|  |
| --- |
| **Monday, September 9th, 2013**  **Theme: Communities**  **Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
|  |
| **Calendar/Daily 5 Math 8:40-9:30** |
|  |
|  |
| **Specials 9:35-10:20** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
|  |
|  |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
|  |
|  |
| **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, October 29th, 2013**  **Theme: Fall/Halloween**  **Thinking Tuesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Students will arrive, have them put their 3 folders (Go Folder, Friday folder (both green), and red poetry folder in the GO basket. Ms. Smith my assistant will go through the folders.  Have students glue the words at their seat into their word study Journal (in cubby). PLEASE make sure they glue it in (especially Joshua, Haamid and Christopher)  After Words are glued, have students go to the smart board (not computer/laptop) and choose their first 4 stations (on the purple screens) NOT the math stations (white screen). If they finish, they can read their just-right books in their book bin at their seat. |
| **Calendar/Daily 5 Math 8:40-9:30** |
| Please review Calendar with the students. (On smartboard). Choose some or all of the activities. (Today, tomorrow, yesterday) (Pattern) (weather) (hundreds board/tally marks) (tens/ones) (money) (telling time)  Spend about 10-15 minutes on calendar, but not longer.  Have students stand up and do a fall brain break: See google chrome tab. Click on the SKELETON BONES and press play. Get them moving!  Call students back to the carpet (count down from 10). (To get their attention I do “hands on your head, hands on your elbows, hands on your eyes, etc.)  Begin Math Lesson:  Grade 1 Quarter 1 Day 24  ***Heads up y’all-----this is an ALIGNMENT LESSON*** 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:**   * Cubes – by rocking chair! * Student Math Boards – call table 1 at a time to get a whiteboard – students should have marker at their table, if not, pass one out from the marker box. * Blackline Masters *“Connecting*   *Addition and Subtraction”,*    **Assessment**   * Blackline Master *“Connecting (\*\* these are in our handouts from the county!!!)*   *Addition and Subtraction*  Vocabulary  Addition  Subtraction  Equation  Equal **Alignment Lesson**  ***Connecting Addition and Subtraction***   1. Show students a tower of 8 cubes. Ask students to close their eyes as you break off 3 and hide behind your back. 2. Ask students to open their eyes and look at the tower. 3. Guide them to a subtraction sentence with these starters:  * *How may did I start with? (8)* * *How many do you see? (5)* * *How many hidden? (3)*   Write the number sentence 8-5=3  ***Note: Students’ making the connection between addition and subtraction is extremely important for mastering subtraction facts.***   1. Because the cubes for the unknown part are left hidden behind the back (when doing these problems) encourage children to think about the hidden part – *What goes with the part I see to make it whole?* 2. In the problem above, the whole tower of cubes is 8, and 3 are removed. The students are likely to think in terms of “5 and what make 8?” or “What goes with 5 to make 8?” This mental activity is “thinking with addition” instead of the “count what’s left” approach. Write the number sentence 5+3=8 on the board. Ask students how the addition and subtraction number sentences are alike and different.   *Later, when working with subtraction facts, a subtraction fact such as 8-5 = \_\_ should trigger the same thought pattern: “5 and what makes 8?”*   1. Repeat several times with the total tower of cubes not exceeding 10. 2. Pair students and give each pair one tower of ten cubes. Students take turns being the leader.  * Leader shows a tower with a selected number of cubes, then removes and hides part of the tower while the partner closes his eyes. * Partner opens his eyes and figures out the hidden number. Students write the addition and subtraction sentence on their student math board. * Partners switch roles and repeat.  1. Allow time for a few student pairs to share their work. 2. Students should complete Blackline *Master “Connecting Addition and Subtraction”*. You may use this as an assessment.   Have students practice with a partner at their seat. At 9:10/9:15 have students complete the “connecting addition and subtraction” sheet by themselves.  At 9:25/30 have students clean up and call a table that is ready to line up for specials (blue, yellow, pink, green)  If anyone finishes early with ANYTHING today, they can complete the pumpkin seed math pages. They need to draw a picture and write an equation to go with their work. |
|  |
| **Specials 9:35-10:20 -Chinese** |
| **Snack 10:20-10:40 – Please have Owen and Joshua pass out snack (located behind door). Students should remain in their seats until their table is called for restroom/water. Please read aloud from “Wayside School Stories”. You can read 2-3 chapters and call tables while you read.** |
| **Daily 5 Literacy 10:40-12:30** |
| Remind students of the expectations during stations:  Whisper Voice  Quality writing and coloring  Raising hand to get work checked BEFORE moving to another station.  Students should write 4 sentences or more when at a station (Reading/writing) because it is now 2nd quarter.  ***Ms. Smith will help monitor stations too when she returns from Testing (9:30 – on?).***  Clean up stations at 11:15ish, “Clean up! Clean Up! Everybody Everywhere! Clean up! Clean up! Everybody do your share”. (Check for students outside the back door) |
| **Reader’s Workshop:**  Read aloud “There was an old lady who swallowed a bat” As you read, help students recall the events in order. First, the old lady swallowed the \_\_\_\_. Then she swallowed the \_\_\_\_\_\_. Next, she swallowed the \_\_\_\_\_. Then, she swallowed the \_\_\_\_. Last, she swallowed the \_\_\_\_\_\_.  Using smartfile, have students come and place the correct picture with the correct position (!st, 2nd, 3rd, 4th) Then YOU write a sentence next to it like mentioned above.  Students goal: Use the words first, next, then, and last in their writing.  Students will get a piece of large construction paper. Students will draw a picture of the item swallowed, then write a complete sentence using the words first, then, next, and last. Encourage students to use lower case letters, capitalize the 1st letter in their sentence, and put periods at the end of each sentence.  **Even if students are NOT finished, please have everyone clean up by 12:15. All papers should have their name somewhere, placed in a neat stack on the reading table in the corner (pink).**  **\*\*\*MUST DO!!!!!! Please read the story “How many seeds in a pumpkin” to the class. Tell them that after recess they will get to describe and investigate and count with pumpkins.** |
| **Lunch 12:35-1:05 Recess 1:10-1:40 *(please bring kids in around 1:45 so I can be set up with the pumpkins)***  ***Only students who need to go (usually 2-4) will use the restroom right before entering the lunch room. The rest of the class will go to the restroom in the restrooms by the dining room exit doors AFTER lunch. Students will stand in line, raise their hand if they need to go. Choose 1 student to be the statue/leader picker. They will go down and up the line and choose someone being a leader in line.*** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **I will return and be here for the pumpkin investigation.** Each table should be covered with butcher paper. Each group will have a pumpkin on their table. Students will ROLL their sleeves up.  Discuss how many lines are on the pumpkin, discuss what the outside is like (Describe!), Discuss  Discuss a good way to get all the seeds out: Everyone at one time? Removing our hand fast so seeds and goo go flying? Or using synergy and taking turns?  Ok, what is a good way to count ALL the seeds. There could be hundreds….What’s a fast way to count them? (1’s, 2’s, 5’s, 10’s)  Today, let’s try putting them in groups of 10. When you make a group of 10, the adult at your table will help you circle the group and record how many (i.e. 1st group = 10, 2nd group = 20, 3rd group = 30, etc.)  At the end, have students wash hands 1 table at a time, return to the carpet and discuss our findings. How many seeds were in your pumpkin? How would you describe the inside of your pumpkin? |
|  |
| **Plus/Delta & Pack-Up 2:30 – Students go to cubbies 1 table at a time to get their back packs. Ms. Smith will pass out GO folders.** |
| **Afternoon News: 2:40-2:50 Students should sit on the carpet with their backpack – chair up! They often are chatty but they need to listen to the afternoon news that usually comes on channel 7 on the tv. (remote on my reading table).** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish – listen to tv and/or intercom for bus info!** |
| **YMCA 3:10 –They leave when the clock is on the 2.** |
|  |

|  |
| --- |
| **Wednesday, September 11th, 2013**  **Theme: Communities**  **Word Study Wednesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
|  |
| **Calendar/Daily 5 Math 8:40-9:30** |
|  |
| **Grade 1 Quarter 1 Day 25** Common Core State Standard(s)  |  | | --- | | **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 177-182   + SAB page 67   MathBoard materials  **Assessment**   * As children are working, ask questions such as: “How do you know how many to cross out?” and “How do you know how many are left?”   **Homework**  Homework page 57-58  Vocabulary   * Minus * Minus sign (-)  **Math Expressions Lesson**Unit 2 Lesson 11: Introduction to Subtraction **Activity 1**  1. Invite children to act out a scenario that allows them to visualize  subtraction. Ask 6 children to go to the front of the room.  Explain that they are swimming in a lake. Present the following  math story problem and have 4 children “dry off” and leave the  scene. “6 people are swimming. Then 4 of them go home.  How many people are still swimming?”  2. Discuss the action of the story and that there are fewer people  swimming after 4 went home and 2 are still swimming.  3. Guide children in representing the same story problem by  drawing a picture on their MathBoards.  4. Explain that it is better to cross out the number of people that  went away rather than erase them because if we erase them, we  cannot see the whole story, only the ending.  5. Suggest to children that it is easier to cross out the correct  number if they draw the break-apart line first.  6. Next, introduce children to the term *minus*. Use the word in  context of the swimming story and explain its meaning. Say,  “6 people, 4 go home, 2 people are left. Another way to say it  is: 6 people minus 4 people equals 2 people. Minus means we  took something away.”  7. Show the class the minus sign in the context of an equation.  Ask the children to write the equation as they say, “6 minus 4  equals 2.” (See TE page 179 for a model of the equation).  8. Present the problem, “We have 8 apples. Then we eat 5 of  them. How many apples do we have now?”  9. Have children solve the problem on their MathBoards by  drawing a picture and writing the equation.  10. Have volunteers come to the board to share their solutions.  11. Remind children to give a complete answer with the number  (“You said 3. Is it 3 worms? No, 3 apples”).  **Activity 2**  1. Have the class work together on SAB page 67.  2. Ask children to look at the 8 apples at the top of the page and  tell the apple story again and have everyone cross out the  correct number of apples. Write the result in the box.  3. Be sure everyone understands that they start with the total and  take away one of the partners. The answer is always the other  partner. Have children identify which number is the total and  which numbers are the partners.  5. Complete the remaining exercises as a class. |
| **Specials 9:35-10:20 – Library (in classroom)** |
| **Snack 10:20-10:40 – Read Aloud Wayside Stories** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations – Meet with groups 1 & 2 |
| **Maha’s reading lesson 11:30ish**  **Vote** Carve a pumpkin based on the class’ votes. Place candle and light for the end of the day.  Read Aloud: Bats non-fiction retell main idea and keydetails. |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| pepi! 1:45-2:15 Take students straight from recess down the hall towards the gym and out the doors to the front playground. There are 2-3 pepi students from Athens Drive Highschool that will play games with the kids. Just sit on the bench and monitor.  We carved a pumpkin before lunch, please hand each student a “How to Carve a Pumpkin” sheet.  Students write in complete sentences first, …then,…. Next…, last…. Please remind students continuously to put a capital letter at the beginning of their sentence and a period at the end of the sentence. Encourage them to add as much detail as they can in their sentence.  First, you cut the eyes. **Vs.** First, you use a pumpkin knife to carve out the triangle shaped eyes. You need to cut 3 sides to make a triangle and then push it out with your finger.  (finish in AM if needed!) |
|  |
| **Plus/Delta & Pack-Up 2:35/2:40 Call students by table to turn in their paper WITH THEIR NAME on it to you to place on the back reading table. They can put their chair up, get their backpack and sit on the carpet. Ms. Smith my assistant will pass out GO folders.**  **Students will be chatty, but try to encourage them to listen to the afternoon news on the tv on channel 7.** |
| **Afternoon News: 2:40-2:50** |
| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
|  |

**Thank you for subbing! I should return at 12:00. 919-740-7311**

|  |
| --- |
| **Thursday, September 12th, 2013**  **Theme: Communities**  **Tweet Thursday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Students will arrive, have them put their green folder.  Ms. Smith my assistant will go through the folders.  Have students go to the smart board (not computer/laptop) and choose their first 4 stations (on the purple screens) NOT the math stations (white screen). If they finish, they can write about how to make a jackolantern using the words: First, Then, Next, and Last using complete sentences with periods at the end OR they can read their just-right books in their book bin at their seat.  Students should stand in line at the smartboard, using whisper voices. They should use discipline with the pointers and not be playing with them. They should move 1 picture on the top, and 1 picture on the bottom. Turn the page, and repeat! |
| **Calendar/Daily 5 Math 8:40-9:30** |
|  |
| **Grade 1 Quarter 1 Day 26** Common Core State Standard(s)  |  | | --- | | **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)  **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  **Materials Needed:**   * Math Expressions Volume 1   + TE pages 183-188   + SAB page 69   + MathBoard materials |   **Assessment**   * As students are solving subtraction equations, ask, “How do you know which number is the total?” and “How can you find the two partners in a subtraction equation?”   Vocabulary   * Subtract * Subtraction * Minus * Solve  **Math Expressions Lesson**Unit 2 Lesson 12: Subtraction with Drawings and Equations **Activity 1**  1. Write the following problem on the board:  I saw 9 robins in a tree. Then 5 of them flew away. How  many robins are still in the tree?  2. Invite children to use a circle drawing to solve the  problem on their MathBoards. Demonstrate how to draw  the circle drawing at the board and have everyone show  the subtraction equation on top and the answer below (See  TE page 184).  3. Ask the class to identify the total and the partners,  reminding students that 4 is one of the partners.  4. Give the class 2 or 3 more subtraction stories and ask  children to use circle drawings to find each answer.  5. Encourage children to give a complete answer that  includes a label. Continue to identify the total and  partners each time. Use the word *minus* as you discuss  each problem.  **Activity 2**  1. Invite a volunteer to write 2+3=5 on the board. Review equality  with the children and remind them of the meaning of the  equals sign.  2. Say the equation together and have a second volunteer show  that it is a true number sentence by making a circle drawing for  each side. Ask, “What does the equals sign tell us?” and “How  can we prove that these two sides are really equal?”  3. Explain to children that because there are 5 circles on each side  of the equals sign, the number sentence is true and is an  equation.  4. Next, write a subtraction equation on the board (ex. 6-2=4) and  ask a volunteer to make a “proof” drawing.  5. Explain that because there are 4 circles remaining on one side  of the equals sign, and 4 on the other side, it is a true number  sentence.  6. Focus on the terms subtract and subtraction and have  children use the words in context.  7. Lastly, turn to SAB page 69 and have students read the words  below the circles. Remind them of the meaning of the word  subtract and have them cross out the correct number of circles.  8. Guide children as they write the correct equation on the line  provided. Ask them to identify the total and the two partners.  9. As children complete the other problems on the page, have them  use the word subtract as often as possible. |
| **Specials 9:35-10:20 – Library Remind students to get their library books to return.** |
| **Snack 10:20-10:40 – Read Aloud Wayside Stories chapter book OR a fall book on the shelf behind the rocking chair.** |
| **Daily 5 Literacy 10:40-12:30** |
| Please help monitor stations with my assistant Ms. Smith.  Remind students of the expectations during stations:  Whisper Voice  Quality writing and coloring  Raising hand to get work checked BEFORE moving to another station.  Students should write 4 sentences or more when at a station (Reading/writing) because it is now 2nd quarter.  Clean up stations at 11:15ish, “Clean up! Clean Up! Everybody Everywhere! Clean up! Clean up! Everybody do your share”. (Check for students outside the back door) |
| Read aloud:  download.jpg  Review with students the stages of a pumpkin lifecycle after reading:  Seed, sprout, plant, flower, green pumpkin, orange pumpkin.  download (1).jpg  Give students one orange paper folded in half with 6 flaps. Give them 1 half piece of white paper to glue inside their orange paper. On the outside of the orange flap they will color a picture of the stages of the pumpkin life cycle. When they lift the flap they will write a sentence about the stage:  First, you need to plant the pumpkin seed in the soil. Next, a green sprout starts to grow. Then, the sprout turns into a plant with leaves and vines. Then, yellow flowers start to bloom on the vine. Next, a green pumpkin starts to grow. Last, an orange pumpkin is ready to be picked!  If time before lunch and most students are finished, you can read aloud a fiction fall book (Franklin, Winnie the Pooh, or another book with characters/setting/problem/solution). After reading, students can take out their reading journal from their book bins (call 1 table at a time). They can retell the story in their journal:  Who? (name and describe the characters)  Where? (Name the places in the story and describe what you saw in that place)  What? (what was the problem)  Why?  Please collect ALL work and place on the back reading table with their NAMES on it. |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Review Arthur’s Halloween**  **Discuss the inside parts of how Arthur was feeling/acting and the outside parts of how he looks.**  **Take a look at the costume character sheet. Students choose 3 costumes to write about how that character would act/what they would say/how they would feel based on their costume and their schema.** |
|  |
| **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** |
|  |

**WEAR ORANGE**

|  |
| --- |
| **Friday, September 13th, 2013**  **Theme: Communities**  **Fix It Friday! Royal Sentences** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
|  |
| **Calendar/Daily 5 Math 8:40-9:30** |
| **Exercising and being healthy! – Stretching -** |
|  |
| **Specials 9:35-10:20 Gator Gallop 9:30????** |
| **Snack 10:20-10:40** |
| **Daily 5 Literacy 10:40-12:30** |
| Bats/Birds Venn Diagram - |
| Franken Worms – How to Make! |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| **Characters/Inside/Outside – Arthur example** |
|  |
| **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** |
|  |