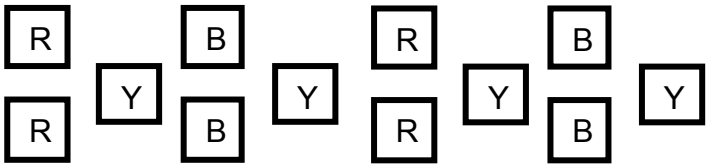
First Grade Spiraling Review
Week 1 of First Six Weeks

Note: All attachments are found at the end of this document.

Day 1	Distribute **Attachment 1(A)**. Ask: • **What attributes would you use to describe a triangle?** *(3 sides, 3 corners)* Instruct students to circle all of the triangles on their paper. Ask: • **How many triangles did you circle?** *(5)* • **How many sides does a triangle have?** *(3)* • **How many corners?** *(3)*
Day 2	Place a bin of linking cubes in the center of each table group. Present the following simple problem orally: **Kay has 6 cupcakes and 7 cookies. How many treats does Kay have in all?** Ask students to use their cubes to model the problem. (Repeat the problem orally several times so that students are able to self-regulate comprehension as they listen for details.) • **How many cubes did you use to represent the cupcakes?** *(6)* • **How many cubes did you use to represent the cookies?** *(7)* • **Did you combine your cubes or separate them to solve the problem?** *(combine)* **Explain why.** *(Because we needed to find out how many treats she had in all, so I had to combine the cubes to find the total.)* • **How many treats does Kay have in all?** *(13)*
Day 3	Place a bin of color tiles in the center of each table group. Display the following pattern on the overhead:  Ask students to create the core of the pattern displayed. Once everyone has completed the task and identified the pattern core, ask students to extend the pattern one more series. As students finish, instruct them to share their work with their neighbor. *Key: Pattern core* (color response) (AB pattern)

Day 4	Display **Attachment 1(B)** on the overhead. Explain that the graph represents how many flowers you counted beside your house. Allow students time to observe the graph, then ask the following questions: • **Which row has fewer flowers?** *(The row with tulips)* • **Which row has more flowers?** *(The row with sunflowers)* • **How many flowers did I count beside my house?** *(20)* • **How many more sunflowers did I count than tulips?** (2)
Day 5	Place a bin of linking cubes or color tiles in the center of each table group. Write the number 17 on the board. Ask students to model the quantity written on the board. Instruct them to work independently on this task. Walk around and check for understanding. Key: *Students should have 17 counters on their desk and be able to state the quantity they have represented.*

First Grade Spiraling Review
Week 2 of First Six Weeks

Note: All attachments are found at the end of this document.

Day 1	Display **Attachment 2(A)** on the overhead. Explain that each graph represents how many hotdogs and hamburgers were leftover after Friday night's football game. Allow students time to observe both graphs, then ask the following questions: • **How are the two graphs alike?** *Answers may vary. They both represent hotdogs and hamburgers; they both have the same number of hotdogs and hamburgers pictured, etc.* • **How are the two graphs different?** *One has the pictures in rows and the other has the pictures in columns.* • **How many fewer hamburgers were left than hotdogs?** *(3)* Cover one of the graphs to allow students to focus on only one of the graphs. Then ask the following guiding questions: • **How many hotdogs were not sold Friday night?** (9) • **Do we have enough information to find out how many hotdogs were sold Friday night? Why or why not?** *(No, we do not have enough information. The graphs tell us how many hotdogs were left, not how many they had to begin with.)*
Day 2	Place construction paper and a bin of linking cubes in the center of each table group. Present the following simple problem orally: **The toy store had 10 stuffed bears on a shelf. A man came in and bought 2 of the bears. How many stuffed bears are now on the shelf?** Ask students to use their cubes to model the problem on their mat. (Repeat the problem orally several times so that students are able to self-regulate comprehension as they listen for details.) • **How many cubes did you use to represent the bears on the shelf?** *(10)* • **Did you put more counters on your mat or did you remove some of the counters?** *(I took 2 counters off to represent the two bears bought.)* • **What words helped determine the action of removing some of the counters?** *(How many stuffed bears are now…)* • **How many stuffed bears are now on the shelf?** *(8 bears)* • **What did the answer tell us?** (*How many bears are on the shelf after 2 of the bears were bought)*

First Grade Spiraling Review
Week 2 of First Six Weeks

Day 3	Distribute a bin of color tiles that are the same color in the center of each table group. Instruct students to create an ABB pattern core using the color tiles at their table. Walk around and observe students at work. Ask individual students to describe their pattern core. Ask students what they did to create a pattern with only one color of tiles. Use the following questions to guide more discussion: • **What attribute did you use to identify the pattern?** *(position)* • **How is your pattern core different from your neighbor's?** *Answers may vary. I have 2 tiles stacked to represent the A in the pattern, but my neighbor has only 1 tile and it is turned to look like a square on its side.* • **How are they alike?** *(Everyone has an ABB pattern core.)*
Day 4	Distribute **Attachment 2(B)**. Ask: • **What attributes would you use to describe a rectangle?** *(4 sides, 4 corners)* Instruct students to circle all of the rectangles on their paper. Ask: • **How many rectangles did you circle?** *(5)* • **How many sides does a rectangle have?** *(4)* • **How many corners?** *(4)* • **How many special rectangles did you circle?***(2)* • **What is another name for these special rectangles?** *(a square)* • **Why is a square a special type of rectangle?** *(All the sides of the square are the same length.)*
Day 5	Distribute counters and two sheets of colored cardstock/paper to student pairs. Place **Attachment 2(C)** on the overhead. Instruct student pairs to create a set that is "greater than" the set pictured on the overhead on one mat and a set that is "less than" the set pictured on the overhead on the second mat. Visit with each student group and allow them to share their work. Observe use of comparative language and counting strategies. *Key: Student pairs should create a set of 10 or larger to represent "more than" and a set of 8 or less to represent "less than."*

First Grade Spiraling Review
Week 3 of First Six Weeks

Note: All attachments are found at the end of this document.

Day 1	Place a bin of counters and 20 cups in the center of each table. Write the number 14 on the board. Ask students to work independently to model the number 14 using the materials at their table. Ask: • **How many counters did you use to model the number 14?** *Answers may vary. One group of ten and four units or two groups of five and four units.* • **Who would like to describe their model for the class?** *Answers may vary.*
Day 2	Distribute a small pile of linking cubes (of two different colors) to each student. Present the following part-part-whole problem: **Dana has 5 pencils and 7 erasers in her backpack. How many items does she have in her backpack?** Using linking cubes, ask students to represent each of the items in Dana's backpack using a different color of cubes. Ask: • **What parts did you model?** *(5 pencils and 7 erasers)* • **What information did the problem give?** *(It named the parts: 5 pencils and 7 erasers.)* • **What did the problem ask?** *(The number of the items in Dana's backpack)* • **How many items did Dana have in her backpack?** *(12 items)*
Day 3	Distribute a bowl of paper clips that are the same size and texture in the center of each table group. Instruct students to create an ABCC pattern core using the paper clips at their table. Walk around and observe students at work. Ask individual students to describe their pattern core. Ask students what they did to create a pattern with only one object. Use the following questions to guide more discussion: • **What attribute did you use to identify the pattern?** *(position)* • **How is your pattern core different from your neighbors?** *Answers may vary. I have a paper clip on its side to represent the A pattern, but my neighbor has it at a slant.* • **How are they alike?** *(Everyone has an ABCC pattern core.)*

Day 4	Place a circle on the overhead. Ask: • **What attributes would you use to describe this figure?** *(curvy, round, same from the middle)* • **Who can name this figure?** *(a circle)* Distribute a linking cube and a circle cutout to each student. Give students the following directions: • **Place your cube inside the circle.** • **Place your cube outside the circle.** • **Place your cube beneath the circle.** • **Place your cube above the circle.** As you give out the directions, walk around the room and observe if students are able to place their cube in the correct specified position.
Day 5	Distribute counters and two sheets of colored cardstock/paper to student pairs. Place **Attachment 3(A)** on the overhead. Instruct student pairs to create a set that is "equal to" the set pictured on the overhead on one mat and a set that is "less than" the set pictured on the overhead on the second mat. Visit with each student group and allow them to share their work. Observe use of comparative language and counting strategies. *Key: Student pairs should create a set of 16 to represent "equal to" and a set of 15 or less to represent "less than."*

First Grade Spiraling Review
Week 4 of First Six Weeks

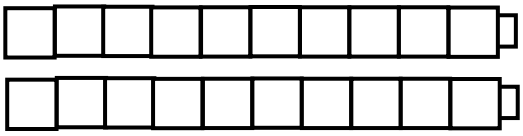
Note: All attachments are found at the end of this document.

Day 1	Place a bin of linking cubes and sheets of construction paper in the center of each table. Display **Attachment 4(A)** on the overhead. Ask students to build a set on their mat that is "greater than" the set displayed on the overhead. Use the following questions to review the activity: • **What quantity was represented on the overhead?** *(13)* • **How were you able to determine the answer so quickly?** *(I noticed that there was 10 (5 + 5) in the cup so I only had to count the counters that were not in the cup.)* • **Who would like to share how your cubes are bundled?** *Answers may vary.* • **Did you find grouping a number by ten helpful? How?** *Answers may vary.*
Day 2	Distribute two color counters and a paper plate to each student. Present the following problem: **For lunch Reed had 14 orange slices on his plate. He ate 6 of the orange slices. How many orange slices does he have now?** Restate the problem slowly several times. Ask: • **What does Reed have on his plate?** *(14 orange slices)* • **What word(s) help determine the action to solve this problem?** *(Ate)* • **What number(s) did you use to build your model?** *(14)* • **What action did you use to solve this problem?** *(Removed the 6 orange slices that Reed ate.)* • **Did you put more counters on the plate or did you remove some of the counters?** *(I removed 6 of the counters from my plate.)* **What will the answer tell us?** *(The number of orange slices left on Reed's plate.)* • **How many orange slices did Reed have now?** *(8 slices)* • **What operation does the word "ate" mean?** *(subtraction)*
Day 3	Distribute counters, cups, and **Attachment 4(B)** to students. Write the number 11 on the board. Ask students to create a set that is "equal to" the number on the board. Once the set is created, instruct students to sketch a picture of their set in the top box. Once they complete the first task, ask students to create a set that is "less than" the number on the board and then sketch a picture of their set in the bottom box. *Key: Students should create a set of 11 to represent "equal to" and a set of 10 or less to represent "less than."*

Day 4	Distribute **Attachment 4(C)** to students. Instruct students to count the number of triangles, squares, circles, and rectangles they see in the picture and record the quantity beside the figure's symbol at the top of the page. Remind students to identify the shapes by their attributes and not by the examples posted. Key: 7 triangles, 1 square, 2 circles, and 7 rectangles (This includes the square in the lamp, since it is a special rectangle.)
Day 5	Display **Attachment 4(D)** on the overhead. Read the title of the graph to the class. Explain that the graph represents the student votes for their favorite sport. Allow students time to observe the graph before asking the following guiding questions: • **How many balls are placed in each box?** *(1)* • **How could we compare the three rows using words?** *Answers may vary. The middle row has more balls than the first row; the last row has less objects than the first row; basketball was the favorite sport, etc.* • **How can we compare each of the sports without counting each square?** *Answers may vary. Since the boxes are all the same size, compare them by looking to see which row is longer and which one is shorter.* • **How many more basketball balls are there than footballs?** *(3 basketballs)* • **How many fewer footballs are there than soccer balls?** *(1 football)* • **Do we have enough information to find out how many students were able to vote for their favorite sport? Why or why not?** *(Yes, a ball was used to record each student's vote, so if you counted all of the balls on the graph you could determine how many students voted.)*

First Grade Spiraling Review
Week 5 of First Six Weeks

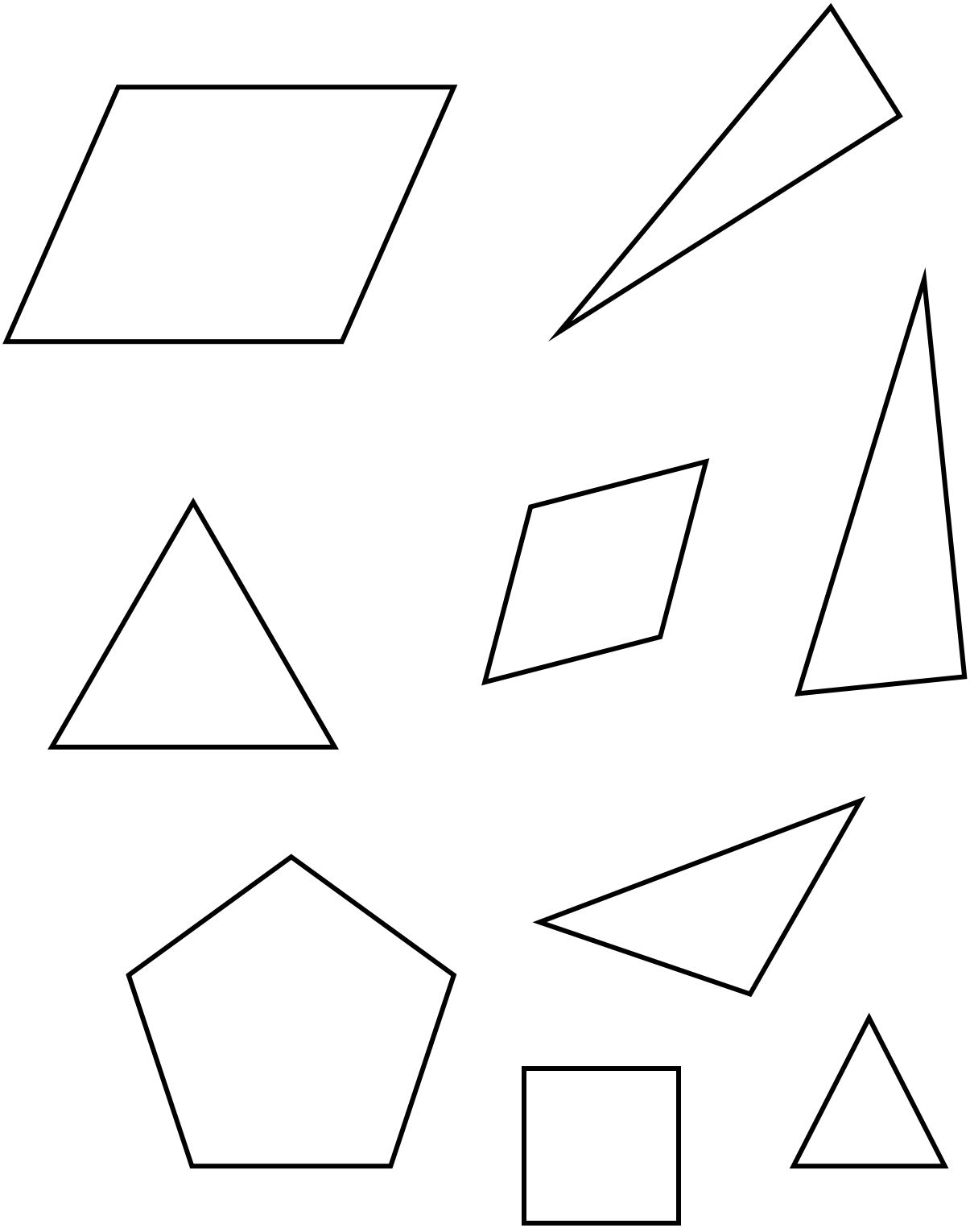
Note: All attachments are found at the end of this document.

Day 1	Distribute a variety of manipulatives or objects to each table group. Write the following alphabet pattern core on the board: ABAC. Instruct students to select a manipulative or object to represent the alphabet pattern core on the board. Walk around to observe students at work. Ask individual students to describe their pattern and the attributes they used to represent the given pattern core. Invite students to extend the pattern they represented.
Day 2	Distribute two color counters and handout: **Tree Counting Board** (Unit 03 Lesson 01) to each student. Present the following problem: **Yesterday my daughter and I went to the apple orchard. We picked 7 red apples and 9 green apples. How many more green apples did we pick than red apples?** Restate the problem slowly several times. Ask: • **What numbers did you use to build your model?** *(7 and 9)* • **How did you represent the red apples?** *Answers may vary.* • **How did you represent the green apples?** *Answers may vary.* • **Who would like to share their problem solving process with the class?** *Answers may vary.* • **Did anyone solve the problem using a different strategy?** *Answers may vary.* • **What will the answer tell us?** *(How many more green apples were picked than red.)* • **How many more green apples were picked than red apples?** *(2)*
Day 3	Distribute counters, cups, and linking cubes to students. Write the number 20 on the board. Ask students to use the materials at their table to model the number twenty. Call on different students to share how they bundled their materials to model the number 20. *Samples could include:* or 

First Grade Spiraling Review
Week 5 of First Six Weeks

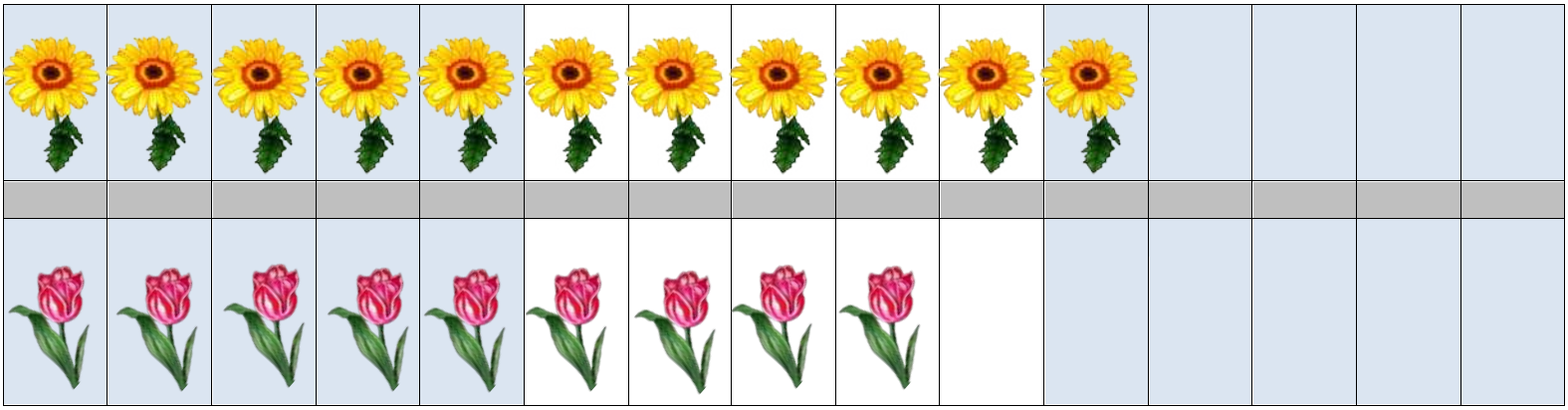
Day 4	Distribute **Attachment 5(A)** to students. Instruct students to write their name on their paper. Ask students to take a minute to observe the graph. Explain that you are going to read the first question aloud and they will record their answer on their paper beside the first question. Once everyone has recorded their answer, instruct students to listen carefully as you read the second question aloud. Direct students to record their answer beside the second question on the page. Continue to read questions one at a time and allow students to record their answer beside each question. Collect **Attachment 5(A)** so that students can complete the bottom of the page tomorrow. Key: 1. **What is the title of the graph?** *(Favorite Vegetables)* 2. **According to the graph, do more people like broccoli or carrots?** *(broccoli)* 3. **Which vegetable is like the least?** *(peas)* 4. **How many people have a favorite vegetable other than broccoli?** *(10)*
Day 5	Re-distribute **Attachment 5(B**) to students. Direct their attention to the ten-frame model at the bottom of the page. Explain that you are going to read the first question aloud and they will record their answer on the line following the question. Repeat the question several times. Walk around to make sure students recorded their quantity in the proper place. Direct their attention to the second question. Explain that you are going to read the second question aloud and that they should record their answer on the line following the second question. (Be sure to repeat the question orally several times so that students are able to self-regulate comprehension as they listen for instructions.) Key: 1. **Write the number of circles in the model?** *(18)* 2. **What number would be represented if you added two more counters?** *(20)*

Attachment 1(A) Spiral Review –Week 1 Name: _____



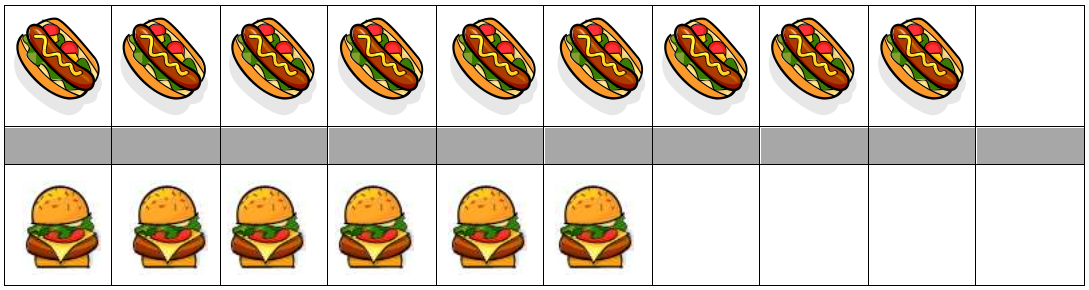
Attachment 1(B)

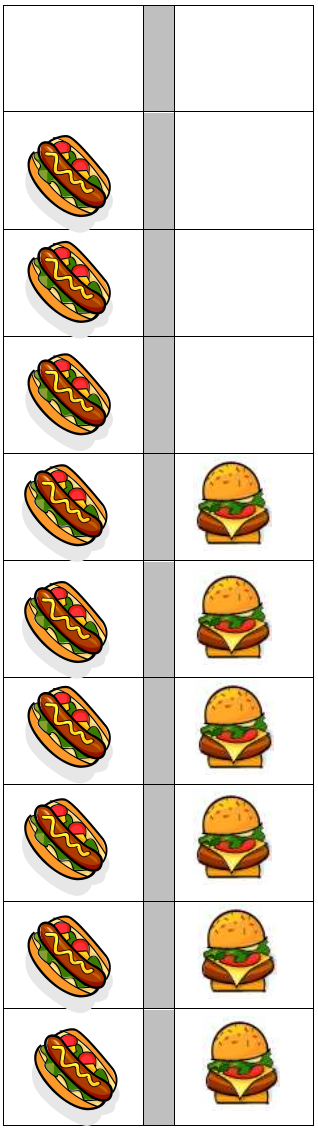
Flower Counts



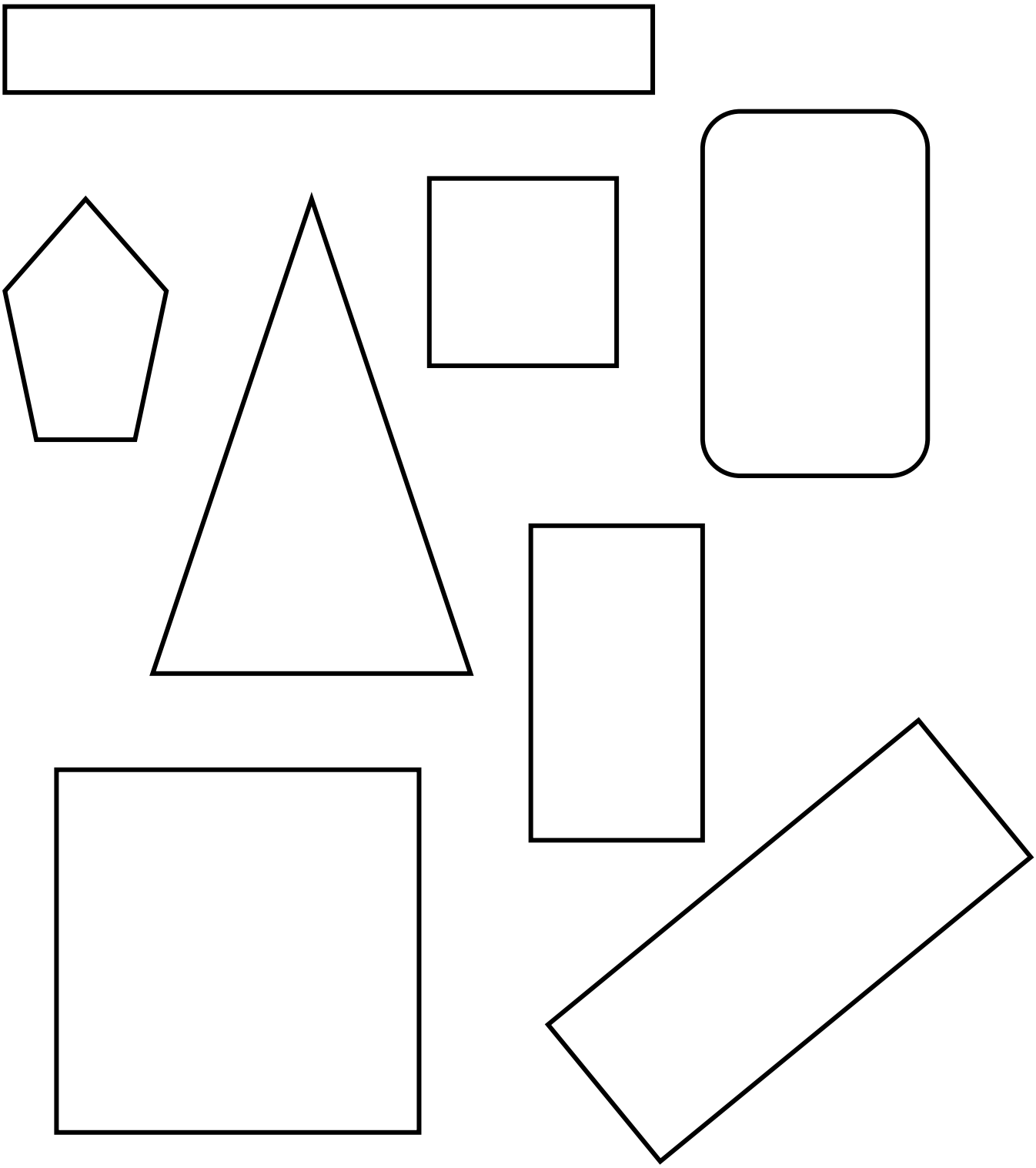
Attachment 2(A)

Friday Night Leftovers

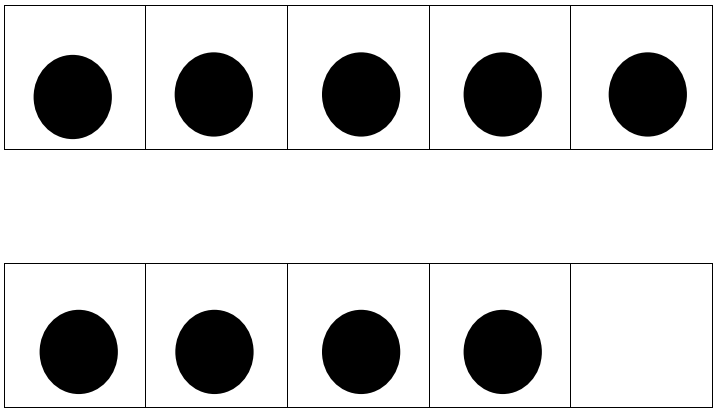




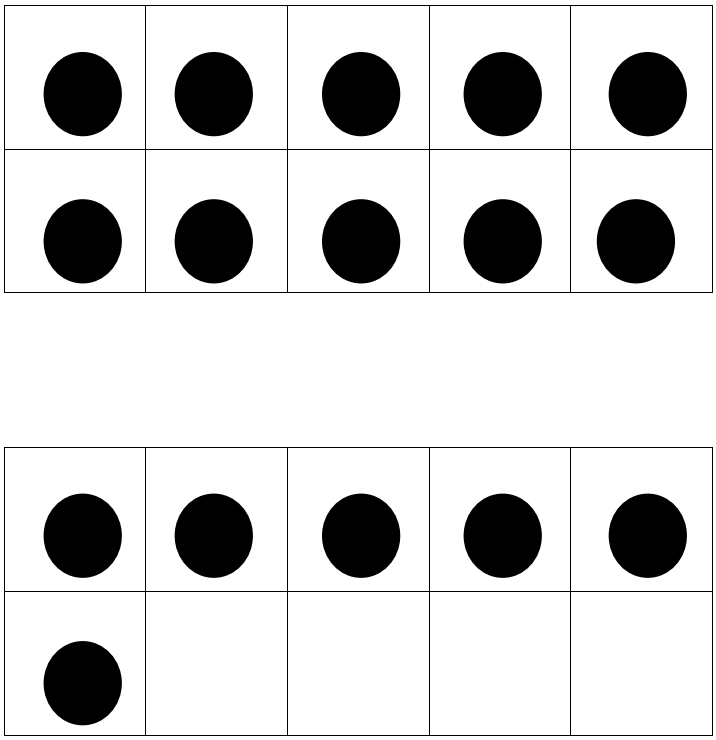
Attachment 2(B) Spiral Review –Week 2 Name: _____



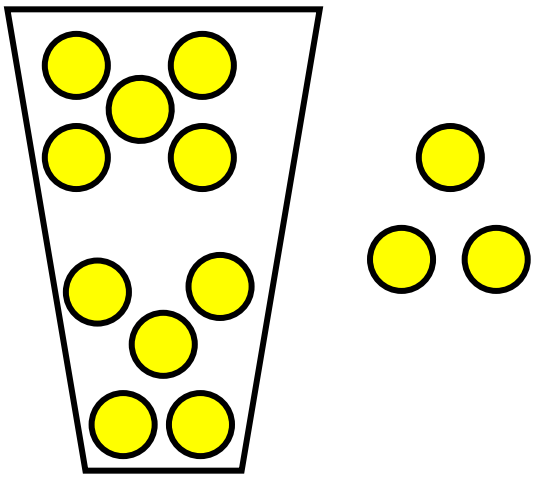
Attachment 2(C)



Attachment 3(A)



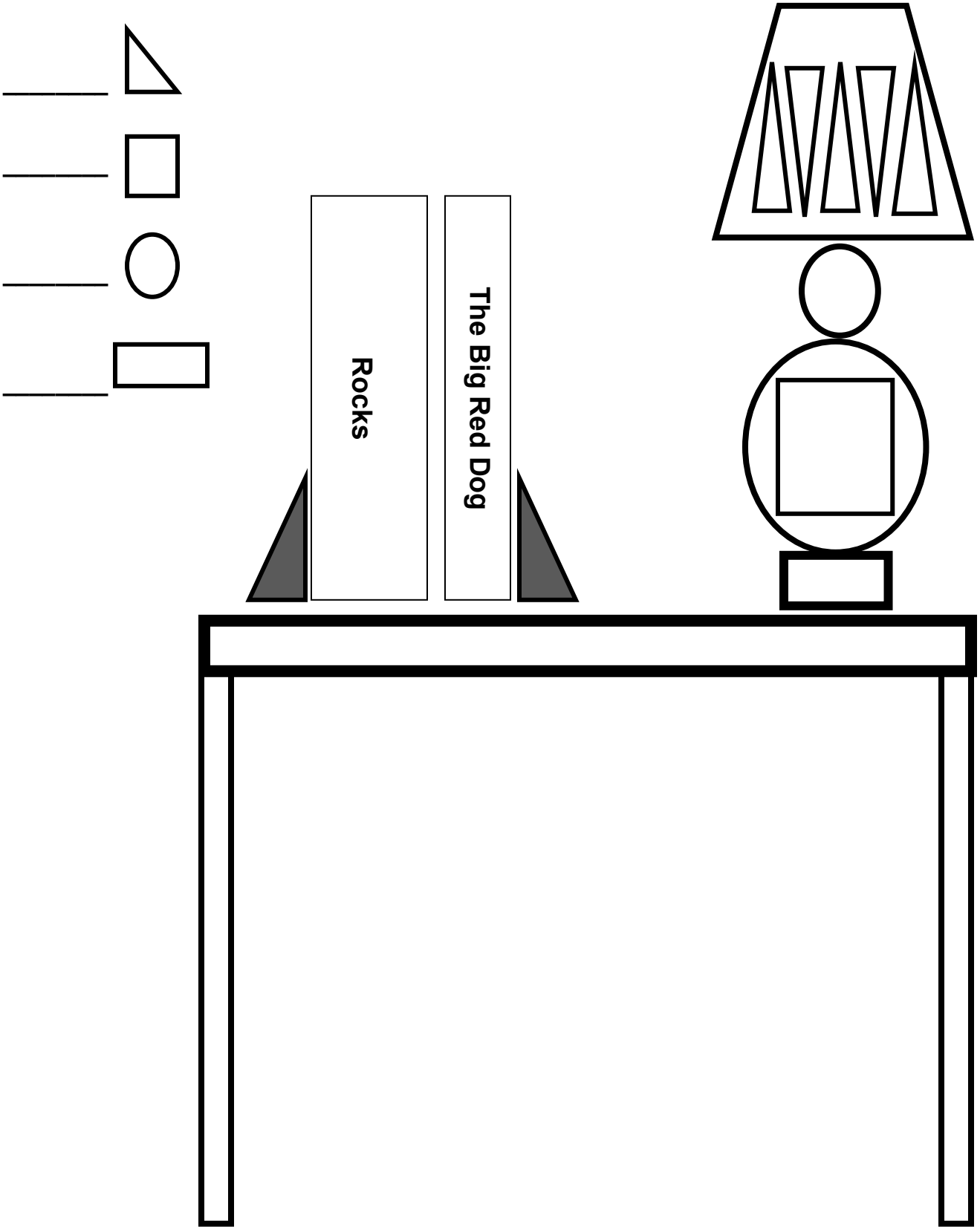
Attachment 4(A)



“Equal to”

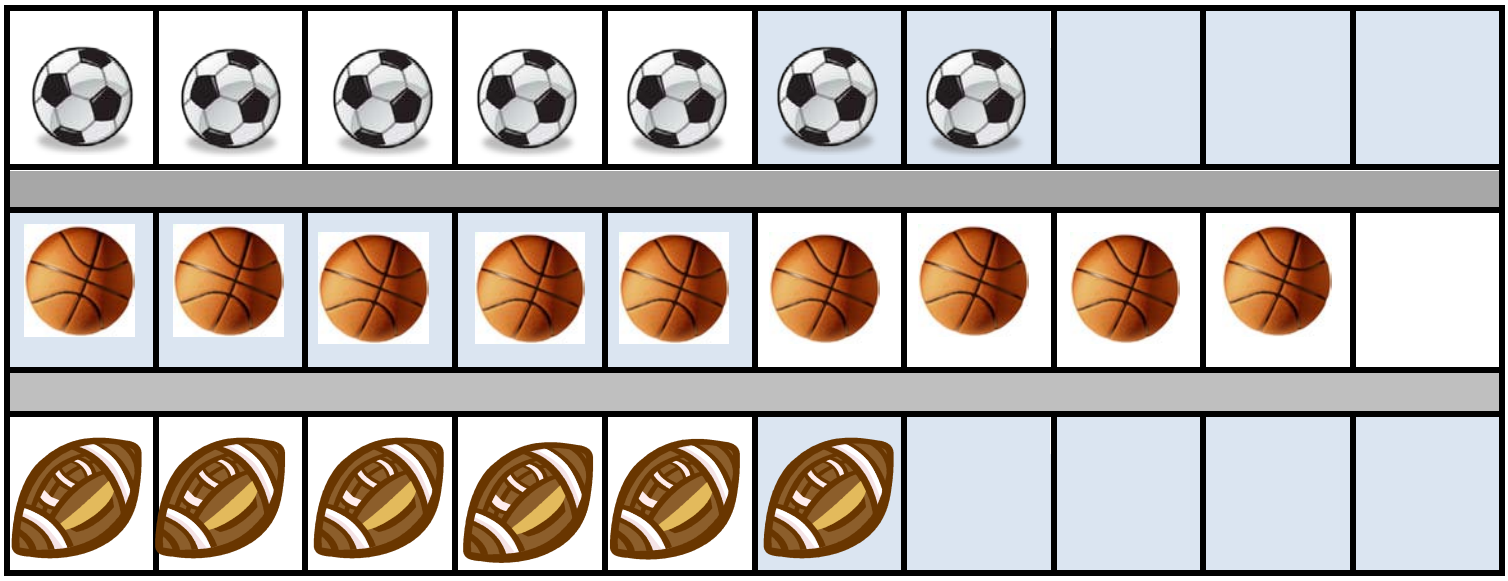
“Less than”

Attachment 4(C) Spiral Review –Week 4 Name: _____



Attachment 4(D)

Favorite Sport



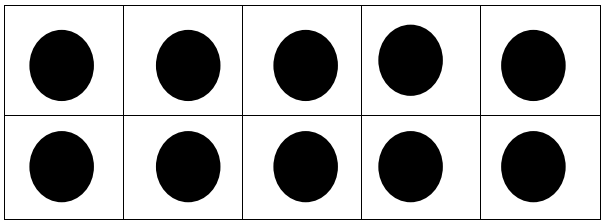
Attachment 5(A) Spiral Review –Week 5 Name: _____

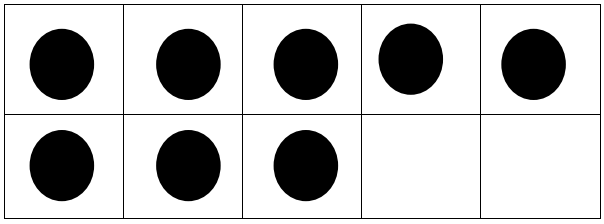
Favorite Vegetables

Carrots								
Peas								
Broccoli								

1. What is the title of the graph? _____
2. According to the graph, do more people like broccoli or carrots? _____
3. Which vegetable is like the least? _____
4. How many people have a favorite vegetable other than broccoli? _____

Attachment 5(B) Spiral Review –Week 5





1. Write the number of circles in the model. _____

2. What number would be represented if you added two more counters? _____