

# 1<sup>st</sup> Grade Lesson Plan – 1<sup>st</sup> Trimester

## **Resources:**

- Videos of teachers-teachingchannel.org(search quick images)
- Number Talks, (Chapters 1-3) By Sherry Parrish
- It Makes Sense! Using the Hundreds Chart to Build Number Sense, by Melissa Conklin
- Number Sense Routines, By Lucy West
- Georgia Unit Parent Letters
- DUSD CGI Website

## **Assessments: Required**

- Math Growth Assessment
- Trimester 1 Assessment
- First Trimester Word Problem Assessments (3)

## **Optional Assessments:**

- Unit 1 & 2 Georgia Assessments
- Unit 1, 2 & 3 Expressions Assessments
- Module 1 Engage New York Assessments
- Last Year's Word Problem Assessments
- Math Facts Fluency Assessments
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## **Week 1**

**Wednesday, 8/26** Minimum Day

**Thursday & Friday, 8/27-8/28** Benchmark Testing

## **Week 2, 8/31-9/4**

**Focus:** Create Routines (approximately 15 minutes) and \*Activity/lesson/task (25-30 minutes). Work on these Big Ideas: Addition & subtraction within 10 & Counting /Writing numbers to 30.

**BRASSY & Routines:** Math Wall/Math Mat/Dot Cards/Choral Counting. *For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

\*These may also be used as lessons, especially when they are first being introduced.

- Quick Images – Ten Frames and/or Dot cards
- Math Mat/Math Wall
- Number Strings/ Number Talks/ True/False Number Sentences

- Ten Wand
- Number of the Day / Different ways to make a number
- One of These Things...
- Choral Counting
- Rekenrek

For example: Quick Images/Dot Cards, use random dot pattern cards for questioning (available on district website), 1-2 strings per day, utilizing different numbers. As students become more proficient, begin incorporating dot patterns on ten-frames.

**\*Begin with one different activity per week for a few weeks, then rotate or combine activities.**

**Activities:** Counting Collections

- Questions to ask your students:
  - “Why did you group?”
  - “How did you count?” (What was your strategy?)
  - “What made it difficult/easier?”
- Begin with 25-30 items; use your own judgment when increasing the amount in collections.
- Begin to build an “anchor poster” to record valuable strategies: “Things We Want To Remember”.
- Pair students with similar (not necessarily exact) strategies after the first couple of days.
- Look for 1-1 correspondence and retention of strategies from previous day
- Teachers should not force or model grouping strategies. Have students share their counting strategy as a whole class activity.
- Introduce the term “efficient.”

**Materials:** counting collections (25-30 items, with additional items for later), chart paper, recording sheets.

\*Optional curriculum resources: Georgia Unit 1 or Expressions Unit 1.

**Week 3, 9/7-9/11**

**Focus:** Create Routines (approximately 15 minutes) and activity/lesson/task (25-30 minutes). Work on these Big Ideas: Addition and subtraction within 10 & Counting/Writing numbers to 30. Begin doing word problems within 10 using strategies.

**BRASSY & Routines:** Math Wall/Math Mat/Dot Cards/Choral Counting. *For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:** CGI Word Problems & Counting Collections

Review these kindergarten CGI word problems:

Put Together/Take Apart Both Addends Unknown  
(part/part/whole)

- Example: *Ten kids are on the playground. Some are on swings and some are on the slide. How many are on the slide?*
- Students will produce different solutions equal to 10.

Separate (Take from) Result Unknown

- Example: *Five apples were on the table. I ate 2 apples. How many apples are on the table now?*
- Students will create subtraction number sentences:  $5-2=3$ .

\*Optional curriculum resources: Georgia Unit 1 or Expressions Unit 1.

#### **Week 4, 9/14-9/18**

**Focus:** Create Routines (approximately 15 minutes) and activity/lesson/task (25-30 minutes). Work on these Big Ideas: Addition and subtraction within 10, Counting/Writing numbers to 50, word problems within 10 using strategies, understanding the equal sign by using true or false number sentences. Start to introduce supporting standards this week through daily routines. Supporting standards include: Data, Time, Measurement and Geometry.

**BRASSY & Routines:** Math Wall/Math Mat/Dot Cards/Choral Counting.

Quick Images, 2 sets of dots on one card to encourage counting on (e.g., *Number Talks*, page 99) *For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:** CGI Word Problems, Hundred Chart activities, Counting Collections

Join (Add to) Result Unknown

- Example: *Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now?*
- Students will create addition number sentences:  $2+3=5$ .

\*Optional curriculum resources: Georgia Unit 1 or Expressions Unit 1.

### **Week 5, 9/21-9/25**

Focus: Create Routines (approximately 15 minutes) and activity/lesson/task (25-30 minutes). Review Big Ideas previously taught and supporting standards. Begin Unitizing a Ten and Place Value: Tens and Ones.

**BRASSY & Routines:** Math Wall/Math Mat/Dot Cards/Choral Counting. *For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:** At least two days: CGI Word Problems – Part-Part-Whole, Whole Unknown (Put Together/Take Apart, Total Unknown)

Other Days:

- Expand routines into lessons
- Group students and do centers. Possible center ideas are:
  - Counting collections
  - Hundreds chart
  - Solving a word problem (good center for teacher to lead)
  - Math games
  - Collecting and graphing data
  - Reference book: *Math Work Stations*, by Debbie Diller

\*Optional curriculum resources: Georgia Unit 1 or Expressions Unit 1.

### **Week 6, 9/28-10/2**

**Focus:** Create Routines (approximately 15 minutes) and activity/lesson/task (25-30 minutes). Review Big Ideas previously taught and supporting standards. Start Counting/Writing to 75.

**BRASSY & Routines:** Math Wall/Math Mat/Dot Cards/Choral Counting. *For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:**

- **Formative Assessment:** Somewhere between Weeks 4 and 5
  - 3 word problems (see Weeks 4 and 5 Assessment attachment)
- Continue with ideas from week 4 (i.e. centers, expanding routines)
- Progress Reports are due next week. Please make sure to assess accordingly. (optional assessment: Progress Report Snapshot T1)

\*Optional curriculum resources: Georgia Unit 1 assessment or Expressions Unit 2.

### **Week 7, 10/5-10/9**

**Focus:** Review Big Ideas previously taught and supporting standards. Begin adding 3-digits with sums up to 10.

**BRASSY & Routines:** Math Wall/Math Mat/Dot Cards/Choral Counting. Continue cycling through routines and incorporating new ones. *For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:**

At least two days: CGI Word Problems – Review Joining and Part-Part-Whole problem types. Now introduce problems with three addends.

Other Days:

- Expand routines into lessons
- Group students and do centers. Possible center ideas are:
  - Counting collections
  - Hundreds chart
  - Solving a word problem (good center for teacher to lead)
  - Math games
  - Collecting and graphing data
  - Reference book: *Math Work Stations*, by Debbie Diller

\*Optional curriculum resources: Georgia Unit 2 or Expressions Unit 2

**Week 8, 10/12-10/16**

**Focus:** Review Big Ideas previously taught and supporting standards. Begin counting to 100 and expand addition and subtraction to 20 including addition with three addends.

**BRASSY & Routines:** Math Wall/Math Mat/Dot Cards/Choral Counting. *For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:**

At least two days each week: CGI Word Problems – Joining (Add to), Separating (Take from), Part-Part-Whole (Put Together/Take apart), all with change/addend unknown

Other Days:

- Expand routines into lessons
- Group students and do centers. Possible center ideas are:
  - Counting collections
  - Hundreds chart

- o Solving a word problem (good center for teacher to lead)
- o Math games
- o Collecting and graphing data
- o Reference book: *Math Work Stations*, by Debbie Diller

\*Optional curriculum resources: Georgia Unit 2 or Expressions Unit 2.

**Weeks 9, 10/19-10/23**

**Focus:** Review Big Ideas previously taught and supporting standards. Begin 1 more/1 less and count to 120.

**BRASSY & Routines:** Math Wall/Math Mat/Dot Cards/Choral Counting.

Continue with routines previously taught and, if you have not already, make sure to add:

- True/false number sentences
- Decomposition of numbers – focus on place value
- Hundreds Chart – one more/one less

*For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:** Continue daily activities. (See above.)

\*Optional curriculum resources: Georgia Unit 2 or Expressions Unit 2

**Weeks 10, 10/26-10/30**

**Focus:** Review Big Ideas previously taught and supporting standards.

- Review & Assess
- Interpreting Graphs

**BRASSY & Routines:** Continue with routines previously taught and, if you have not already, make sure to add:

- Interpreting graphs

*For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:** Word problems assessment

- Report card assessments
- Collecting data, creating a graph, making observations based on the graph

\*Optional curriculum resources: Georgia Unit 2 or Expressions Unit 2.

**Weeks 11, 11/2-11/6**

**Focus:** Reteach & Assessment

- Catch up and/or reteach week
- Trimester 1 Assessment

**BRASSY & Routines:** Continue with routines previously taught. *For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:**

- Interventions/enrichment based on assessment results

\*Optional curriculum resources: Georgia Unit 2 assessment or Expressions Unit 3.

**Weeks 12, 11/9-11/13**

**Focus:** Assessments

- District Math Growth Assessment, EOT1
- Trimester 1 Assessment
- Word Problems Assessments

**BRASSY & Routines:** Continue with routines previously taught. *For BRASSY time optional curriculum resource: Expressions Units 6 & 7 throughout the year.*

**Activities:**

- District Math Growth Assessment, EOT1
- Trimester 1 Assessment
- Word Problems Assessments
- Performance Task, EOT1

\*Optional curriculum resources: Expressions Unit 3.