol. End by  having children show 2 nickels.  **Activity 2 – ON THE SMARTBOARD!**  1. Turn to SAB page 55 on the smartboard  2. Discuss the Nickel Strip with the class and encourage children  to take their real nickels and pennies and relate them to the  strip.  3. Demonstrate how to use the nickel side of the Nickel Strip and  real pennies to find the answers for Exercises 1 and 2.  4. Relate exercise 2 to adding 5+3 by counting on.  5. Suggest children use a Nickel Strip and pennies for 3-5.  6. Next, show the class how to draw nickels and pennies using  circles and numbers (see TE page 155).  7. Explain that the number 5 stands for a nickel and the number 1  stands for a penny. Have them note the size of the circles they  draw (the nickel circle is larger than the penny circle).  8. Have children draw various amounts between 5 and 10 cent  and invite several volunteers to draw at the board.  **Additional Teacher Notes:** Focus on Addition |
| **9:35-10:20 Specials: Imagineering – Snack is located behind the door if the selected student forgets to send it in 1st thing in the morning.** |
| **10:25-10:40 Snack: Read Aloud – Wayside Stories from wayside school – ALL students should stay in their seat except Nate and Moriah who will help pass out snack. As you read, call each table by color to get water/restroom. When you are finished reading/calling tables, call all students to throw away their snack, push in their chair, and come to the carpet.** |
| **10:45-11:40 Stations/Reading Groups: Groups 1 & 4, group 6 cam jansen – guide them in the next activity/page/questions and then send group 6 off to work on their own in the hallway.**  **Choose the station folder again at the bottom of the screen (DO NOT EXIT OUT) See reading group sheets sitting on the back table with whiteboards/markers/tiles/etc. If students do well, you can ask them to move their clip up. If students bring their books, they can move their clip up.**  **Students should have already chosen their stations in the morning. Select the 1st purple screen. Before students disperse, call your 1st reading group to the back table. They will get their books from their backpacks. Remind the class to raise their hand to get their work checked before moving to another station, remind them to use their whisper voices, do quality work – good pictures with details and at least 3 sentences. Ms. Smith will monitor the stations while you pull reading groups.** |
| **11:45 Reader’s Workshop/S.S.** |
| **Watch Commercials and Vote!** |
| Brain pop video: Citizenship: Rights and responsibilities – **click google chrome (red/yellow/green ball) box at the bottom of the screen, click the tab that says brain pop). Log In: abcombs Password: gators**  Complete the flag: I am a good citizen by…  Students should write neatly in a complete sentence sounding out their words. **Students should color with CRAYONS only, demonstrate how to color AROUND the words so that the words can still be seen.** Encourage students to fill up the page and write more than 1 idea/sentence. Remind them our goal is 3 sentences or more. Students should have a completely colored flag when they are finished. While students are working you can click the “Pandora” tab and choose “I’m still listening” and when it comes on, select Jack johnsons childrens station. |
| **I will be returning at 12:00 :o)**– select the google chrome box at the bottom of screen – click on the video 2013-2014 tab. Explain to students that they are going to watch the other 1st grade classes campaign commercials and their own. They will get to vote for their favorite after they watch all of them. Have students watch ALL the videos on the page. Take students down the hallway to one of the laptops that are set up. Students will vote 1 at a time, giving the voter some space. |
| **Unit 4 – Lesson 4 – Word Sorting in word journal – Ock, ot, op**  **If time,** have students take out their word journals from their cubbies 1 table at a time. Write the sorts ock, ot, and op on the board along with a ? column. Have students sort the words that are glued in their journals under OSCAR ORANGE. They should sort List A. |
| **12:35-1:05 Lunch**  **1:10- 1:40 Recess** |
| **1:45-2:35 Writing/Science:** |
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| **Please use a white board and a marker from the math area, or the smartboard if you are comfortable.**  **Writer’s Draw Even Hard to Make Ideas:**  **The other day we talked about telling our whole story through our illustrations/pictures. We talked about how the picture should match all of our words, not just one part. Today I’m going to write about a time I went to the zoo. (Model for students how you would illustrate some of the animals you saw. Start to draw an elephant or a monkey. Then give up!!!! Keep saying “it’s too hard, I can’t draw this.etc. etc.” When the kids start saying….”You can do it! Keep trying”. Then start to draw again…..this time keep saying out loud “I can do it!” Explain to students that sometimes we have really amazing stories that are hard to draw, but writer’s can draw pictures by doing their best! If Yair says his picture is an elephant, then it is an elephant. If Moriah says her picture is a surfer on a wave in the ocean, then it is a surfer on a wave in the ocean. Writer’s believe in themselves and others. They always say “I can do it! I’m going to try my best!”**  **Send students to cubbies 1 table at a time to get their blue writing folders. Have them write their stories until about 2:30ish. You can stop a few minutes early to have some students share their writing/drawings.**  **\*\*\*\*\*You may need to put more writing paper out – either in the blue/yellow rolling cart by the flowers (near math items) or in the construction cabinet. If all else fails, get computer paper from under the go folder basket. :o)**  **THANK YOU!!!!** |
| **2:40 Afternoon News:** |
| **Dismissal:**  **2:50 Carpool**  **2:55 Walkers**  **3:00-3:15 Buses**  **3:10- YMCA, kids art MONDAYS, Spanish TUES WED,** |

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| **Friday, October 11th, 2013**  **Theme: Voting/Democracy**  **Fix It Friday!!! – Royal Sentences** |
| **8:00-8:30 Arrival** |
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| **8:30-9:30 Daily 5 Math:** |
| Ms. Smith will give students spelling test in small group. |
| **Grade 1 Quarter 1 Day 21** Common Core State Standard(s)  |  | | --- | | **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 159-164   + SAB page 57   + Paper Plates * Vocabulary * Up * Down * Count on * Greater number * Nickel * Cent  Math Expressions LessonUnit 2 Lesson 8: Count On from the Greater Number **Activity 1**  1. Write 2+8=\_\_ on the board. Have children begin at 2 and  count on in unison to find the total. Help children see that this  method is tedious. Discuss finding an easier way. “Can  anyone think of an easier way to count on to find the total?”  2. Remind children that they can add 2 numbers in any order  (switch the partners). Then have them count on from the  greater number.  3. Help children see that the total is the same either way  (2+8 or 8+2).  4. Have children look at exercise 1 on SAB page 57. Tell  them to find the greater number and underline it. Tell  students, “When you underline the 7, it helps you to keep  the number 7 in your mind. Then use dots to count on  from there.” (See TE page 160 for a model)  5. Have the class complete the page through exercise 6. For  exercises 7 and 8, remind children that the nickel has a  greater value than the penny, so they should start with the  nickel and count on from 5.  6. After students complete exercise 9, call on volunteers to  share their explanations.  **Activity 2**  1. Children will be playing, “Pancake Breakfast.” Place a  stack of 10 paper plates (“pancakes”) near the front of the  room.  2. Ask two children to come forward and pretend to make  some pancakes.  3. Have each child count aloud as he or she takes plates  from the stack. Example: Child 1: “I am making 1,2,3  pancakes.” Child 2: “I am making 1,2,3,4,5 pancakes.”  4. Invite the class to write the appropriate addition equation  at their desks. Ask a volunteer to write the equation on  the board.  5. Ask, “What numbers will we add to find how many  pancakes we have altogether?” (3 and 5) “Let’s write the  equation: 3+5=\_\_\_.” Direct children as they count on to  find the total.  6. Have children start with the greater number (5) and  underline the 5 and count on to find the total (8).  7. Then have the two “pancake makers” line up their plates along  the ledge of the board so the class can check the answer.  8. Play several more rounds of the game appointing new “pancake  makers” each time.  Assessment   * Give students several equations and ask “Which is the greater partner in the equation?” and “How can you count on to find the total?”   **Homework**   * Homework page 51-52 |
| **9:35-10:20 Specials:Art** |
| **10:25-10:40 Snack:** |
| **10:45-11:40 Stations/Reading Groups: Groups 1& 2** |
| **11:45 Reader’s Workshop/S.S.** |
| Review video: Citizenship: Rights and responsibilities  Students complete the t-chart: Good citizens Do/Don’t |
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| **12:05 Letterland:** |
| Spelling Test |
| **12:35-1:05 Lunch**  **1:10- 1:40 Recess** |
| **1:45-2:35 Writing/Science:** |
| **Cookie Voting:** |
| Students will work in 4 tables. Each table will perform a test, cast their vote (placing sticker dot on their graph), then rotate to the next table/test.  Dunk Test – Students count up and backwards to 20 while dunking their cookie in milk before eating it.  Taste Test – Students may take 1 bite of each cookie, then cast their vote  Looks Test – Students will look and vote on which cookie is the most appealing  Crumbs Test – Students will use rolling pins to crush the cookies to see which one makes the best crumbs.  After all tests have been performed, students will come to the carpet to compare and contrast the data from each test.  After comparing the data, students will cast their final ballot on which cookie they think is the best! |
| **2:40 Afternoon News:** |
| **Dismissal:**  **2:50 Carpool**  **2:55 Walkers**  **3:00-3:15 Buses**  **3:10- YMCA, kids art MONDAYS, Spanish TUES WED,** |