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| Mrs. Kelly’s Lesson Plans  for the week of May 13-17, 2019 | | | | | |
| **EOY**  **Testing** | **Monday**  **13**  **Dojo Dollar Store** | **Tuesday**  **14** | **Wednesday**  **15** | **Thursday**  **16** | **Friday**  **17**  **Dojo Celebration 9:55-11:00**  **Lunch/Recess**  **12:25-1:05** |
| \*\*T and Ss will review and practice rules and procedures throughout the day\*\* | | | | | |
| 7:55-8:00  Morning Celebration  **C.5.1.4, C.5.1.2**  8:00-8:20  **Morning Review**  **1.NBT.1, 1.NBT.2, 1.NBT.5** | **Students will meet in gym.**  **Morning Review-** Spiral review of first grade skills. | **Students will meet in gym.**  **Morning Review-** Spiral review of first grade skills. | **Students will meet in gym.**  **Morning Review-** Spiral review of first grade skills. | **Students will meet in gym.**  **Morning Review-** Spiral review of first grade skills. | **Students will meet in gym.**  **Morning Review-** Spiral review of first grade skills. |
| 8:20-8:55  Intervention Time | Ss will log on to Iread for reading interventions. | Ss will log on to Iread for reading interventions. | Ss will log on to Iread for reading interventions. | Ss will complete moby max and essential standard skill in small groups for math interventions. | Ss will complete moby max and essential standard skill in small groups for math interventions. |
| 8:55-9:15  Morning Meeting | **Community Time-** Social Contract, Non-Negotiables, Good Things, Quote of the Day and Character Education.  T and S will participate in morning meeting activity of the day. | **Community Time-** Social Contract, Non-Negotiables, Good Things, Quote of the Day and Character Education.  T and S will participate in morning meeting activity of the day. | **Community Time-** Social Contract, Non-Negotiables, Good Things, Quote of the Day and Character Education.  T and S will participate in morning meeting activity of the day. | **Community Time-** Social Contract, Non-Negotiables, Good Things, Quote of the Day and Character Education.  T and S will participate in morning meeting activity of the day. | **Community Time-** Social Contract, Non-Negotiables, Good Things, Quote of the Day and Character Education.  T and S will participate in morning meeting activity of the day. |
| 9:15-9:35  Word Study  **Variant Vowel**  **/^o/**  **RF.1.2.**  **Spelling Words**  **taught, bought, draw, cause, long, talk**  **“I can produce words by blending sounds.”** | **Phonemic Awareness**  Recite focus words and have students identify the variant vowel /^o/ sounds in the words. Record sounds on the board.  **S/SR -** Show students the frieze card and recite the names of the objects pictured, naming the focus sounds of each word. Using work mats, 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- taught, bought, draw, long, cause, talk**  Teacher will model how to sound out spelling words. Students will practice spelling with the elkonin boxes on their work mats.  **Sight Words- caught, bought, cause**  **VCV syllabication rule: even, focus, bony** | **Phonemic Awareness**  Read or Listen to the recording of the poem. Have students listen for and identify the words with the focus sound.  **S/SR** - Reread poems and let students identify focus sounds with a focus frame. Ask students to record words on their work mat. 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.  **Spelling Words**-**caught, bought, draw, long, cause, talk**  **Sight Words- cause, caught, bought**  **VCV syllabication rule: even, focus, bony** | **Phonemic Awareness**  Teacher will say the focus word. Students will listen and identify the focus sound. The students replace the focus sounds and recite what word they have made.  **Blending Sounds-** Have students sound out the words using the same procedure as Monday.  **Spelling Words-caught, bought, draw, long, cause, talk**  Students will work with a partner **t**o spell out their spelling words on their whiteboard.  **Decodable Book** - Read the decodable book with the remaining small groups. Students will work independently on Blackline Master.  **Sight Words- caught, bought, cause**  **VCV syllabication rule: even , focus, bony** | **Phonemic Awareness**  Split 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-caught, bought, draw, long, cause, talk**  Students will practice their spelling words on their whiteboard.  **Decodable Book-**  In small groups, read the unit’s decodable book. Students will work independently on Blackline Master.  **Sight Words-caught, bought**  **VCV syllabication rule: even, focus, bony** | Spelling Assessment |
| 9:35-10:45  **Math**  **1.MD.3**  **“ I can understand coins and their values.”** | **Coins and Their Values**  Teacher will introduce coins and their values with anchor charts.  Teacher will guide students to complete coin *flap book* by writing how much each coin is worth (ex: quarter- 25c, 25 cents, $0.25, 4 quarters=$1.00).  Students will review Coins and their value by completing lessons on Zearn (Topic E). | **Coins and Their Values**  Teacher will review coins and their values with anchor charts.  Teacher will guide students to complete *coin match up*.  Students will review Coins and their value by completing lessons on Zearn (Topic E). | **Coins and Their Values**  Teacher will review coins and their values with anchor charts. Teacher will show students how you can add coins together to make a $1.00. Students will complete *ways to make $1* worksheet. Students will review Coins and their value by completing lessons on Zearn (Topic E). | **Coins and Their Values**  Teacher will review coins and their values with anchor charts.  Students will complete *money craft*.  Students will review Coins and their value by completing lessons on Zearn (Topic E). | DOJO Celebration |
| 10:45-11:25  Lunch/Recess  11:25-11:30 Transition back to classroom | | | | | |
| 11:30-11:50  **Guided Reading/Daily 5 Rotation 1**  **RF.1.2., RF.1.3**  **“I can read independently and in groups”** | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. |
| 11:50-12:20  **Read Aloud**  **RL.1.1, RL.1.2**  **“I can ask and answer questions about details in a text.”** | **Read Aloud:** *One Tiny Turtle* by Nicola Davies  **Strategy: Schema**  Students will draw and write what they already know about turtles. Read the book and discuss new information that we can add to our schema. Students will draw and write new information. | **Read Aloud:** *One Tiny Turtle* by Nicola Davies  **Strategy: Schema**  Reread the text. Teacher will use picture cards to show the life cycle of a turtle. Students will complete their own life cycle. | **Read Aloud:** *One Tiny Turtle* by Nicola Davies  **Strategy: Author’s Purpose**  Reread the text. Discuss why the author wrote this book. What did she want us to learn? | **Read Aloud:** *One Tiny Turtle* by Nicola Davies  **Strategy: Schema**  Discuss what we know about turtles (can, have, are). Students will write “All About Turtles” books. | **Read Aloud:** *One Tiny Turtle* by Nicola Davies  **Strategy: Schema**  Students will watch a National Geographic kids video to learn more about turtles.  <https://www.youtube.com/watch?v=aSPppmnTrWE> |
| 12:20-12:40  **Guided Reading/Daily 5 Rotation 2**  **RF.1.2., RF.1.3**  **“I can read independently and in groups”** | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. |
| 12:40-1:00  Shared Reading and Word Chat  **RF.1.4**  **“I can read text with accuracy and fluency.”** | “Jason at the Jump-a-Thon”  Teacher will read and students may join in. T will listen for fluency and expression. T will introduce the vocabulary words: healthy, lucky, raise  WC R1: Sound Substitution (Long/Short vowel)): T will give Ss a word and ask Ss to replace the vowel sound. | “Jason at the Jump-a-Thon”  Teacher will read and students may join in. T will listen for fluency and expression. T will have Ss make text-to-self connections by asking them “Have you ever tried to learn how to do something that was hard for you?”  WC R2: Sound Substitution (Long/Short vowel)): T will give Ss a word and ask Ss to replace the vowel sound. | “Jason at the Jump-a-Thon”  Teacher will echo read with students. T will listen for fluency and expression. T will circle the name “Jason” on the cover, “way” on page 4, “Place” on page 5, and “explained” on page 6. T will review common long a patterns with Ss.  WC R3: Sound Substitution (Long/Short vowel)): T will give Ss a word and ask Ss to replace the vowel sound. | “Jason at the Jump-a-Thon”  Teacher will echo read with students. T will listen for fluency and expression. T will circle the word “he” on page 3 and explain that this is a pronoun for ‘Jason”. T will list other common pronouns. T will ask for Ss help identifying other pronouns throughout the story.  WC R4: Sound Substitution (Long/Short vowel)): T will give Ss a word and ask Ss to replace the vowel sound. | “Jason at the Jump-a-Thon”  Students will choral read. T will listen for fluency and expression. T will ask Ss to retell the story (beginning, middle, end).  WC R5: Sound Substitution (Long/Short vowel)): T will give Ss a word and ask Ss to replace the vowel sound.. |
| 1:00-1:20  **Guided Reading/Daily 5 Rotation 3**  **RF.1.2., RF.1.3**  **“I can read independently and in groups”** | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. | Students will choose a Daily 5 Center for independent practice while teacher meets with guided reading group. |
| 1:20-2:00  Special Class  2:00-2:05 Transition back to classroom | | | | | |
| 2:05-2:45  Writing  (T/Tr Writing Block ends at 2:15)  **C- Connection**  **TP- Teaching Point**  **T- Teach**  **AE- Active Engagement**  **L- Link**  **W.1.1, W.1.3,W.1.8, RL.1.1, RL.1.3, SL.1.1, SL.1.4, L.1.1, L.1.2**  **“I can use a capital letter to begin each sentence.”** | **End of Year Writing**  Students will use a graphic organizer to plan and write about their first grade year. | **Science Video: Sea Rescue** | **End of Year Writing**  Students will use a graphic organizer to plan and write a letter to their teacher. | **Science Video: Back to the Sea** | **End of Year Writing**  Students will illustrate by drawing “This was me in first grade”. Students will make a list of their top 10 memories. |
| (T/Tr) 2:15-2:45  Science/Social Studies  **\*\*\*All S/SS Units Completed\*\*\*** | Writing Continued | **Science Continued** | Writing Continued | **Science Continued** | Writing Continued |
| 2:45-3:00  Classroom Jobs/Prepare for Dismissal | | | | | |

\*\*Lesson Plans are subject to change based on students’ instructional needs.

\*\*Procedures and Expectations will be reviewed daily.