

Untitled Lesson 8:05 am - 8:09 am
Entry

Untitled Lesson 8:09 am - 8:15 am
Homeroom

Students will work on the Monday/Tuesday section of their morning work.

Untitled Lesson 8:15 am - 9:15 am
Language Arts

Materials:

Printing Booklets	Sight Word Story	Writing Notebooks			

Lesson Plan:

- Morning message (Letter Z)
- Printing booklets - Letter Z
- Work on Writing - Write two-three sentences about their break.
- Sight Word Story

Assessment: Writing

Resources Used: Sight Word Fluency Passages for reading intervention

Standards/Expectations:

1.2.1.22	1.4.2.7	1.4.2.5	1.4.2.4	1.4.2.2.	1.2.4.3
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Untitled Lesson 9:15 am - 9:45 am
CRM/Pullout

- Reading Assessments - with 2 students
- Other students will play sight word games/ activities (Go Fish, Bang, beads and pipe cleaners, Large letter cards, or letter tiles and cards)

Taylor will read students a story, while grade 1 teachers meet together.

Materials:

2-colour counters	Big Math Book (pg 13)	Copies of student page 61

Lesson Plan:

Follow lesson from teachers guide on page 15 as below.

Brainstorm together what we have done with numbers so far:

- counting forward and backward
- Answer "how many" questions
- make and recognize numbers in different arrangements
- Tell which group has more, fewer, or as many as
- Estimate how many objects in a group, and count to check

Show students page 13 of Big Math Book

- What is happening in the picture? (children bowling)

Ask children who have bowled before and ask them to describe what it is

- What is the same about each lane? (5 pins)
- What is different? (the number of pins up and the number of pins down)
- Tell me about the first set of bowling pins. (Prompt if needed: How many pins are up? How many are down?)

Use counters to model the pins in the first lane. Demonstrate the pins with the different coloured counters.

Ask students to demonstrate what other ways we can make 5.

How can we check that we have all the possible options?

Now ask students to do the same with 6.
Have students complete Student page 61.

Assessment: Discussion and observation

Resources Used: Math Makes Sense, Unit 3: Addition and Subtraction to 12, Launch

Standards/Expectations:

N1.2

N1.1

N1.9

Untitled Lesson
Science/Social Studies

11:30 am - 12:00 pm

Materials:

Paper	List of materials				

Lesson Plan:

Boat Building

- Brainstorm together different types of boats. What are they used for? What do they have in common? What is different about them? (look at pictures of boats together)
- What do we need to think about differently when building a boat versus the other types of building we have done? (Waterproofing)
- Show students the materials they will be given. They do not need to use all of the materials they have been given, but they cannot use any additional materials
 - Tin Foil
 - Straws
 - Popsicle sticks
 - Plasticine
 - Elastic bands
- Show students their challenge:
 - **Build a boat that will float and stay stable on water.**
- Super Challenge:
 - **Build a boat that will support more marbles than any other in the class.**

Students will have this time to plan their boat. Discuss the importance of planning when you have a limited amount of materials.

Assessment: Boat building

Standards/Expectations:

SPS1.3

U1.7

U1.8

1.7/8.3

Untitled Lesson
Lunch

12:00 pm - 12:20 pm

Supervision

Untitled Lesson
Recess

12:20 pm - 12:40 pm

Untitled Lesson
PE

12:45 pm - 1:15 pm

Ashley Plans - Badminton

Untitled Lesson
Library

1:15 pm - 1:45 pm

Students will go to the learning comments and select two new books to check out.

Boat Building
Science/Social Studies

1:45 pm - 2:45 pm

- Remind students their challenge:
 - **Build a boat that will float and stay stable on water.**
- Super Challenge:
 - **Build a boat that will support more marbles than any other in the class.**
- Handout the bags of supplies and remind students that they do not need to use all of the materials they have been given, but they cannot use any additional materials
 - Tin Foil
 - Straws
 - Popsicle sticks

- Plasticine
- Elastic bands
- Students will have 25 minutes (shown on the timer on the board) to build their boats. Have a bucket of water available to students to test their boats to see if they will float.
- When students are finished, test out the boats to see if they are able to stay stable on the water and then test with weight of marbles
- When all of the tests have been completed, discuss:
 - Which materials worked the best?
 - Which materials were difficult to work with?
 - How did you build your? Describe the steps
 - What worked well? What didn't work?
 - What would you change next time?
 - What worked best to join the different materials?

How is your boat the same or different from the ones that your classmates built?

Standards/Expectations:

SPS1.3

U1.7

U1.8

1.7/8.3