

Days Taught	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know?	Daily Activities	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement	Literacy/ Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative	Differentiation T-Task S-Special Needs G-Gifted/Accel.	Technology 50 Ideas Resources- Text, sites,...
5 days	<p>I can draw shapes when given attributes. 1.G.1</p> <p>How does geometry better describe objects?</p>	<p>Number paper bags 1 – 4. Students number paper 1 – 4. Students reach into each bag and use sense of touch to predict the shape. After looking into the bags to check their answers, students write details about each shape.</p> <p>Provide pattern blocks. Students create a picture using only those shapes.</p> <p>“Shape Match” – see attached practice page</p> <p>“Shape Riddles” – see attached practice page</p> <p>“Defining Attributes” – see attached practice page</p>	<p>Attributes</p> <p>Activities: Visualizing Vocabulary</p> <p>Vocabulary Notebook Students will write each word, what they think it means(prior to learning it’s true meaning), and then what it actually means.</p>	<p>Think, Pair, Share i.e. “Draw shapes with four straight lines.”</p> <p>Mind’s Eye (using vocab from literature connections)</p>	<p>Three Pigs, One Wolf, and Seven Magic Shapes By: Grace Maccarone (flashdrive)</p> <p>Sea Shapes By: Suse MacDonald</p> <p>The Shape of Things By: Dayle Ann Dodds (flashdrive)</p> <p>Snowballs By: Lois Elhart</p> <p>There was a Cold Lady who Swallowed some Snow By: Colandro</p>	<p>F- Journal Entries Observations Checklists Exit Slips “Draw a shape that has three straight lines and three angles.”</p> <p>“What is your favorite shape? Describe its attributes.” - Learning with Others – Read the attributes. Your partner guesses your favorite shape.</p> <p>Riddle Me This – “Select a shape to describe. Fold a paper in half. On the front, write a riddle about the shape. Inside, draw his shape and write the answer to the riddle.”</p>	<p>Readiness and Enrichment activities in Unit 7 from Everyday Math</p> <p>“If I could be a shape, I would be a _____ because...” http://mrstsfirstgradejill.blogspot.com/search/label/Geometry</p>	<p>Brainpop Jr.- Plane Shapes</p> <p>United Streaming- “Math Monsters: Geometry”</p> <p>“A Cartoon Encyclopedia of Mathematics”</p> <p>Math Whizz Teacher Resource: Geometry Parts 1 and 2</p> <p>You Tube: “The Shapes Song HD” by Kids TV 123</p> <p>Smart Exchange: “Geometry” – there are presentations for both 2D & 3D shapes</p>

Continued from previous page						"Write a rule on a card (e.g., "Sort the shapes by size.") Students work with a partner to follow each other's rule." S- Common Assessments		
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5 days	<p>I can compare shapes by telling how they are the same and different. I can tell if an attribute is a defining one. I can build shapes when given attributes. 1.G.1</p> <p>How does geometry better describe objects?</p>	<p>Students divide papers into four blocks. Draw a shape in each block. Mark out one shape that doesn't belong. Explain why they marked out the shape they did.</p> <p>Provide a cube-shaped facial tissue box, a cone-shaped birthday party hat, and a cylinder-shaped paper towel roll/toilet paper roll. Students cut pictures from magazines and tape to the corresponding solid figure.</p> <p>"Shapes Museum" – students bring in items from home and place in corresponding area of the museum.</p> <p>"Comparing Shapes" – see attached graphic organizer</p>	<p>Attributes Triangle Sides Angles</p> <p>Activities: Visualizing Vocabulary</p> <p>Vocabulary Notebook Students will write each word, what they think it means(prior to learning it's true meaning), and then what it actually means.</p>	<p>Think, Pair, Share i.e. Compare a rectangle and a triangle. How are they alike and different?</p> <p>Mind's Eye (using vocab from literature connections)</p> <p>Google Activity- Pull up three pictures from google. Students must think of three words that describe what the pictures have in common.</p> <p>Categories - Students draw a shape. Students group themselves by an attribute with other students. The groups must explain why they grouped themselves.</p>	<p>The Greedy Triangle By: Marilyn Burns</p> <p>Student Project: Students will choose to make a song or picture book using their knowledge of shapes and their attributes.</p>	<p>F- Journal Entries Observations Checklists Exit Slips "How are a rectangle and a square alike?"</p> <p>"Pick two shapes. Use a graphic organizer to compare and contrast the shapes."</p> <p>S- Common Assessments</p>	<p>Readiness and Enrichment activities in Unit 7 from Everyday Math</p>	<p>http://www.gpb.org/countonit/games/first/geometry</p> <p>Brainpop Jr.- Plane Shapes</p> <p>United Streaming- "Math Monsters: Geometry"</p> <p>"A Cartoon Encyclopedia of Mathematics"</p> <p>Math Whizz Teacher Resource: Geometry</p>
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5 days	<p>I can create new two-dimensional or three-dimensional shapes using other shapes. I can use the composite shape to create a new shape. 1.G.2</p> <p>How does geometry better describe objects?</p>	<p>Students use yarn and create the shapes in a large group. (Large shapes)</p> <p>Use pattern blocks to build other shapes from smaller pattern blocks (ex: 2 trapezoids make a hexagon).</p> <p>Tangrams – printables online – http://ideas.gstboeces.org/programs/tangrams</p> <p>“Which Shape?” – see attached practice page</p> <p>“Blast Off” – see attached practice page</p> <p>“Comparing More Shapes” – see attached graphic organizer</p> <p>“Three-Dimensional Shapes” – see attached practice page</p> <p>“Roll or Stack?” – see attached practice page</p> <p>“Two-Dimensional Shapes” – see attached practice page</p> <p>“Three –Dimensional Shapes” – see attached practice page</p>	<p>Attributes Rectangle Sides Angles</p> <p>Activities: Visualizing Vocabulary</p> <p>Vocabulary Notebook</p>	<p>Think, Pair, Share i.e. Give students pattern blocks and have them make different shapes. Students then share their new shapes with their partner.</p> <p>Mind’s Eye (using vocab from literature connections)</p>	<p>Round is a Mooncake: A Book of Shapes By: Roseanne Thong</p>	<p>F- Journal Entries Observations Checklists</p> <p>“Imagine you are at an ice cream parlor. What different types of solid shapes might you see?”</p> <p>S- Common Assessments</p>	<p>Readiness and Enrichment activities in Unit 7 from Everyday Math</p>	<p>Brainpop Jr.- Plane Shapes</p> <p>United Streaming- Math Monsters: Geometry</p> <p>Patch Tool: http://illuminations.nctm.org/ActivityDetail.aspx?ID=27</p>
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<p>days</p>	<p>I can identify if shares are equal or not equal.</p> <p>How does geometry better describe objects?</p> <p>1.G.3</p>		<p>Equal Shares</p> <p>Activities: Visualizing Vocabulary</p> <p>Vocabulary Notebook Students will write each word, what they think it means (prior to learning it's true meaning), and then what it actually means.</p>	<p>Learning Logs</p> <p>Mind's Eye (using vocab from literature connections)</p>	<p>Give me Half By: Stuart Murphy</p> <p>Pizza Pizzazz! By: Carol A. Losi</p> <p>One Hungry Cat By: Joanne Rocklin</p> <p>Holy Cow: Fractions are Fun By: Taran Shoulders</p> <p>Skittle Fractions</p> <p>The Doorbell Rang By: Pat Hutchins</p>	<p>F- Journal Entries</p> <p>Observations Checklists Exit Slips i.e. Draw a picture of a circle with 2 equal shares.</p> <p>S- Common Assessments</p>		<p>Math Whizz</p> <p>www.rockingham.k12.va.us/resources/elementary/1math.htm</p> <p>Brainpop Jr.</p> <p>United Streaming: Number Crew Fractions</p> <p>www.coolmath4kids.com/fractions/index.html</p>
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days	<p>I can identify two and four equal shares.</p> <p>How does geometry better describe objects?</p> <p>1.G.3</p>	<p>"Fraction Fun" www.alex.state.al.us/lesson_view.php?id=26151</p>	<p>Equal Shares</p> <p>Activities: Visualizing Vocabulary</p> <p>Vocabulary Notebook</p>	<p>Learning Logs</p> <p>Mind's Eye (using vocab from literature connections)</p>	<p>Five Little Monkeys Jumping on the Bed By: Eileen Chrislow *Activity from "Math Mates"</p> <p>Inch Worm and a Half By: Elinor J. Pinczes (flashdrive)</p>	<p>F- Journal Entries</p> <p>Observations Checklists Exit Slips i.e. Put two shapes on the board.</p> <p>How many equal shares do the shapes have?</p> <p>S- Common Assessments</p>	<p>Math Whizz</p> <p>"Fraction Flags" www.oswego.org/ocsd-web/games/fractionflags/fractionflags.html</p> <p>Brainpop Jr. "Basic Parts of a Whole"</p> <p>United Streaming: Number Crew Fractions</p>
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days	<p>I can describe equal shares using correct vocabulary.</p> <p>How does geometry better describe objects?</p> <p>1.G.3</p>		<p>Equal Shares</p> <p>Activities: Visualizing Vocabulary</p> <p>Vocabulary Notebook</p>	Learning Logs		<p>F- Journal Entries Observations Checklists</p> <p>S- Common Assessments</p>		
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days	<p>I can describe the whole as two of two equal shares. I can partition a circle or rectangle into 2 equal shares.</p> <p>How does geometry better describe objects?</p> <p>1.G.3</p>		<p>Whole Equal Shares</p> <p>Activities: Visualizing Vocabulary</p> <p>Vocabulary Notebook</p>	Learning Logs		<p>F- Journal Entries Observations Checklists</p> <p>S- Common Assessments</p>		See activities above
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<p>days</p>	<p>I can describe the whole as four of four equal shares. I can partition a circle or rectangle into 4 equal shares. I can explain that when there are more equal shares the shares get smaller.</p> <p>How does geometry better describe objects?</p> <p>1.G.3</p>		<p>Whole Equal Shares</p> <p>Activities: Visualizing Vocabulary</p> <p>Vocabulary Notebook</p>	<p>Learning Logs</p>		<p>F- Journal Entries Observations Checklists</p> <p>S- Common Assessments</p>		<p>See activities above</p>
<p>daily</p>	<p>I can solve addition and subtraction problems using the strategies I have learned.</p>							
<p>weekly</p>	<p>I can quickly solve mixed problems in 2 minutes with 100% accuracy.</p>						<p>Weekly fluency check</p>	<p>iPads- Flash to Pass</p>

Daily practice	I can count to 120 starting at any given number. I can read and write numerals up to 120.							
Daily practice	I can find 10 more or 10 less than a number mentally. I can explain how I found my answer. 1.NBT.5							
Daily practice	I can solve result unknown, change unknown, start unknown, total unknown, addend unknown, both addends unknown, and difference unknown types of word problems. 1.OA.1							