Theme: Rainforest/Balance and Motion

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| **Monday: (Math Monday)** | **March 4** |
| 8:25-8:45 Morning MeetingMorning Work: When the students come in, there will be sticky notes at their paper. They will write at least 1 thing that they know about the rainforest. The students will place their sticky notes on the white board in the front of the classroom.Math—Unit 7 Pre-test |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsShow several non-fiction books to the students. Give them time to look through the books and notice the characteristics of the books (similarities). Make a list of features of non-fiction books (smart file). Complete a KWL chart (smart file) to record the children’s schema of the rainforest. Use the sticky notes the students wrote in the morning and read those out loud (the K in the KWL chart). Record what they want to know about the rainforest.Book Fair @ 9:30amBrain Break 1: Read a non-fiction book about the Rainforest. Discuss why we would want to read this type of book. What would we learn? What was the author’s purpose of writing this book? Use the list of non-fiction text features and identify them in the book. Brain Break 2: Watch brainpopjr.com: Rainforest. After watching the video use a fishbone to record facts that were learned. The bones on the fishbone are: Land, Animals, Plants and People. The tail of the bone is: Changes that the rainforest are seeing.Guided Reading Plans:Group1:* Level 5-6 books
	+ The Big Box
	+ Looking for Birds
	+ At the Vet
	+ Gram’s Hat
* Level 7-8 book
	+ Bananas for Little Monkey
* Pink Word Work
	+ Pink 4a, b, & c words
	+ /th/ sound—use mirrors to look at mouth as you say it

Group 2:* Level 11-12 books
	+ George’s Story
* Working on
	+ Green word work
		- Introduce /er/ sound

Group 3: * Level 11-12 books
	+ Bella is a Bad Dog
* Working on
	+ Green word work
		- /a/ sound (“ai”, “a”, “ay”, a-e” and “eigh”)

Group 4:* Level 15-16 books
	+ Gilbert the Special Pig
* Working on
	+ Green Word Work
		- /i/ sound (“i\_e”, “i”, “y”, and “igh”)

Group 5:* Level 19-20 books
	+ Space Monster Saves the Day
		- Check comprehension and summarization skills by asking students to write a 4-5 sentences summary of each chapter.
	+ Working on
		- Purple Word Work

- 3-Chunks* + - Comprehension

Group 6:* Magic Tree House #40 Eve of the Emperor Penguin book club
 | RL1.11.H1.11.G2.11.G2.22.3 |
| 10:30-11:20 Writer’s Workshop: Day 14 Rockets Data #2* Record student’s data and create data table.
* Interpret the results
	+ Compare the results from first rocket launching (day 10)
* Make conclusions about rockets
* Each student pastes a copy of the results into their STEM notebook
* Students are expected to write about the WHOLE experience
	+ Include the process of making the final rocket and their results
	+ Emphasize what they did at each step of the Engineer Design Process
		- If students forget the steps, they have a copy of the EDP in their STEM notebook ☺
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2- Explain how some forces can be used to make things move without touching them1.P.1.3- Predict the effect of a given force on the motion of an object, including balanced forces |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game: Doubles, I can Add Doubles video (pinterest)Mini-Lesson: Use 7-1 and 7-2 smart file7-1 & 7-2Goals:* Draw and observe the doubles of shapes
* Identify the doubles of number 1-10 and write corresponding equations

Doubling a Single Square* Draw a rectangle on the board. Explain to the children that they can double a shape, just as they can double a number (2+2=4). Then double the original rectangle.
* Questions:
	+ When you double 1 square how many squares do you have?

Double Multiple Squares* Now trace around any 2 squares. Double the shape either horizontally or vertically
* Questions:
	+ How many squares do you have when you double 2 squares?
* You may continue and double 3, 4, 5, etc. squares

Class Discussion* Be sure to use appropriate language (Introduce the word twice)
* Discuss the meaning of double and twice in real-world situations
	+ If Ben has 3 eggs and Jerry has double that amount, how many eggs does Jerry have?
	+ If Lizzie has 4 pies and Tina has twice this amount, how many pies does Tina have?
* Does the word double have the same meaning as the word twice? (yes!)

Using Dot Arrays* Instead of drawing the doubles using rectangles, the students will circle the groups of dots that represent a number’s double
* Questions:
	+ Do you see a pattern in these numbers?
	+ How is this like skip counting?

Roll Dice, double it and write its equationHomework page 7-1 (practice working with doubles and real-world comparison problems-more and fewer)7-2Goals:* Use multiple methods for finding doubles
* Solve story problems involving doubles

Stories with Doubles* My dad baked 10 brownies yesterday. Today he will bake double that number. How many brownies will he bake today?
* Grace made 6 clay snakes. Juan made twice as many as Grace. How many clay snakes did Juan make?
* Today Nate did 9 jumping jacks. Tomorrow he will do double that number. How many jumping jacks will he do?
* There are 7 rooms in our house. The house next door has twice as many rooms. How many rooms are in the house next door?

Introduce the Doubles Plus One Strategy* Begin this activity by reviewing the numeric double for 6 (6+6=12)
* Invite students to use what they know about doubles to find the total of 6 and 7
* Guide them to see that 7 is one more than 6 so the total of 6+7 will be one more than the total of 6+6
	+ 6+6 = 12 so 6+7=13
* Repeat with other examples
	+ 3+4
	+ 4+5
	+ 9+8

Homework page 7-2 (pg. 247)Stations:  | 1.MD.31.G.3 |
| 1:55-2:40 Specials- P.E. |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Tuesday: (Thinking Tuesday)** | **March 5** |
| 8:25-8:45 Morning MeetingMorning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsReview non-fiction texts and their features. Introduce a book about the layers of the rainforest. Or Use Rainforest Layer Smart file* Predict whether the book is fiction or non-fiction.
* What do you think the book is going to teach us?
	+ “When readers read non-fiction books, they make predictions about the books and what we will learn. We also use what we already know to begin understanding the text.”
* How do parts of non-fiction books help us understand better?
* Read the book on the different layers of the rainforest and record information on the KWL chart

Brain Break 1: Teach the children the “Rainforest Layer’ song. Record in a lotus what we learned about each layer in the song.Brain Break 2: Go through the first 2 layers of the rainforest. Discuss what types of plants and animals live there and what resources (humans use) are found there.Brain Break 3: Go through the rest of the layers of the rainforest. Discuss what types of plants and animals live there and what resources (humans use) are found there. Guided Reading Plans: Same as Above | RL1.1 |
| 10:30-11:20 Writer’s Workshop- Day 15: Sails IntroductionWhat are things that are affected by the wind?* Windmills, hair, kites, chimney smoke, leaves, etc.

Explain to students that we are going to be building sails and engaging in the Engineer Design Process (EDP) like we did for the stomp rockets!* What is the purpose of a sail on a boat?
* How do you think a sail works?
* What properties/characteristics of a sail affect how well it catches wind?
* What are some properties/characteristics of a sail?
	+ Size, shape, material, stiffness, color, transparency, etc.
* Which properties do you predict are most important for catching the wind?
	+ STEM Notebook entry
* How do you think you could test your predictions?
	+ Show students the track and the raft that they will use when designing their sails. Highlight the “ask” part of the EdP
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2- Explain how some forces can be used to make things move without touching them1.P.1.3- Predict the effect of a given force on the motion of an object, including balanced forces |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game:Mini-Lesson: Use 7-3 smart file7-3Goals:* Explore half of a set (using a variety of methods)
* Solve story problems with halves

Review doublesIntroduce the word half* When they share something by diving it in half, both people get the SAME amount

Different Ways of Finding Half1. Counters of Coins
	1. Represent problems concretely before moving to paper and pencil methods
2. Using Paper and Pencil
	1. Trial and Error
		1. Children draw the required number of circles and find half by separating them in various places until both sides are equal
	2. Variation
		1. Children draw the required number of circles and shade (or mark) every other one. They count the shaded circles to find half.
	3. Dealing Method
		1. Children draw the required number of circles, “dealing” them into two rows in the order shown here. Each row contains half the number.

Problems the Students can use Counters* You have 8 pennies. If you want to keep half and give half to a friend, should you both have the same amount? How many will you each have?
* Raj has 6 pencils. He wanted to give half of them to his brother. He gave his brother 2. Did he give him half? How do you know?

Problems for Paper/Pencil Method* Find half of 10

Find half of a number from a Story* Abby walked 14 blocks. Her sister only walked half as far. How far did her sister walk?
* There were 10 muffins on a plate. Now there are only half as many. How many muffins are on the plate now?
* We saw 18 birds on the fence. When we opened the door, half of them flew away. How many flew away?
* Mrs. Ruiz has 16 plums. She wants to give half of them to each of her two sons. How many should each son get?

Homework 7-3* Students will practice finding half and double.
* Students are provided with numeric problems using doubles and halves.

Discuss any patterns that the children may have foundStations:  | 1.MD.31.G.3 |
| 1:55-2:40 Specials- Imagineering |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Wednesday: (Word Study Wednesday)** | **March 6** |
| 8:25-8:45 Morning MeetingMorning Work: |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsWord Study Wednesday: Students come to carpet to get 5 sight words from Frog Prince. Students say the words aloud, and then spell the words together as a class as the teacher writes the words on the smartboard, emphasizing letter structure and handwriting. Students will then return to their seats to practice independently. Students will write each sight word at least 4 times. They will now write each sight word in a sentence, not just 1 sentence. Brain Break 1: Rainforest layer song to review the different layers. Go over what types of animals, plants, and resources are found at each one. To help students remember what animals and plants live in the rain forest, create a mural project. Hang brown bulletin board paper on a wall in an area that students can reach. Have students cut leaves and branches out of construction paper and glue them onto the bulletin board paper. This is their rain forest habitat. As students learn about various plants and animals of the rain forest, they can cut them out of construction paper, write the name on them and glue them onto the appropriate place on the mural.Brain Break 2: Sing the “Itsy Bitsy Monkey”Guided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s Workshop- Day 16: Sails Designs* Allow students to investigate the kinds of materials that can be used to make sails
* Students are put into partners
* Encourage students to investigate the different materials.
	+ Is it heavy?
	+ Is it light?
	+ Is it stiff or floppy?
	+ Clear or opaque (can’t see through)?
	+ Show students the raft, track, and fan
		- Demonstrate how to orient the craft stick with the widest part parallel to the short edge of the raft
	+ Students will do the second step of EDP (imagine- brainstorm ideas)
	+ Students will choose one idea and design a final plan with labels and materials (step 3- design)
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2- Explain how some forces can be used to make things move without touching them1.P.1.3- Predict the effect of a given force on the motion of an object, including balanced forces |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game:Mini-Lesson: Use smart file 7-47-4Goals:* Discover various ways to fold geometric shapes in half
* Introduce the concepts of symmetry

Introduction * Have different shapes (triangle, rectangle, square and circle) cut out. Give shapes to students and have them explore how many ways you can fold them in half
	+ Review what half means (both parts are equal)
	+ Be sure to review the names of the shapes
* Once the groups explore with their shapes bring the class back together and ask groups what their findings were
* Show students that in order to fold a shape in half, the corners and sides have to match up.
	+ One way for the triangle (isosoles- 2 sides are the same length)
	+ Two ways for the rectangle
	+ Four ways for the square
	+ Multiple ways for the circle
* Explore different shapes that you can/can’t “cut” in half
* When we’re able to cut something in half, the object has a line of symmetry
	+ Objects that don’t have a line of symmetry are asymmetrical

Homework 7-4 (page 253)- create a symmetrical butterflyStations:  | 1.MD.31.G.3 |
| 1:55-2:40 Specials- Imagineering |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Thursday (Tweet Thursday):**  | **March 7** |
| 8:25-8:45 Morning MeetingMorning Work:We will discuss as a class what we have been learning about this week and two students will be chosen to ‘tweet’ (one sentence each) what we are learning. |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsStudents will learn in more detail the difference resources that the rainforest provides to us and to the animals that it supports. Create a bubble map of the different things that the rainforest gives to humans/animals. Talk about how our lives would be different if we were not able to receive that resource anymore. Bring up the lesson from The Lorax (read last week)—about deforestation and pollution (the animals left their home because it was dirty and didn’t have anymore food)Brain Break 1: The Great Kapok Tree Lesson* Lesson will begin with the students in a large circle on the carpet.
* Without talking, a basket will be passed around with folded cards inside. I will silently choose one and pass the basket along.
* Once all the students have selected a card, they will find out that they are now rainforest animals.
* As a class, read The Great Kapok Tree.
	+ Model text-to-world connections—Good readers not only make connections to themselves and other texts, but they also make connections to the world or other people. When we read new things, it helps us to look at it through other people’s eyes as if we were that person
* The teacher will read a short story while holding a ball of yarn. As the teacher tells the story, each animal takes a strand of yarn from the “tree”. This will form a “web of dependence” on the tree.
* Once all animals have been presented, the teacher (as the woodcutter) will cut down the Kapok Tree, cutting all “ties” from tree to animals
* This action will represent “deforestation” and how it harms our ecosystem by creating an imbalance
* Reminds us to Begin with the End in Mind—We have to think about the long-term consequences of our actions.

Brain Break 2: Brainstorm reasons why we need the rainforest. They should record ways the rainforest is helpful or important. For informal assessment, ask students why is that important to be sure they understand the information presented over the pass few days. Guided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s Workshop-Day 17: Creating SailsStudents will use their designs to create their sails with their partners. * Emphasize that they need to follow their design!
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2- Explain how some forces can be used to make things move without touching them1.P.1.3- Predict the effect of a given force on the motion of an object, including balanced forces |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game:Mini-Lesson: Use smart file 7-5 &7-67-5 & 7-6Goals:* Introduce fraction notation and the concept of fourths
* Find one fourth of a number by solving story problems

Introduce Fraction Notation* Either on the smart board or in your hand, show a piece of paper folded in half then unfold it
	+ Review the meaning of halves (2 equal parts)
* Write the fraction notation for one half on the board
	+ Explain that the bottom part (denominator) of the fraction shows the number of equal parts (2 means there are 2 equal parts in all)
	+ Explain that the top number (numerator) shows how many of those equal parts we have

Introduce Fourths* With the same piece of paper as above, fold the piece of paper to make halves. Ask them to fold it in half again. When they open it, they will have four equal sections
* Questions:
	+ How many parts do we have now? (4)
	+ Each of these parts is called one fourth. How many fourths are there in a whole? (4)
* Write one fourth in fraction notation
	+ What does the numerator in one fourth tell us? (That we have one of the equal parts)
	+ What does the denominator in one fourth tell us? (There are four equal parts in all).

Dividing other Shapes into Fourths* Circle and 3 Squares
* There’s one way to draw a circle into fourths
* There’s three ways to draw a square into fourths
	+ Horizontally
	+ Vertically
	+ Diagonally

Story Problems with Fourths* I have 8 cents. I want to put one fourth of my money in the bank. How many cents should I put in the bank?
* Ricardo has 20 peanuts. He wants to give equal shares to 4 of his friends. How many peanuts should he give to each friend?

Students should have more practice using counters/manipulatives when distributing among groups before going to paper/pencil.Homework page 7-5* Extra practice using ¼ and ½ with shapes

7-6Goals:* Discover the value of a quarter and calculate the value of two, three, and four quarters
* Solve story problems involving the quarter amounts 25, 50 and 75 cents.

Review what one half and one fourth is* Some students may see that half of a half is a fourth

Introducing Quarters* Ask students what they already know about quarters.
	+ How many quarters make one dollar?
	+ Does that make a quarter a fraction of a dollar? Why? (A fraction is part of a whole—the quarter is part of the whole dollar)

Solving Story Problems with Quarters* Shamika has 2 quarters. How many cents does she have?
* I have one half of a dollar. How many cents do I have?
* Maria has 50 cents. Then she got a quarter from her father. How much money does Maria have now?
* I had 75 cents, but I spend a quarter. How much money do I have now?

Sharing Problems with Fourths and Halves (Practice page 7-6)* Show the students how to solve the first problem then call on students to show their thinking on the smartboard.
* Be sure to pay attention to their language
	+ Numerator
	+ Denominator
	+ Equal parts

Homework page 7-6 (pg. 201 and 202)- Practice with quarters and story problemsStations:  | 1.MD.31.G.3 |
| 1:55-2:40 Specials- Imagineering |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |

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| **Friday: (Fix-It Friday)**  | **March 8** |
| 8:25-8:45 Morning MeetingMorning Work:Word Study Quiz |  |
| 8:45/9:00-10:30 Reader’s Workshop/S.S/Science & Literacy StationsAs a class, brainstorm different ways we can do (in Raleigh) to help save/protect our environment here and the rainforest. In pairs, the students will develop a poster to convince other people to save the rainforest and how they can do it. Remind them to think about why someone would pay attention to their posters, as well as what steps they want those people to take. Recommend that they reference facts and information that they have been learning this week.Brain Break 1: Students will use their plan to write a letter to the man who wanted to cut down the kapok tree in the book The Great Kapok Tree.Brain Break 2: Just Dance “5 Little Monkeys” <http://www.youtube.com/watch?v=ZzPaL2X7diw> Guided Reading Plans: Same as Above |  |
| 10:30-11:20 Writer’s Workshop-Day 18: Testing SailsRoles* Sail attacher🡪 teacher
* Timer
* Fan operator

Each student records their data in STEM notebooks* How far the boat went with their sail
* How long did it take to get there
 | 1.P.1.1- Explain the importance of a push or pull to changing the motion of an object1.P.1.2- Explain how some forces can be used to make things move without touching them1.P.1.3- Predict the effect of a given force on the motion of an object, including balanced forces |
| 11:25-11:55 Lunch |  |
| 12:00-12:40 Recess |  |
| 12:40-12:55 Read Aloud |  |
| 12:55-1:50 MathMath Brain Break/Warm-Up Game: Math time testMini-Lesson: Use smart file 7-77-7Goals:* Practice matching multiple quarters with their values
* Find halves and fourths by solving story problems
* Use fraction strips to compare and order fractions

Match Multiple Quarters with Value* I am selling this notebook for 50 cents. How many quarters do you need to pay for it? Draw them
* I am selling this book for 1 dollar. Draw the quarter you need to buy it.
* Now I am selling this box of markers for 78 cents. Draw 78 cents with the least amount of coins (3 quarters and 3 pennies—no dimes)

Solve Story Problems* Eric has a dollar, but he spent half of it. How many cents does he have now?
* I saw 12 deer in the woods. Then one fourth of them ran away. How many deer ran away?
* Half of my pencils are broken. I have 18 pencils. How many are broken?
* Ellen wants to share 8 peaches equally with 4 people. How many peaches should each person get?

Make Fraction Strips* What do you notice about the strips on the page? (The strips are all the same size. The first strip shows one whole and the rest of the strips show one whole divided into different equal parts.)
* They will color one part of each strip. This will help them compare the fractions later
	+ Review new language (numerator and denominator and what they mean. N- how many parts we have D- how many equal parts)

Homework page 7-7 (pg. 203/4)- practice identifying halves and fourths and a review of doubles in story problems and equationsStations:  | 1.MD.31.G.3 |
| 1:55-2:40 Specials- Music |  |
| 2:40-2:50 Class Meeting/Snack/Pack up  |  |