

# SEPTEMBER DAILY math journal



Write a number that is  
**LESS**

23	
34	

Circle the number that  
**LESS**

23	
34	

Match the shapes.  
cylinder cube sphere cone

Label the shapes.  
cylinder cube sphere cone

Fill in the base ten frame  
to match the numbers.


Fill in the base ten frame  
to match the numbers.


I am thinking of a number that is  
more than 10, but less than 20.  
What number am I thinking of?  
Fill in the number line and solve.



# First Grade Daily Math Journal

**Angela Higgs**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

## **First Grade Daily Math Journal:**

**Daily Journals** Carol Simpson, 1993 Ideas and examples for helping children keep journals and do other creative writing activities  
**Day-by-Day Math Thinking Routines in First Grade** Nicki Newton, 2020-02-20 Day by Day Math Thinking Routines in First Grade helps you provide students with a review of the foundational ideas in math every day of the week Based on the bestselling Daily Math Thinking Routines in Action the book follows the simple premise that frequent rigorous engaging practice leads to mastery and retention of concepts ideas and skills These worksheet free academically rigorous routines and prompts follow the grade level priority standards and include whole group individual and partner work The book can be used with any math program or for small groups workstations or homework Inside you will find 40 weeks of practice 1 activity a day 200 activities total Answer Key For each week the Anchor Routines cover these key areas Monday General Thinking Routines Tuesday Vocabulary Wednesday Place Value Thursday Fluency and Friday Problem Solving Get your students math muscles moving with the easy to follow routines in this book  
**First Grade Everyday Mathematics**, 1995

Math Minutes, 1st Grade, eBook Angela Higgs, Helps to build basic arithmetic skills increase speed and improve problem solving skills with one hundred ready to reproduce pages that are composed of ten problems ranging in difficulty  
The Mechanics of Teaching Margaret Jenkins, 2014-01-17 I was encouraged by colleagues to write a book about my teaching style The Mechanics of Teaching compares the analytical diagnostic qualities of automotive mechanics and teachers  
*Learning Journals in the K-8 Classroom* Marcia S. Popp, 2012-11-12 Learning Journals in the K 8 Classroom is the first comprehensive presentation of how to use academic journals effectively for elementary level instruction The text outlines the theoretical foundations for using learning journals and provides step by step suggestions for implementing them in every content area and at all levels of elementary instruction Learning journals provide resources and support for reading aloud independent reading mini lessons cooperative study individual research workshops and the portfolio system The type of interactive writing students do in learning journals helps them explore complex ideas in the content areas using their own strengths of analysis and response the journals then become resources for future learning group discussions individual conferences learning assessment reports and progress Four introductory chapters show teachers how to create their own journals introduce journals to students integrate them with cooperative study and use them for assessment Additional chapters focus on the individual curriculum areas of literature writing mathematics science and social studies The text includes sample entries from student journals at all grade levels and in every content area and appendices of annotated resources to support journaling and interviews with teachers who use journals in their classrooms  
**Everyday Mathematics** Max Bell, 2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross

curricular links and options for individualizing Each guide is grade level specific **Everyday Mathematics** University of Chicago. School Mathematics Project,2001 **Assessment for Equity and Inclusion** A. Lin Goodwin,2012-12-06 How students are assessed can determine not only the quality type and degree of education they receive but has long term consequences for their future Assessment by standardized testing often labels poor and minority children in ways that exclude them from opportunities while failing to measure their true potential Assessmentfor Equity and Inclusion confronts the debate between standardized testing and alternative assessment methods locating strategies of assessment by which students are included rather than excluded *Literature-Based Teaching in the Content Areas* Carole Cox,2011-01-12 Forty classroom tested classroom ready literature based strategies for teaching in the K 8 content areas Grounded in theory and best practices research this practical text provides teachers with 40 strategies for using fiction and non fiction trade books to teach in five key content areas language arts and reading social studies mathematics science and the arts Each strategy provides everything a teacher needs to get started a classroom example that models the strategy a research based rationale relevant content standards suggested books reader response questions and prompts assessment ideas examples of how to adapt the strategy for different grade levels K 2 3 5 and 6 8 and ideas for differentiating instruction for English language learners and struggling students Throughout the book student work samples and classroom vignettes bring the content to life

*Resources in Education* ,2001-10 *The Well-Trained Mind* Susan Wise Bauer,Jessie Wise,2024-04-02 The classic handbook on home schooling updated for a new generation of parents and students Is your child getting lost in the system becoming bored losing his or her natural eagerness to learn If so it may be time to take charge of your child s education by doing it yourself The Well Trained Mind will instruct you step by step on how to give your child an academically rigorous comprehensive education from preschool through high school one that will train him or her to read to think to understand to be well rounded and curious about learning Veteran home educator Susan Wise Bauer outlines the classical pattern of education called the trivium which organizes learning around the maturing capacity of the child s mind and comprises three stages the elementary school grammar stage when the building blocks of information are absorbed through memorization and rules the middle school logic stage in which the student begins to think more analytically and the high school rhetoric stage where the student learns to write and speak with force and originality Using this theory as your model you ll be able to instruct your child whether full time or as a supplement to classroom education in all levels of reading writing history geography mathematics science foreign languages rhetoric logic art and music regardless of your own aptitude in those subjects A new optional Resource Recommendations Portal provides subscribers with curated lists of the best curricula for every grade level and learning style Thousands of parents have already used the methods described in The Well Trained Mind to create a truly superior education for children in their care You do have control over what and how your child learns The Well Trained Mind will give you the tools you ll need to teach your child with confidence and success **Hands-On**

**Mathematics, Grade 3** Jennifer Lawson, 2006 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 3 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum It also provides strategies and visual resources for developing students mental math skills Each unit is divided into lessons that focus on specific curricular expectations Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals Portage Main Press *Everyday Mathematics*, 2004 Contains comprehensive background information about mathematical content and program management This manual familiarizes teachers with the program s features routines and provides ideas for organizing and implementing the curriculum

**Bridging the Achievement Gap** John E. Chubb, Tom Loveless, 2004-05-13 The achievement gap between white students and African American and Hispanic students has been debated by scholars and lamented by policymakers since it was first documented in 1966 The average black or Hispanic secondary school student currently achieves at about the same level as the average white student in the lowest quartile of white achievement Black and Hispanic students are much less likely than white students to graduate from high school acquire a college or advanced degree or earn a middle class living They are also much more likely than whites to suffer social problems that often accompany low income While educators have gained an understanding of the causes and effects of the education achievement gap they have been less successful in finding ways to eliminate it until now This book provides for the first time in one place evidence that the achievement gap can be bridged A variety of schools and school reforms are boosting the achievement of black and Hispanic students to levels nearing those of whites Bridging the Achievement Gap brings together the findings of renowned education scholars who show how various states school districts and individual schools have lifted the achievement levels of poor and minority students The most promising strategies include focusing on core academic skills reducing class size enrolling students in more challenging courses administering annual achievement assessment tests creating schools with a culture of competition and success and offering vouchers in big city school districts While implementing new educational programs on a large scale is fraught with difficulties these successful reform efforts offer what could be the start of widespread effective solutions for bridging the achievement gap

**Journals in the Classroom** Judith Ann Isaacs, Janine Shinkosky Brodine, 1994 This book provides valuable advice on how to initiate or supplement a journal writing program in your classroom Learn how journal writing promotes fluency and confidence Includes over 100 tried and true ideas and a question and answer section

**Mathematical and Analogical Reasoning of Young Learners** Lyn D. English, 2004-07-19 Mathematical and Analogical Reasoning of Young Learners provides foundational knowledge of the nature development and assessment of mathematical and analogical reasoning in young children Reasoning is fundamental to understanding

mathematics and is identified as one of the 10 key standards for school mathematics for the new millennium The book draws on longitudinal and cross cultural studies conducted in the United States and Australia of children s reasoning development as they progressed from preschool through the end of second grade The multifaceted analysis of young children s development of mathematical and analogical reasoning focuses on individual learners their learning environments and the interaction between the two The multidisciplinary team of authors present multiple perspectives and multiple methodologies and provide valuable information on organizing and sustaining interdisciplinary and cross cultural inquiry Key issues addressed include the relationship between mathematical and analogical reasoning how changes in children s reasoning relate to the implicit instruction they receive in their classrooms analyses of the participating teachers knowledge beliefs and practices with respect to mathematical and analogical reasoning of young learners and ways in which we might promote development of mathematical and analogical reasoning in young children This volume is highly relevant for mathematics educators researchers in mathematics education educational psychologists early childhood teachers and others interested in mathematical development of young children in particular the development of their reasoning processes     Full-day and Half-day Kindergarten in the United States Jill Walston,2004     Journal of Education ,1884     **Research in Education** ,1969-05

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