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| **Monday, October 14th, 2013****Theme: Fall!****Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
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| **Grade 1 Quarter 1 Day 22**

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| **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) |
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| **Materials Needed:*** Math Expressions Volume 1
	+ TE pages 165-170
	+ SAB page 59-62
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VocabularyNumber QuiltRed Count-On CardsCount on Unknown TotalMath Expressions LessonUnit 2 Lesson 9: Addition Game: Unknown Totals**Activity 1**1. Introduce the class to the general format of the red count-on cards. One side shows an equation without the total. The other side gives the same equation with the total. It also shows a counting-on drawing. (See TE page 166).

2. Point out the cut across the corner of each card which  allows children to stack the cards so they are turned the  same way. 3. Have everyone stack the cards so the side with the empty  total box is showing.4. Next, explain how The Number Quilt Game is played.  The goal of the game is to place each card in its correct  space on the Number Quilt.5. To set up the game, mix the red count-on cards and place  them so that the equation sides without the total are face  up.6. To play, children read the equation on the first card and  find the total. Then they place the card on the quilt in the section that corresponds to the total. The small numbers  in the corners allow children to continue placing cards  even after the large central numbers have been covered.  (See TE page 167 for a model of how the game is played). 7. The game ends when all of the cards have been placed on  the quilt. 8. Children should confirm correct placement by picking up the cards in each section and turning them over to reveal  the complete equations. **Additional Teacher Notes:*** Focus on addition.
* Save the Red Count-On Cards. The Number Quilt Game will be played again in future lessons.

Assessment * As students are playing The Number Quilt game, ask questions such as, “What strategy did you use to find the total?” and “How do you know the cards are in the correct place on the Number Quilt?”

**Homework** * Homework page 53-54
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| **Specials 9:35-10:20 Art** |
| **Snack 10:20-10:40** Read Aloud – Wayside Stories |
| **Daily 5 Literacy 10:40-12:30** |
| Stations – Ms. Smith will monitor – Reading Groups 1 & 2, Jackalope finish up, start new Spider book |
| **Mac Laptops: Students will learn how to navigate and use Mac Laptops using the programs: Iphoto, imovie, idvd. Students will use** [**www.mrscatherwood.com**](http://www.mrscatherwood.com) **website > “Projects” under Students side > “Click on the spider picture” > “Click on spider pictures to go to spider websites to learn new info!”.****Students will learn to google images of spiders, save them to iphoto in a folder. Then, students will learn to open that folder in Imovie, drag images, and type text containing their spider facts. Students should type at LEAST 3 facts or more. Students should create a title page with their name as the author. If time, students can add transitions between slides. Students will learn to save their slideshows to a flash drive.** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Ms. Ficken and Ms. Scharen complete Science Inventory from WHOLE class. If time, students will measure arms/legs and record in STEAM journal. |
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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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| **Tuesday, October 15th, 2013****Theme: Fall****Thinking Tuesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
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| **Sample Items to Assess off of CMAPP** |
| **Specials 9:35-10:20 Guidance – TEAM MEETING** |
| **Snack 10:20-10:40** Read Aloud – Wayside Stories |
| **Daily 5 Literacy 10:40-12:30** |
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| **Mac Laptops: Students will learn how to navigate and use Mac Laptops using the programs: Iphoto, imovie, idvd. Students will use** [**www.mrscatherwood.com**](http://www.mrscatherwood.com) **website > “Projects” under Students side > “Click on the spider picture” > “Click on spider pictures to go to spider websites to learn new info!”.****Students will learn to google images of spiders, save them to iphoto in a folder. Then, students will learn to open that folder in Imovie, drag images, and type text containing their spider facts. Students should type at LEAST 3 facts or more. Students should create a title page with their name as the author. If time, students can add transitions between slides. Students will learn to save their slideshows to a flash drive.** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| STEAM Project: A Pumpkin Push |
| **Day 1: Students will be shown supplies they can use to design a ramp. Students will use synergy in groups to design a ramp and draw it in their STEAM journal. They will need to make a list of materials, label their drawing. When all members have done this in their journal, they can begin designing and testing their ramp. Their goal is to push the round pumpkin 1 time down the ramp and use Unifix cubes in groups of 10 to measure how far it went. They will record their data on the sheet in their STEAM journal. Day 2: Students will either continue testing, or redesign their ramp based on their results. What could they change to make the pumpkin roll farther? Students will draw their new design, label it, and create a materials list. Day 3: Students will retest their ramps and record their data in their journal.**Discuss the importance of working together in a group. 2. Record activity with a digital camera. 3. In a small group, students will brainstorm and discuss how they can make the pumpkin roll the farthest with just one push. 4. Students will use the planks, blocks, cylinders, classroom furniture, etc. 5. Before each attempt, students will design and draw what they will use to make the pumpkins roll the farthest. 6. Students will take the yarn and measure the length the pumpkin traveled. (Attach each piece of yarn to the dot on the recording page. When all groups have finished, you can compare the length of everyone’s yarn.) They will connect the groups of 10 unifix cubes to reach the length of the yarn. 7. Teachers should emphasize that the various speeds of the pumpkins are relative to the height of the ramp the students constructed. Teachers can also relate the speed and /or distance traveled to the weight of the pumpkin. 8. Students will count and write how many unifix cubes long the yarn is that marks the distance the pumpkin traveled after each trial. 9. Students will repeat the process 2 more times. 10. On the reflection sheet, students will draw or write what was the best way to make the pumpkin roll. 11. Students will write the numerical number and color the number of unifix cubes equal to the longest piece of string from their best trial. 12. Create a PowerPoint with the students. (I would only make one classroom PowerPoint that would include all of the groups. Each group can add their pictures onto the PowerPoint at the end of the activity, or as a follow-up the next 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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| **Wednesday, October 16th, 2013****Theme: Fall****Word Study Wednesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
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| Vertical Number Line Game – Ms. Scharen |
| **Specials 9:35-10:20 Guidance** |
| **Snack 10:20-10:40** Read Aloud – Wayside Stories |
| **Daily 5 Literacy 10:40-12:30** |
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| **Mac Laptops: Students will learn how to navigate and use Mac Laptops using the programs: Iphoto, imovie, idvd. Students will use** [**www.mrscatherwood.com**](http://www.mrscatherwood.com) **website > “Projects” under Students side > “Click on the spider picture” > “Click on spider pictures to go to spider websites to learn new info!”.****Students will learn to google images of spiders, save them to iphoto in a folder. Then, students will learn to open that folder in Imovie, drag images, and type text containing their spider facts. Students should type at LEAST 3 facts or more. Students should create a title page with their name as the author. If time, students can add transitions between slides. Students will learn to save their slideshows to a flash drive.** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| PEPI 1:45-2:15 |
| Letterland Follow-Up! |
| **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 17th, 2013****Theme: Fall****Tweet Thursday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
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| Circle/Circuit Number line Game with Ms. Ficken |
| **Specials 9:35-10:20 PE** |
| **Snack 10:20-10:40** Read Aloud – Wayside Stories |
| **Daily 5 Literacy 10:40-12:30** |
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| **Mac Laptops: Students will learn how to navigate and use Mac Laptops using the programs: Iphoto, imovie, idvd. Students will use** [**www.mrscatherwood.com**](http://www.mrscatherwood.com) **website > “Projects” under Students side > “Click on the spider picture” > “Click on spider pictures to go to spider websites to learn new info!”.****Students will learn to google images of spiders, save them to iphoto in a folder. Then, students will learn to open that folder in Imovie, drag images, and type text containing their spider facts. Students should type at LEAST 3 facts or more. Students should create a title page with their name as the author. If time, students can add transitions between slides. Students will learn to save their slideshows to a flash drive.** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| 1:35-2:40 Heather Petrovich coming in |
| **Steam project: A Pumpkin Push!****Day 1: Students will be shown supplies they can use to design a ramp. Students will use synergy in groups to design a ramp and draw it in their STEAM journal. They will need to make a list of materials, label their drawing. When all members have done this in their journal, they can begin designing and testing their ramp. Their goal is to push the round pumpkin 1 time down the ramp and use Unifix cubes in groups of 10 to measure how far it went. They will record their data on the sheet in their STEAM journal. Day 2/3: Students will either continue testing, or redesign their ramp based on their results. What could they change to make the pumpkin roll farther? Students will draw their new design, label it, and create a materials list. Students will retest their ramps and record their data in their journal.**Discuss the importance of working together in a group. 2. Record activity with a digital camera. 3. In a small group, students will brainstorm and discuss how they can make the pumpkin roll the farthest with just one push. 4. Students will use the planks, blocks, cylinders, classroom furniture, etc. 5. Before each attempt, students will design and draw what they will use to make the pumpkins roll the farthest. 6. Students will take the yarn and measure the length the pumpkin traveled. (Attach each piece of yarn to the dot on the recording page. When all groups have finished, you can compare the length of everyone’s yarn.) They will connect the groups of 10 unifix cubes to reach the length of the yarn. 7. Teachers should emphasize that the various speeds of the pumpkins are relative to the height of the ramp the students constructed. Teachers can also relate the speed and /or distance traveled to the weight of the pumpkin. 8. Students will count and write how many unifix cubes long the yarn is that marks the distance the pumpkin traveled after each trial. 9. Students will repeat the process 2 more times. 10. On the reflection sheet, students will draw or write what was the best way to make the pumpkin roll. 11. Students will write the numerical number and color the number of unifix cubes equal to the longest piece of string from their best trial. 12. Create a PowerPoint with the students. (I would only make one classroom PowerPoint that would include all of the groups. Each group can add their pictures onto the PowerPoint at the end of the activity, or as a follow-up the next 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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| **Friday, October 18th, 2013****Theme: Fall****Fix It Friday! Royal Sentences** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Assembly 8:45 -9:45/PLT meeting!** |
| **9:45-10:10 Spelling Test! Unit 5** |
| **10:10-10:45 Free Choice Stations – Other students finish work from the week that they need to catch up on.** |
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| **Lunch: 10:50-11:30** |
| **Spider Research: 11:30-12:15 – Mrs. Flynn and Mrs. Roberson coming in****Finish up spider projects and save to flash drives.****Mac Laptops: Students will learn how to navigate and use Mac Laptops using the programs: Iphoto, imovie, idvd. Students will use** [**www.mrscatherwood.com**](http://www.mrscatherwood.com) **website > “Projects” under Students side > “Click on the spider picture” > “Click on spider pictures to go to spider websites to learn new info!”.****Students will learn to google images of spiders, save them to iphoto in a folder. Then, students will learn to open that folder in Imovie, drag images, and type text containing their spider facts. Students should type at LEAST 3 facts or more. Students should create a title page with their name as the author. If time, students can add transitions between slides. Students will learn to save their slideshows to a flash drive.** |
| **Plus/Delta & Pack-Up 12:15** |
| **Afternoon News: 12:10-12:15** |
| **Carpool 12:20** |
| **Walkers 12:25** |
| **Bus 12:30-12:45** |
| **YMCA 12:40** |
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