

Days Taught	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core</p>	Daily Activities	<p>Vocabulary/ Vocab Activity Activities Activities II</p>	<p>Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p>	<p>Literacy/ Reading in the Content Literacy Ideas</p>	<p>Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas</p>	<p>Differentiation n T-Task S-Special Needs G-Gifted/Accel. http://serge.ccso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5</p>	<p>Technology 50 Ideas Resources- Text, sites,...</p>
4 days	<p>Operations/ Algebraic Thinking I can use counting to add and subtract. That means I can skip count by 2, 5, and 10 to add and subtract. In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>Making a number line to play “Monster Squeeze”. Dinosaur Dot to Dot (EM) Monster Squeeze “Penny, Dice” Game (EM) “Top It” Activity (EM) “Bunny Hop” Activity (EM)</p>	<p>Number line Less than Greater than More fewer Skip count Tally Add Subtract Equation</p>	<p>KWL Chart- What do we know about counting?</p>	<p>Marilyn Burns Books: “98,99,100! Ready or Not Here I Come” “One, Two, Skip A Few”</p>	<p>F-Exit Slips (What is 2 more than 6? What is 5 less than 10?) S- Common Assessment</p>	<p>S- Exit Slip: numbers less than 5 G-Exit Slip: numbers greater than 10</p>	

3 days	<p>I can represent numbers 11-19 as composed of tens and ones.</p> <p>1.NBT.3</p> <p>How does a digit's position affect its value?</p>	<p>Roll, Build, Draw, Write http://www.jmeacham.com/images/math/img16.jpg</p> <p>Placemat Place Value</p> <p>Cookie Math</p> <p>Highest Number</p> <p>Bear Bus</p> <p>http://www.teacherspayteachers.com/Product/Baseball-Place-Value-I-HaveWho-Has-Tens-and-Ones - "I Have, Who Has?" Place Value Game</p> <p>https://docs.google.com/file/d/0B0oaAivYs62mOTFmNjc1YTQtMTQ4ZS00ZWMLThjNDEtYTAxN2NmNzRjODZl/edit?hl=en_US&pli=1 - "What's Your Number?" Partner Place Value Game - LEARNING WITH OTHERS</p> <p>http://www.teacherspayteachers.com/Product/Cupcake-Place-Value-SMART-BOARD-Game - "Cupcake" Smart Board Game with place value</p>	<p>Tens ones</p>	<p>Writing- Personal Response- How do you count base-10 blocks</p>	<p>"Can You Count to a Google" (Wells)</p> <p>"Earth Day—Hooray" (Murphy)</p> <p>"How Much is a Million" (Schwartz)</p> <p>"Millions of Cats" (Ga'g)</p> <p>"The Blast Off Kid" (Driscoll)</p> <p>"The Case of the Missing Birthday Party" (Rocklin)</p> <p>http://thelemo.nadestandteachers.blogspot.com/search/label/place%20value - Use "The True Story of the Three Little Pigs" by Jon Scieszka to teach place value</p>	<p>F- Journal Entries Observations</p> <p>S-Common Assessment</p>	<p>G-Writing- I am a three-digit number. The digit in my hundreds place is 7. The digit in my tens place is 3 less than the digit in my hundreds place. The digit in my ones place is 1 more than the digit in my tens place. What number am I? Tell me how you know.</p> <p>S-Writing- I am a two digit number. The digit in my tens place is 6. The digit in my ones place is 3. What number am I? Tell me how you know.</p>	<p>United Streaming: Segment 4: Bison (http://app.discoveryeducation.com/player/view/assetGuid/966B4619-5755-444F-BF44-12BC0857CACB)</p> <p>United Streaming: The Cartoon Encyclopedia of Mathematics: Muchmore's Marvelous Machine: The Importance of Place Value (http://app.discoveryeducation.com/player/view/assetGuid/966B4619-5755-444F-BF44-12BC0857CACB)</p> <p>Math Whizz: Teacher Resource</p> <p>Smart Exchange: Place Value (Search place value. There are several good ones.)</p>
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<https://docs.google.com/file/d/0BxWkWA8-Ab3BNzOxZjOxMzUtZDMYMC00Mzg3LWE0MjUtZDUxMGJiMmM0Mjdh/edit?hl=en&pli=1> - Place Value Bingo printable

<https://docs.google.com/file/d/0BxWkWA8-Ab3BNDQ5MzUxMmUtMjA5ZC00ThmLWFkZmEtNjJmODAO0NGM3Nzc1/edit?hl=en&pli=1> - Place Value Snowmen - super cute!!

<http://jmathpage.com/JI/MSNumberpage.html> - Johnnie's Math Page - lots of interactive games for place value

<http://www.teacherspayteachers.com/Product/Place-Value-Mats> - Place Value Mats - Teachers Pay Teachers - FREE

<http://www.learningbox.com/Base10/BaseTen.html> - Learning Box - interactive tens and ones game - you construct with base ten blocks - the number changes at the bottom of the screen to show the value

Unit Topic: Unit 1: Place Value Concepts

Content: Math

Grade: 1

Date: August 13 - October 3

3 days	I can represent the numbers 20, 30, 40, 50, 60, 70, 80, and 90 as composed of tens. 1.NBT.2 How does a digit's position affect its value?	*See above activities	Tens	Writing- How do you know how many tens are in a number?	"Beyond a Million" (Schwartz) "From One to One Hundred" (Sloat) http://cardelean.hubpages.com/hub/Best-Childrens-Books-to-Teach-Place-Value-and-Base-Ten - "Best Books to Teach Place Value"	F- Journal Entries Observations S-Common Assessment		Math Whizz: Teacher Resource Smart Exchange: Place Value (Search place value. There are several good ones.)
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3 days	<p>I can identify the value of each digit represented in the two-digit number.</p> <p>1.NBT.2</p> <p>How does a digit's position affect its value?</p>	<p>*See above activities</p> <p>http://mrstsfirstgradeclas.blogspot.com/2012/09/balance-scale-tens-and-ones.html - practice sheets to show equal values between the numeral and the base-ten block representation</p> <p>http://www.angelfire.com/bug/placevalue/Activities.html - activities to practice place value</p> <p>**ALSO</p> <p>DIFFERENTIATION ACTIVITY - OPEN-ENDED PLACE VALUE QUESTIONS FOR HIGHER LEVEL LEARNERS!**</p> <p>http://mrstsfirstgradeclas.blogspot.com/search/label/Math%20Tools - shows how to make a tens and ones foldable to show value of each digit</p>	<p>Tens</p> <p>Ones</p>	<p>Visualizing Vocabulary</p> <p>Learning Log</p> <p>Writing- Look at the numbers. Write the numbers from largest to smallest. Explain how you know your answer is correct.</p> <p>Numbers: 58, 95, 32, 6, 74</p> <p>Writing- Mike has straws grouped into ones and tens. If he has 8 tens and 5 ones, how many straws does he have in all? How do you know?</p>	<p>"The Icky Bug Counting Book" (Pallotta)</p>	<p>F- Journal Entries Observations</p> <p>S-Common Assessment</p>	<p>http://www.angelfire.com/bug/placevalue/Activities.html - activities to practice place value **ALSO</p> <p>DIFFERENTIATION ACTIVITY - OPEN-ENDED PLACE VALUE QUESTIONS FOR HIGHER LEVEL LEARNERS!**</p>	<p>Brainpop Jr.- Place Value</p> <p>Math Whizz: Teacher Resource</p> <p>Smart Exchange: Place Value (Search place value. There are several good ones.)</p>
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Continued from previous page	I can identify the value of each digit represented in the two-digit number. (continued from previous page.)	https://docs.google.com/file/d/0B0ZAF0-L4s2pYTNkNmFjYjctYjNmZi00YWI4LWJINWMTYzUxODE0NzRkNTM1/edit?hl=en_US&pli=1 - "Count and Color" place value activity with dice http://www.bbc.co.uk/schools/starship/printanddo/maths_printanddo/pp_level1.shtml - "Place the Penguin" Place Value - identifying how many tens and ones						
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5 days	<p>I can use the symbols $<$, $>$, and $=$ to compare numbers.</p> <p>1.NBT.3</p> <p>How does a digit's position affect its value?</p>	<p>Greater Than, Less Than</p> <ul style="list-style-type: none"> Roll number cube or dice. Color in the squares to show each number. Write a greater than and less than sentence to match your numbers. <p>Which Number is Greater?</p> <p>Alligator Math</p> <p>Greater, Less, or Equal p.118</p> <p>Spinner Activity</p> <p>Alligator Greater</p> <p>Greater than/Less than/Equal to</p> <p>Greater or Less p. 117</p> <p>Number Munchers Comparing Numbers http://firstgradeisfantabulous.blogspot.com</p> <p>http://www.scholastic.com/teachers/top-teaching/2012/09/comparing-value-numbers-%E2%80%94-wolfs-story - teaching strategies for comparing numbers</p>	<p>Greater than</p> <p>Less than</p> <p>Equal to</p> <p>Same as</p>	<p>Visualizing Vocabulary</p> <p>Learning Log</p> <p>Writing (Personal Response)- How do you use $>$ to compare numbers?</p> <p>Writing- Use $<$, $>$, or $=$ to rewrite each statement. Explain how you knew which symbol to use for each.</p> <p>29 is less than 87 56 is greater than 19 75 is equal to 75</p> <p>Writing- Jan has 12 markers. Ken has 21 markers. Who has more? Tell how you know.</p>	<p>"A Million Fish, More or Less" (McKissack)</p>	<p>F- Journal Entries Observations Alligator, Alligator activity (2 different versions)</p> <p>S-Common Assessment</p>		<p>Brainpop Jr.- Comparing Numbers</p> <p>Math Whizz: Teacher Resource</p> <p>Smart Exchange: Greater than Less than with Goldy http://exchange.smarttech.com/details.html?id=5ca1eb46-3a48-4212-b156-31ec7bc99ca7</p> <p>Smart Exchange: less than greater than http://exchange.smarttech.com/details.html?id=f945a070-b6f7-4c9d-9ecf-69451ba32793</p> <p>Smart Exchange: Greater Than/Less Than/Equal to http://exchange.smarttech.com/details.html?id=01ae4ccf-9e37-4d80-93b2-7d44ee041298</p> <p>Smart Exchange: Search "Greater than less than"- More activities are available.</p>
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<http://mrsshippen.blogspot.com/2012/03/value-time.html> - shows how to make a place value comparison mat

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I can count to 20 starting at any given number. I can read and write numerals up to 20.

1.NBT.1

"Ready Common Core"
Activities

