

1st Grade 100 Days of School Collaboration Instructions

1st Grade Classes

Materials List:

Ziplock Bags Examples of objects Please select 2 of the objects: Elbow macaroni, Pennies, and/or Cheerios

Resource List:

Printable resources - Images File Wish Illustrated Poem Template Wish Illustrated Poem Instructions Connection Information

Pre-Connection Reading Activity:

Suggested reading (or other book about 100 days of school)

- 100 Days of School by Trudy Harris and Beth Griffis Johnson
- The Night Before the 100th Day of School by Natasha Wing and Mindy Pierce
- The 100th Day of School by Angela Shelf Medearis

Pre-Connection Writing Activity:

Pre-writing discussion about cost of items, provide some examples (See Images file) Each class will create a Poem, I Wish I had (See attached file Wish Illustrated Poem)

Pre-connection Math Activity

 Each class would be responsible to count 100 objects and bag them in groups of 10. Please use more than 1 object, for example: Cheerios, pennies, elbow macaroni. You will need 100 objects for each work group.

Connection

45 - 60 minute connection

- Introduce class, give location, school information
- Class #1 shares the Wish Illustrated Poem
- Class #2 shares the Wish Illustrated Poem
- Share what items they have counted out before the connection
- Each class will take turns creating a problem in which multiple steps will equal 100

Connection

- (5 minutes) Each class will take 5 minutes to share the items they counted prior to the connection
- (20 minutes) Each class will take 10 minutes to share their equation. Please have a different child each instruction.
- Class #1 will present the following problem:
 - Group students to work on problem together- each group will need paper or white boards to create their problem
 - Example of a problem (differentiation Students could use the same material such as Cheerios or they can use different materials such as Cheerios and Elbow Macaroni to understand they are counting objects, not just Cheerios) - <u>Please do not use this exact problem</u>
 - Start with 10 objects
 - Add 8 objects
 - How many do you have altogether?
 - Now add 20 more objects
 - How many do you have altogether?
 - Now add 5 objects (Note: regrouping necessary)
 - How many do you have altogether?
 - Now add 30 more objects
 - How many do you have altogether?
 - Now add 7 more objects
 - How many do you have altogether?
 - How many more objects do you need to reach 100?
- Class #2 will present their problem to Class #1 for them to solve

NYS Next Gen Math, ELA, and NYS Computer Science and Digital Fluency Standards

Reading (ELA)

- RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.
 - RF.1.3a: Know and apply phonics and word analysis skills in decoding multisyllabic words.
 - RF.1.3b: Decode grade-level regular and irregular words.
- RL.1.1: Ask and answer questions about key details in a text.
 - RL.1.1a: Ask and answer questions about what the text says explicitly and implicitly.
 - RL.1.1b: Use illustrations and details in a text to answer questions.
- RL.1.2: Recount the main events of a story, using key details.
 - RL.1.2a: Retell stories and share experiences based on what they have read.
 - RL.1.2b: Use sequencing words to tell what happened first, next, and last.

Writing (ELA)

- W.1.3: Write narratives with descriptive details and clear sequence of events.
 - W.1.3a: Introduce the narrator and setting.
 - W.1.3b: Develop the plot with a sequence of events.
 - W.1.3c: Use details to describe characters, settings, and events.
 - W.1.3d: Use temporal words to signal order.
- W.1.8: With guidance and support, use technology to produce and publish writing.
 - W.1.8a: Use keyboarding skills to type a few words or sentences independently.
 - W.1.8b: Use drawing and multimedia tools to enhance writing.
- L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.1.1a: Form complete sentences.
 - L.1.1b: Use correct pronouns and verb conjugations.
 - L.1.1c: Spell grade-level words correctly.

Speaking and Listening (ELA)

- SL.1.1: Participate in collaborative conversations with diverse partners about grade-level topics and texts.
 - SL.1.1a: Follow rules for conversation.
 - SL.1.1b: Build on the ideas of others and ask questions to clarify and respond.
 - SL.1.1c: Use complete sentences when speaking.

Mathematics (Math)

- 1.OA.A.1: Use addition and subtraction within 100 to solve one-step and two-step word problems.
 - 1.OA.A.1a: Understand and solve problems involving finding sums and differences within 100.
 - 1.OA.A.1b: Decompose numbers less than 100 into multiples of 10 and 1 to solve problems.
- 1.NBT.A.1: Understand and use place value within 100.
 - 1.NBT.A.1a: Group objects by ones, tens, and hundreds.
 - 1.NBT.A.1b: Compare two whole numbers using place value.
- 1.MD.A.1: Order length, width, height, and weight directly. Compare length, width, height, and weight using appropriate vocabulary.
 - 1.MD.A.1a: Order objects by length, width, height, and weight.
 - 1.MD.A.1b: Use vocabulary like shorter, longer, heavier, and lighter to compare objects.

NYS Computer Science & Digital Fluency (K-1)

• Computational Thinking: Problem Solving & Algorithms

- K-1.CT.1 Identify and describe one or more patterns (found in nature or designed), and examine the patterns to find similarities and make predictions.
- K-1.CT.2 Identify different kinds of data that can be collected from everyday life.
- K-1.CT.3 Identify ways to visualize data, and collaboratively create a visualization of data.
- K-1.CT.4 Identify a problem or task and discuss ways to break it into multiple smaller step
- K-1.CT.6 Follow an algorithm to complete a task.

Networks and Systems Design

- K-1.NSD.1: Identify ways people provide input and get output from computing devices.
- K-1.NSD.2: Identify basic hardware components that are found in computing devices.