Math: Unit 16 Using Addition and Subtraction Strategies April 14-18, 2014

(1 out of a 2 Week Duration)

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| **Content Objective:** * [1.MD.1](https://www.dropbox.com/s/0rgbbjytf1flzix/1.MD.1%20Unwrapped%20document.docx?dl=1). Order three objects by length; compare the lengths of two objects indirectly by using a third object.
* [1.MD.2](https://www.dropbox.com/s/su3gki0da5dlf3w/1.MD.2%20Unwrapped%20document.docx?dl=1). Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
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| **WARM UP: (problem of the day, etc) 10-15 MIN.**TW guide students to complete calendar activities: (using complete sentences) day of the week, month of the year, discuss specials of the day, sing songs about the days of the week and months of the year, quick images, counting incorporating tallies and/or graphs |
| **COMPUTATIONAL FLUENCY PRACTICE/Discussions: 10-15 MIN.*** Skip counting by 2s, 5s, and 10s forwards and backwards
* Number of the Day – Students discuss number patterns explaining using complete sentences how problem of the day was solved
* **Number Talks (Combinations 6-10, fact fluency 1-10)**

Unit 16 Review, Week 1, Days 1-5 |

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| **Materials Needed:** items to measure ( pencil, marker, book, crayon box…), manipulatives ( unifix cubes, rods, chip counters, paper clips, popsicle sticks), “Measuring with Connecting Cubes”, Observational Recording Sheet for the AssessmentYoutube video (5.27 minutes) Sid the Science Kid[**http://www.youtube.com/watch?v=3hlkRcTmFxY&feature=related**](http://www.youtube.com/watch?v=3hlkRcTmFxY&feature=related)Non standard measurement (2.36 Minutes) Measuring Length[http://www.youtube.com/watch?v=1fagbfQVaQ](http://www.youtube.com/watch?v=1fag0bfQVaQ) Song “Measure, Yea Measure” (Justin Biever) <http://www.youtube.com/watch?v=MMsQYjYlBEo> |

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|  **Anchor Chart** | **Focus:**  **Solving Addition and Subtraction Problems** |
| **Background for the Teacher*** This unit lays the groundwork for the use of standard measurement units in Grade 2 and the general concept of length.
* They learn about the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units).
* Students need to understand that length is measured from one end point to another endpoint, in order for them to be able to compare objects.
	+ Typical language of length includes taller, shorter, longer, and higher. When students use bigger or smaller as a comparison, they should explain what they mean by the word.
	+ Some objects may have more than one measurement of length, so students identify the length they are measuring.
	+ Both the length and the width of an object are measurements of length.
	+ Students use their counting skills while measuring with non-standard units.
	+ While this standard limits measurement to whole numbers of length, in a natural environment, not all objects will measure to an exact whole unit.

**Background vocabulary to be used by the teacher:**

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| **CONTENT:*** Length
* Whole number of length units
 | **SKILLS:*** Order
* Compare
* Express length
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**Vocabulary:** * Starting point
* Length
* Units (ie. cubes, paper clips, chip counters a paint stick, popsicle stick..)
* Compare
* Types of measuring units ( unifix cubes, chip counters, paper clips, rods, units, popsicle sticks…)
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| **Mathematical Practices:**MP1: Make sense and preserve**MP2:Abstract/quantitative reasoning**MP 3: Construct argumentsMP 4: Model with math **MP 5: Use appropriate tools** MP 6: Attend to precision MP 7: Make use of structure MP8: Regularity/repeated reasoning |

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| **Children’s Related Literature:**Is It Larger? It is Smaller? By Tana HobanThe Fattest, Tallest, Biggest Snowman Ever by Henry Arthur PluckroseHow Long or How Wide? A Measuring Guide (M… Beanstalk: The Measure Of A Giant (A Math A… by Ann McCallum |
| **Beginning (introduction/Knowledge Building):****Monday**Begin Anchor Chart**Tuesday-Thursday**Review anchor chart |

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| **Middle (Investigating/Exploring):****Monday****-Tuesday**You will need various items to measure, a large set of cubes such as unifix or snap cubes, and a recording sheet with 4 sections. In each section would be the words: \_\_\_\_\_\_\_ cubes long with enough space for a small drawing.The students work in pairs. They choose an item to measure. First they line up the cubes along the longest side of the item. They count and record the number on the first line in the first section. They draw a picture of the item they measured. They continue same routine 3 more times with different items.Commentary: * The students may need to be shown how to measure length correctly by starting at one end and going to the other end.
* If the students are not facile with number formation, then a number chart can be used for reference when they need to record the number.
* Working in pairs supplies support to those students who may be struggling with number names or writing numbers. The main focus is measuring the object.

After this activity has established the routine of measuring, then as a variation, different manipulatives, such as chip counters, chain links, cuisenaire rods, or bear counters can be used to measure the items. You could also measure one item using 4 different manipulatives.**Wednesday:**Do activity “Measuring with Connecting Cubes.”**Thursday:**  | **Student Engagement Strategies**TPSManipulativesPartnersWriting |

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| **Level 5: Distinguished Command** | **Level 4: Strong** **Command** | **Level 3: Moderate** **Command** | **Level 2: Partial****Command** |
| Generates measurement data by correctly selecting the appropriate tool.-student is able to correctly measure using nonstandard units-correct use of grade-level vocabulary, symbols and labels **clear and explicit** justification of a conclusion provided | Generates measurement data by correctly selecting the appropriate tool.-student is able to correctly measure using nonstandard units.-correct use of grade-level vocabulary, symbols and labels justification provided | Generates measurement data by correctly selecting the appropriate tool.**-minor** calculation errors (slightly off)**-some** use of grade-level vocabulary, symbols and labels-partial justification of a conclusion based on own calculations. | Generates measurement data by correctly selecting the appropriate tool.-an intrusive calculation error (way off) -limited use of grade-level vocabulary, symbols and labels-partial or no justification of a conclusion based on own calculations. |

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| **End (Summary): (ex. Exit ticket, quick write)**Ask students which tool (connecting cubes, popsicle sticks, yard stick….) is more appropriate to use when measuring a chair, book, pencil, window…. | Student Engagement:T-P-S, Whole group response, partners, independent Work |

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| 4 Hour ELD Weekly Lesson Plan | **Week of Lesson:**  | April 14-18, 2014 |
| Time of Daily Lesson: | 9:25-10:05 | Grade Level: | 1st Grade |
| **ELPS (English Language Proficiency Standard):** | [ ]  **I** |  **[x]  Il**  | [ ]  **III** | [ ]  **IV** | **[ ]  V** |  |
| **Proficiency Level:** | **[ ] PE** | **[ ] E** | **[x]  B** | **[x]  I** |  |  |
| **Time****Allocation: 30 min.**  | **Oral English Conversation** |
| **ELP Standard(s)/Performance Indicator(s):** **Student Friendly Language Objective:** | **II-LS-1-HI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one’s thoughts****II-LS-2-HI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression** |
| **VOCABULARY*** Multiple Addends
* Strategy
* Equal
* Addition
* Subtraction
* Commutative property
* Associative property
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| **Materials:** | -Vocabulary pictures nonstandard measurementSong Measure, Yea Measure (Justin Biever)<http://www.youtube.com/watch?v=MMsQYjYlBEo> |
| LESSON DELIVERY |
| **Monday:**  | TW review vocabulary words using pictures/TPR. SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*TW use the vocabulary word in an academic sentence.SW echo respond to the sentence.SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.* TW use inside/outside circle to share the sentences multiple times. |
|  **Tuesday:** | TW review vocabulary words using pictures/TPR. SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*TW use the vocabulary word in an academic sentence.SW echo respond to the sentence.SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.* TW use inside/outside circle to share the sentences multiple times. |
| **Wednesday:**  | TW review vocabulary words using pictures/TPR. SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*TW use the vocabulary word in an academic sentence.SW echo respond to the sentence.TW show video to teach songSW sing the song using correct pronunciation TW ask “what is your favorite part of the song?’SW respond using “My favorite part is \_\_\_. I like it because \_\_\_\_. |
|  **Thursday:**  | TW review vocabulary words using pictures/TPR. SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*TW use the vocabulary word in an academic sentence.SW echo respond to the sentence.TW show video to teach songSW sing the song using correct pronunciation TW ask “what is your favorite part of the song?’SW respond using “My favorite part is \_\_\_. I like it because \_\_\_\_. |
| **Friday:**  | NO SCHOOL SPRING BREAK |

Content Objective:

l.MD.l Order three objects by length; compare the lengths of two objects indirectly by using a third object.

*I can put three objects in order from longest to shortest.*

l.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurements of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

*I can tell the length of an object using whole numbers*