

1st Grade Lesson Plans

FOR THE WEEK OF APRIL 23RD-27TH, 2018

	Monday 23	Tuesday 24	Wednesday 25	Thursday 26 Coding 10-10:30	Friday 27
<p>7:55-8:00 Morning Celebration C.5.1.4, C.5.1.2</p> <p>8:00-8:45 Morning Review/ Community Time 1.NBT.1, 1.NBT.2, 1.NBT.5</p> <p>Group 5: Jaycee, Joel, Lauryn, Gabe</p>	<p>Students will meet in gym.</p> <p>Morning Review- Spiral review of first grade skills.</p> <p>Community Time- Review of Social Contract, Consequences, Non-Negotiables, Good Things, Quote of the Day and Character Education.</p> <p>8:10-8:30 Group 5 DRA 34: K.C. Miggins</p>	<p>Students will meet in gym.</p> <p>Morning Review- Spiral review of first grade skills.</p> <p>Community Time- Review of Social Contract, Consequences, Non-Negotiables, Good Things, Quote of the Day and Character Education.</p>	<p>Students will meet in gym.</p> <p>Morning Review- Spiral review of first grade skills.</p> <p>Community Time- Review of Social Contract, Consequences, Non-Negotiables, Good Things, Quote of the Day and Character Education.</p> <p>8:10-8:30 Group 5 DRA 34: K.C. Miggins</p>	<p>Students will meet in gym.</p> <p>Morning Review- Spiral review of first grade skills.</p> <p>Community Time- Review of Social Contract, Consequences, Non-Negotiables, Good Things, Quote of the Day and Character Education.</p> <p>8:10-8:30 Phonetic Connections Book.</p>	<p>Students will meet in gym.</p> <p>Morning Review- Spiral review of first grade skills.</p> <p>Community Time- Review of Social Contract, Consequences, Non-Negotiables, Good Things, Quote of the Day and Character Education.</p> <p>8:10-8:30 Phonetic Connections Book.</p>
<p>8:45-9:00 Daily 5 Station 1/ GR Group Group 3: Rayden, Isaiah, Ma'khia, Jaden, Jacqueline</p>	<p>Daily 5 Stations</p> <p>Guided Reading Group 3: DRA 14/H "All About Chipmunks" *Day 1 Lesson Plan*</p>	<p>Daily 5 Stations</p> <p>Guided Reading Group 3: DRA 14/H "All About Chipmunks" *Day 2 Lesson Plan*</p>	<p>Daily 5 Stations</p> <p>Guided Reading Group 3: DRA 14/H "Astronomers" *Day 1 Lesson Plan*</p>	<p>Daily 5 Stations</p> <p>Guided Reading Group 3: DRA 14/H "Astronomers" Day 2 Lesson Plan*</p>	<p>Daily 5 Stations</p> <p>GROUP 1:Phonetic Connections Book</p>
<p>9-9:29</p>	<p>Phonemic Awareness -</p>	<p>Phonemic Awareness</p>	<p>Phonemic Awareness Split</p>	<p>Phonemic Awareness -</p>	<p>Phonemic Awareness -</p>

<p>Word Study</p> <p>RF.1.2.</p> <p><i>"I can produce words by blending sounds."</i></p> <p>Variant Vowel <u>/ar/</u></p> <p>Focus Sounds: <u>/ar/</u></p> <p>Focus Words: Park, smart, card, spark, charm, yard</p>	<p>Recite focus words and have students identify the beginning sounds. Record sounds on the board. S/SR - Show students the frieze cards and recite the names of the objects pictured, naming the focus sounds of each word. Using workmats, have students record focus sounds in each of the words from the word list. Blending Sounds - Teacher will model how to read focus sound words by noticing focus sounds before beginning to sound words out. Students will read the words on their word lists whole group. Spelling Words - Teacher will model how to sound out spelling words. Students will practice spelling with the elkonin boxes on their work mats.</p> <p>Sight Words: much, before, line, right, too</p> <p>Activity: cheer words</p>	<p>S/SR - Reread poems and let students identify focus sounds with a focus frame. Ask students to record words on their workmat. Using picture cards, ask students to match decodable word cards with pictures that have the same focus sound. Blending Sounds- Have students blend the words using the same procedure as Monday. Spelling Words - Review spelling words.</p> <p>Sight Words: much, before, line, right, too</p> <p>Activity: whiteboards</p>	<p>focus words into onset and rhyme and challenge the students to put the sounds together to make a word. Ask students to split additional focus words in the same way. Blending Sounds - Have students blend focus words using the same procedure as Monday. Spelling Words - Students will practice their spelling words. Decodable Book - In small groups, read the unit's decodable book. Students will work independently on Blackline Master.</p> <p>Sight Words: much, before, line, right, too</p> <p>Activity: bodyspell (gonoodle.com)</p>	<p>Teacher will segment the word trip. Students will listen and identify the focus sound. The students will then segment additional focus words and identify each of their focus sounds. Blending Sounds - Have students sound out the words drug, globe, drill, and clap using the same procedure as Monday. Spelling Words - Students will work with a partner to spell out their spelling words on their blackline.. Decodable Book - Read the decodable book with the remaining small groups. Have class work on Blackline independently.</p> <p>Sight Words: much, before, line, right, too</p> <p>Activity: rainbow write</p>	<p>Teacher will segment the word trip. Students will listen and identify the focus sound. The students will then segment additional focus words and identify each of their focus sounds. Blending Sounds - Have students sound out the words drug, globe, drill, and clap using the same procedure as Monday. Spelling Words - Students will work with a partner to spell out their spelling words on their blackline.. Decodable Book - Read the decodable book with the remaining small groups. Have class work on Blackline independently.</p> <p>Sight Words: much, before, line, right, too</p> <p>Activity: fluency folders/whisper phones</p>
<p>9:20-9:40 Guided Reading/Daily 5 Rotation 2 Group 1: Nathan, Natalie, Jaclyn, Eryc RF.1.2, RF.1.3 I can read independently</p>	<p>GROUP 1: DRA 8/E "Flying" *See Day 1 Lesson Plan*</p>	<p>GROUP 1: DRA 8/E "Flying" *See Day 2 Lesson Plan*</p>	<p>GROUP 1: DRA 10/F "Fish for Dinner" *See Day 1 Lesson Plan*</p>	<p>GROUP 1: DRA 10/F "Fish for Dinner" *See Day 2 Lesson Plan*</p>	<p>GROUP 1:Phonetic Connections Book</p>

and in groups.					
<p>9:40-9:55 Shared Reading</p> <p>RF.1.4</p> <p>"I can read text with accuracy and fluency"</p> <p>Language Mini Lesson</p> <p>L.1.1.C</p> <p>"I can use noun and verbs."</p>	<p>"Fuzzy, Buzzy Bee" T will read aloud and Ss will listen to note fluency. T will ask Ss to make predictions throughout the book. T will introduce the vocabulary word "nectar". T will introduce demonstratives. T will explain that demonstratives are the words "this, that, these, those". T will point out how frequently demonstratives are used by circling all demonstratives in the story.</p>	<p>"Fuzzy, Buzzy Bee" Ss will echo read with T. T will listen for fluency and expression. T will review demonstratives by asking students to generate sentences for each word. T will introduce the rule "Demonstratives show if the speaker is near or far from the noun".</p>	<p>"Fuzzy, Buzzy Bee" Ss will echo read with T. T will listen for fluency and expression. T will ask students to share text to self connections. T will review articles. Ss will complete "Demonstratives" worksheet as a whole group.</p>	<p>"Fuzzy, Buzzy Bee" Ss will echo read with T. T will listen for fluency and expression. T will ask students to identify the main idea of the book. T will ask Ss to identify supporting details in the book. T will use "Bloom's Button's" questions to further check Ss understanding of the text. T will review demonstratives by asking Ss to identify them in the book.</p>	<p>"Fuzzy, Buzzy Bee" Ss will read aloud text with T. T will listen for fluency and expression. T will review demonstratives with Ss and ask them to come up with sentences that contain demonstratives. Ss will complete "Demonstratives" worksheet independently.</p>
<p>9:55-10:10 Guided Reading/Daily 5 Rotation 2</p> <p><i>Group 2: Kayleigh, Will, Lamar, Ciarra, Jaden</i></p> <p>RF.1.2, RF.1.3 I can read independently and in groups.</p>	<p>Daily 5 Rotation 2</p> <p>GROUP 2: DRA 12/G Book: "Life Cycle of a Sea Turtle" *Day 1 Lesson Plan*</p>	<p>Daily 5 Rotation 2</p> <p>GROUP 2: DRA 12/G Book: "Life Cycle of a Sea Turtle" *Day 2 Lesson Plan*</p>	<p>Daily 5 Rotation 2</p> <p>GROUP 2: DRA 12/G Book: "Animals That Swim" *Day 1 Lesson Plans*</p>	<p>Daily 5 Rotation 2</p> <p>GROUP 2: DRA 12/G Book: "Animals That Swim" *Day 2 Lesson Plans*</p> <p>Code Studio in the Computer Lab 10:00-10:30</p>	<p>Daily 5 Rotation 2</p> <p>GROUP 2: Phonetic Connections Book</p>
<p>10:10-10:25 Read Aloud</p> <p>RL.1.1</p> <p>"I can ask and answer questions about details"</p>	<p>Read Aloud: Pigsty by Mark Teague</p> <p>Strategy: Predict-Read until you reach the page where the last two pigs showed up in his room, "Then two more pigs showed up. The mess just grew and grew."</p>	<p>Read Aloud: Pigsty by Mark Teague</p> <p>Strategy: Retell-Read the story again. Focus on retell. Teacher will assist the students as they create a whole class retelling of the story using picture cards.</p>	<p>Read Aloud: Pigsty by Mark Teague</p> <p>Strategy: Connect-Have you ever let your room turn into a pigsty? What happened?</p> <p>Vocabulary: responsibility- When Wendell's mom</p>	<p>Read Aloud: Pigsty by Mark Teague</p> <p>Strategy: Infer-Why do you think Wendell got upset when his things weren't taken care of?</p> <p>Grammar-Compound Words:</p>	<p>Read Aloud: Pigsty by Mark Teague</p> <p>Strategy: Opinion-Write about your favorite part of the story and tell why.</p> <p>Craft: Directed Drawing of a Pig-Students follow</p>

<p>in a text.”</p>	<p>Students will make a prediction about what will happen next in the story. Read the rest of the story and compare the students' illustrations and written responses with those in the book. Students will then write what actually happened in the story.</p>	<p>Partner talk retelling of the story using the chart that was co-created Students will then create a retell strip.</p> <p>Vocabulary: pigsty- a pigsty is place where pigs are kept, but it also means a dirty or mess place.</p>	<p>hands him the broom, she tells him that his room is his responsibility. Responsibility means a duty or task that you are required or expected to do. Discuss some of the responsibilities students have at home and at school.</p>	<p>Review anchor chart. Read the cards and have students give a thumbs up or thumbs down to show whether it's a compound word or not. Put in pocket chart under appropriate column.</p>	<p>teacher directions to illustrate a pig.</p>
<p>10:30-10:45 Daily 5 Station 4/GR Groups Group 4: Terrence,, Jahari, Adrian, Makiyah, Connor</p>	<p>Daily 5 Rotation 3 GROUP 4: DRA 16/1 “Mena Plays Soccer” *Day 1 Lesson Plan*</p>	<p>Daily 5 Rotation 3 GROUP 4: DRA 16/1 “Mena Plays Soccer” *Day 2 Lesson Plan*</p>	<p>Daily 5 Rotation 3 GROUP 4: DRA 16/1 “The Shopping Trip” *Day 1 Lesson Plan*</p>	<p>Daily 5 Rotation 3 GROUP 4: DRA 16/1 “The Shopping Trip” *Day 2 Lesson Plan*</p>	<p>Daily 5 Rotation 3 GROUP 4: Phonetic Connections Book</p>
<p>Start transition to lunch at 10:40 10:45-11:30 Lunch/Recess Pick up from 2nd grade hallway side at 11:30</p>					

<p>11:30-12:20 Math</p> <p>1.OA.A.1, 1.G.A.1</p> <p><i>"I can distinguish, build and draw shapes based on their attributes."</i></p>	<p>M6 Lesson 3</p> <p>Fluency Practice: Warm Up Application Problem: Tamra has 4 more goldfish than Peter. Peter has 10 goldfish. How many goldfish does Tamra have? Concept Development: Teachers will need <i>Hide Zero Cards</i>. Students will need <i>4 ten sticks, personal whiteboard and place value chart</i>. Teacher will follow Eureka Math L3, Pgs. 43-46. Problem Set: Students will work whole group, independently or with a partner to solve problem set.</p> <p><i>**Eureka suggest to Omit Module 6 Lesson 4</i></p>	<p>Module 6 Lessons 1-4 Assessment</p>	<p>M6 Lesson 5</p> <p>Fluency Practice: Warm Up Application Problem: Kiana has 6 fewer goldfish than Tamra. Tamra has 14 goldfish. How many goldfish does Kiana have? Concept Development: Teachers will need <i>pairs of place value charts</i>. Students will need <i>personal whiteboard and place value chart</i>. Teacher will follow Eureka Math L5, Pgs. 79-83. Problem Set: Students will work whole group, independently or with a partner to solve problem set.</p> <p><i>**Eureka suggest to Omit Module 6 Lessons 6-8</i></p>	<p>M6 Lesson 9</p> <p>Fluency Practice: Warm Up Application Problem: Emi and Julio together have 17 pet mice. How many mice might each child have? Concept Development: Teachers will need <i>12 ten sticks of linking cubes and 10 additional linking cubes</i>. Students will need <i>personal whiteboard</i>. Teacher will follow Eureka Math L9, Pgs. 121-124. Problem Set: Students will work whole group, independently or with a partner to solve problem set.</p>	<p>Module 6 Lessons 5-9 Assessment</p>
<p>12:20-1:20 Writing</p> <p>C- Connection T- Teach AE- Active Engagement L- Link</p> <p>W.1.3, W.1.8, RL.1.1, RL.1.3, RL.1.10, RL.2.3, SL.1.1, SL.1.4, L.1.1, L.1.2</p> <p><i>"I can write"</i></p>	<p>Sensory Poem: Plan and Write C- Ask, "What is a sensory poem?" T- Explain that students will be working independently on planning and writing their own sensory poem today. Review what needs to be included and that it doesn't have to</p>	<p>Emotion Poem Planning C- Show Emotion Poems anchor chart. Review some of our emotions and ask students to show what they look like (happy, sad, angry, surprised, etc.) T- T will explain that we are going to use our emotions to write poems. Talk about different synonyms for for these emotions. T</p>	<p>Emotion Poem Writing C- Ask what "Emotion Poems" are all about. Do they have to rhyme or follow a pattern? T- T will read the teacher example poem to students. Look back at the planning sheet and discuss how you included things that make you happy.</p>	<p>Emotion Poem Planning C- Review how we use our emotions to plan out what we want to tell in an emotion poem. T- T will model what she looks like when she is feeling angry. T will model how to complete the planning sheet by telling about things that make her feel angry.</p>	<p>Emotion Poem Writing C- Review yesterday's lesson about how to write about our feelings. T- T will read the teacher example poem to students. Look back at the planning sheet and discuss how you described times when you were feeling angry. Show students your poem, as well as your</p>

<p>a narrative in which there are 2 or more sequenced events. "</p>	<p>rhyme or follow a pattern. AE- Students will <i>plan and write a poem</i> about being at a "Birthday Party." L- T will conference as needed.</p>	<p>will brainstorm about when she feels happy and model using the planning sheet. AE- Students will complete their own <u>planning sheet</u> for "Feeling Happy" poem and focus on writing about what makes them feel this emotion. L- T will conference as needed.</p>	<p>Remind students that it does not have to rhyme or follow a pattern, but instead should focus on describing the things that make them feel the emotion: happy. AE- Students will <u>write an emotion poem</u> about "Feeling Happy." They will use their planning sheet to guide them. L- T will conference as needed.</p>	<p>AE- Students will use the <u>planning sheet</u> to write an <i>emotion poem</i> about "Feeling Angry." L- T will conference as needed.</p>	<p>illustration to model what they might want to include. AE- Students will <u>write an emotion poem</u> about "Feeling Angry." L- T will conference as needed.</p>
<p>1:20-2:00 Special Class</p>		<p>2:00-2:05 Transition to Classroom</p>			
<p>2:05-2:50 Dig Into Reading (M/W/F) Social Studies, Science, and Micro (T/Th)</p>	<p><u>Interventions</u> Students will switch classes to participate in iRead lessons and small group interventions based on students' needs.</p>	<p><u>Space Patterns and Cycles</u> T will ask Ss to recollect what objects can be found in space. T will share with Ss that even though those objects are found in the sky, Earth itself is also in "space". T will show the Brainpop Jr. Episode "earth". Ss will complete the Earth, moon, and sun rotation craft.</p>	<p><u>Interventions</u> Students will switch classes to participate in iRead lessons and small group interventions based on students' needs.</p>	<p><u>Space Patterns and Cycles</u> T will say, "The positions of the sun can tell you about what time of the day it is." T will play, Following the sun video. T/S will review positions of the sun anchor chart. S will complete the Positions of the sun worksheet. Youtube Video Link: https://www.youtube.com/watch?v=ISN1B0pLZAs&t=5s</p>	<p><u>Interventions</u> Students will switch classes to participate in iRead lessons and small group interventions based on students' needs.</p>
<p>2:50-3:05 Classroom Jobs/Dismissal</p>					