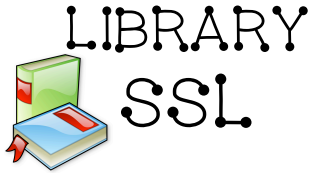


**Mrs. Austin's 1st Grade Lesson Plans
2015-2016**

February 2016	2/8	2/9	2/10	2/11	2/12
Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:55-9:00	Morning Meeting in the Gym				
9:00- 9:10	Morning Bathroom Break				
9:10-9:45 Morning Routines		Arrival, Attendance, Basic Facts Practice, Daily Common Core Review, Classroom Pledge			

9:45-10:15
Specials



P.E.



PHONICS

Lessons: 8

Decodable Text: A

Cool Balloon

Spelling Patterns: oo,
_ue, long u

Word Wall: Review of
all 2nd marking period
words

[https://drive.google.com
/open?id=0B71mshFG4
0qtSTFFThYU0tBSnM](https://drive.google.com/open?id=0B71mshFG40qtSTFFThYU0tBSnM)

Spelling Words:

spoon, tooth, food, blue,
true, glue, truth, to, too,
two

Day 3:

Sight Words (5min.)

On Wednesdays we
play “Guess the Word”
like Hangman

Phonics (15min.): On

Wednesdays we do a
phonics activity
worksheet where they
highlight words with
the phonics skill and
write the words.

SCIENCE

**Lesson: 1 Assessment
Animal Research Unit**

Use materials to design a
solution to a human
problem by mimicking
how plants and/or
animals use their
external parts to help
them survive, grow, and
meet their needs.

NGSS: 1-LS1-1


Students work in their
interactive science
notebooks, the lesson and
the worksheets for the
students are together in
the Thursday drawer
that is located under the
READING focus wall.



PE &
MUSIC


(9:45 – 10:45)



<p>10:15 - 10:25 Bathroom Break</p>	<p>BATHROOM BREAK, DRINKS & BRAIN BREAK</p>			<p>BATHROOM BREAK, DRINKS & BRAIN BREAK</p>	
<p>10:25 - 11:15 Writing Workshop</p>	<p>Unit 3: "Writing Reviews" Lesson 13- Planning a Book Review</p> <p>https://drive.google.com/open?id=0B71mshFG40qtWi05VV7Ib0Z1X00</p> <p>Students will select a topic for writing book reviews.</p> <p>Students will pick a book they like or do not like to begin their review.</p> <p>Students will fill out a Opinion Writing Web for their book.</p> <p>CCSS: ELA LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Unit 3: "Writing Reviews" Lesson 14- Writing a Review</p> <p>https://drive.google.com/open?id=0B71mshFG40qtEdEdUISM3RNeIE</p> <p>Students will write a book review with details from the text.</p> <p>Students will use their web to begin their writing of their introduction, opinion/reasons, and conclusion.</p> <p>CCSS: ELA LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	 <p>ART (10:10 - 11:10)</p>	<p>Unit 3: "Writing Reviews" Lesson 15- Using</p> <p>https://drive.google.com/open?id=0B71mshFG40qtQihvQlpxWEILbkE</p> <p>Students will use adjectives in their book reviews. Students will support each statement about the book using details from the text.</p> <p>CCSS: ELA LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS: ELA LITERACY.L.1.1.F Using frequently occurring adjectives.</p>	<p>Unit 3: "Writing Reviews" Lesson 16- Writing and Introduction & Conclusion</p> <p>https://drive.google.com/open?id=0B71mshFG40qtCHZSYzI2Y2dHWTQ</p> <p>Students will write strong introduction for their opinion pieces. They will also write a strong conclusion for their opinion pieces.</p> <p>CCSS: ELA LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p>

<p style="text-align: center;">11:15 - 11:30 Whole Group Reading Mini Lesson</p>	<p>Story: 2 stories of Abraham Lincoln & 2 stories of George Washington</p> <p>CCSS: RI.1.9 Identify similarities and differences between the illustrations in two informational texts on the same topic.</p> <p>Essential Question: After reading two texts on George Washington & Abraham Lincoln, how is the information in the two texts alike and different?</p> <p>Monday: Introduction, key vocabulary, understanding of the standard.</p> <p>Students will do a KWL chart about Abraham Lincoln and discuss what they know about Abraham Lincoln.</p> <p>Teacher will do a read aloud about Abraham Lincoln.</p>	<p>Story: 2 stories of Abraham Lincoln & 2 stories of George Washington</p> <p>CCSS: RI.1.9 Identify similarities and differences between the illustrations in two informational texts on the same topic.</p> <p>Essential Question: After reading two texts on George Washington & Abraham Lincoln, how is the information in the two texts alike and different?</p> <p>Tuesday: Model the standard and show students how to apply it.</p> <p>Students will get their first story about Abraham Lincoln, read it, and fill in part of their graphic organizer about this text.</p>	<p>Story: 2 stories of Abraham Lincoln & 2 stories of George Washington</p> <p>CCSS: RI.1.9 Identify similarities and differences between the illustrations in two informational texts on the same topic.</p> <p>Essential Question: After reading two texts on George Washington & Abraham Lincoln, how is the information in the two texts alike and different?</p> <p>Wednesday: Students practice applying the standard with their group or partner while being guided through it.</p> <p>Students will get their second story about Abraham Lincoln, read it, and fill in the other part their graphic organizer about this text.</p> <p>Students will also compare what is the same about both books as well.</p>	<p>Story: 2 stories of Abraham Lincoln & 2 stories of George Washington</p> <p>CCSS: RI.1.9 Identify similarities and differences between the illustrations in two informational texts on the same topic.</p> <p>Essential Question: After reading two texts on George Washington & Abraham Lincoln, how is the information in the two texts alike and different?</p> <p>Thursday: Students practice applying the standard independently on their own.</p> <p>Students will do a KWL chart about George Washington and discuss what they know about George Washington.</p> <p>Teacher will do a read aloud about George Washington.</p> <p>Students will get their first story about George Washington, read it, and fill in part of their graphic organizer about this text.</p>	<p>Story: 2 stories of Abraham Lincoln & 2 stories of George Washington</p> <p>CCSS: RI.1.9 Identify similarities and differences between the illustrations in two informational texts on the same topic.</p> <p>Essential Question: After reading two texts on George Washington & Abraham Lincoln, how is the information in the two texts alike and different?</p> <p>Friday: Students practice applying the standard on their own while being tested.</p> <p>Assessment... Students will get their second story about George Washington, read it, and fill in the other part their graphic organizer about this text.</p> <p>Students will also compare what is the same about both books as well.</p>
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<p>1:30 - 12:10 Guided Instruction/ Daily 5 (20 min. each group)</p>	<p style="text-align: center;"><u>Day 1</u></p> <p>1. Reread/Fluency (2 min.) 2. New Read (8 min.) 3. Comprehension (3 min.) 4. Word Work/Writing (7 min.)</p> <p>(Read to Self/Someone, Listening Center, Word Work, Independent Work, Technology)</p>	<p style="text-align: center;"><u>Day 1</u></p> <p>1. Reread/Fluency (2 min.) 2. New Read (8 min.) 3. Comprehension (3 min.) 4. Word Work/Writing (7 min.)</p> <p>(Read to Self/Someone, Listening Center, Word Work, Independent Work, Technology)</p>	<p style="text-align: center;"><u>Day 2</u></p> <p>1. Reread/Fluency (2 min.) 2. New Read (8 min.) 3. Comprehension (3 min.) 4. Word Work/Writing (7 min.)</p> <p>(Read to Self/Someone, Listening Center, Word Work, Independent Work, Technology)</p>	<p style="text-align: center;"><u>Day 2</u></p> <p>1. Reread/Fluency (2 min.) 2. New Read (8 min.) 3. Comprehension (3 min.) 4. Word Work/Writing (7 min.)</p> <p>(Read to Self/Someone, Listening Center, Word Work, Independent Work, Technology)</p>	<p style="text-align: center;"><u>Day 3</u></p> <p>1. Reread/Fluency (2 min.) 2. New Read (8 min.) 3. Comprehension (3 min.) 4. Word Work/Writing (7 min.)</p> <p>(Read to Self/Someone, Listening Center, Word Work, Independent Work, Technology)</p>
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<p>12:10 - 12:55 Lunch</p>	 <h1 style="font-family: monospace; letter-spacing: 0.5em;">RECESS/LUNCH</h1>
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<p>1:00 - 1:15 Calendar</p>	<p>Days of the week song, change days, How many days in school, hundreds chart, money, addition and subtraction practice, etc.</p> <p style="text-align: center;"><i>Days in school 106 - 110</i></p>
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<p style="text-align: center;">1:05 - 1:35 Math</p>	<p>Topic 13: Geometry Lesson 3: Properties of Plane Shapes</p> <p>CCSS: 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attribute (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>Objective: Children will sort plane shapes and identify their properties.</p> <p>Vocabulary: sort, side, corner</p>	<p>Topic 13: Geometry Lesson 2: PS. Make an Organized List</p> <p>CCSS: 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>Objective: Children will make organized lists to solve a problem.</p> <p>Vocabulary: N/A</p>	<p>Topic 13: Geometry Lesson 4: Building with Shapes</p> <p>CCSS: 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>Objective: Children will combine plane shapes to make different pictures.</p> <p>Vocabulary: N/A</p>	<p>Topic 13: Geometry Lesson 5: Making New Shapes from Shapes</p> <p>CCSS: 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>Objective: Children will combine two-dimensional geometric shapes to make new two-dimensional geometric shapes.</p> <p>Vocabulary: N/A</p>	<p>Topic 13: Geometry Lesson 6: Identifying Solid Figures</p> <p>CCSS: 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attribute (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>Objective: Children will identify and name standard geometric solids and recognize them in the environment.</p> <p>Vocabulary: solid figure, cube, rectangular prism, sphere, cylinder, cone</p>
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1:35 - 2:05
Guided
Math/Daily 5
(15 min. each
group)

1. **Warn-up:** The warm-up is just an activity I use to get our brains ready for math. It's like stretching before gym class! students will complete a page or two in there with a dry erase marker. Sometimes we might do flash cards in partners.

2. **Lesson:** The lesson is where I introduce the new concept or reteach a concept that the group is having trouble with.

3. **Activity:** Then the last activity is something to take the skill we just learned and apply it. It could be a partner game, an individual activity, or something we work on as a whole group.

(Math By Myself, Math with Someone, Math Work, Math with Technology)

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(Math By Myself, Math with Someone, Math Work, Math with Technology)

2:05 - 2:25
Word Work

Lessons: 6
Decodable Text: A Cool Balloon
Spelling Patterns: oo, _ue, long u
Word Wall: Review of all 2nd marking period words

<https://drive.google.com/open?id=0B71mshFG40qtSTFFThYU0tBSnM>

Spelling Words: spoon, tooth, food, blue, true, glue, truth, to, too, two

Day 1:
Sight Words (5min.) On Mondays we introduce sight words and practice them using sight word chants (hold your nose, snap and clap, cheerleader style, etc.)
Phonics (15min.): On Mondays I usually introduce the phonics skill and the spelling words for the week. Students write their spelling words down on their tic-tac-toe sheet to put in their homework folder. We practice the words on their wipe-off board.

Lessons: 7
Decodable Text: A Cool Balloon
Spelling Patterns: oo, _ue, long u
Word Wall: Review of all 2nd marking period words

<https://drive.google.com/open?id=0B71mshFG40qtSTFFThYU0tBSnM>

Spelling Words: spoon, tooth, food, blue, true, glue, truth, to, too, two

Day 2:
Sight Words (5min.) On Tuesdays we make and break the words.
Phonics (15min.): On Tuesdays students get a story using their phonics skill and they brainstorm a list of words that contain that phonics skill.

Homework
Folders/
Behavior
Sheets/
Clean-Up

Lessons: 9
Decodable Text: A Cool Balloon
Spelling Patterns: oo, _ue, long u
Word Wall: Review of all 2nd marking period

<https://drive.google.com/open?id=0B71mshFG40qtSTFFThYU0tBSnM>

Spelling Words: spoon, tooth, food, blue, true, glue, truth, to, too, two

Day 4:
Sight Words (5min.) On Thursdays we read the Mystery Sentences. I write five sentences that each have one of the words of the week in it but missing. Students read sentences together as a group and try to figure out the missing word.
Phonics (15min.): On Thursdays we do another phonics activity worksheet but this may be a cut and paste activity. Also students play BIZZ BUZZ OUT.




Lessons: 10
Decodable Text: A Cool Balloon
Spelling Patterns: oo, _ue, long u
Word Wall: Review of all 2nd marking period words

<https://drive.google.com/open?id=0B71mshFG40qtSTFFThYU0tBSnM>

Spelling Words: spoon, tooth, food, blue, true, glue, truth, to, too, two

Day 5: On Friday we take our assessments of the week

- Spelling Test
- Word Wall Quiz
- Phonics Quiz

<p>2:25- 3:00 Social Studies/ Health</p>	<p>Health: Health & Safety Lesson 6: Violence</p> <p>Identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling...).</p> <p>Read Aloud: "Chrysanthemum"</p>	<p>Health: Health & Safety Lesson 7: Decision Making</p> <p>Identify initial steps (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) for making simple personal and/or guided decisions regarding home and classroom situations (e.g., follow class rules, use substances safely, wear protective equipment during play...)</p>	<p>Early Dismissal (2:30)</p>	<p>Health: Health & Safety Lesson 8: Goal Setting</p> <p>Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals (e.g., tying own shoe laces...) and group tasks/goals (e.g., deciding what to play in a group setting...).</p>	<p>Health: Health & Safety Lesson 9: Self-Esteem</p> <p>Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights....)</p> <p>Read Aloud: "Its Okay to be Different"</p>
<p>3:00- 3:10 Homework Folders/ Clean-Up</p>	<p>Students get their red folders, put their daily homework in it and put in their mailboxes.</p>			<p>Students get their red folders, put their daily homework in it and put in their mailboxes.</p>	
<p>3:10- 3:25 Pack-Up</p>	<p>Students go to their mailboxes, get all their papers, and book bags.</p>			<p>Students go to their mailboxes, get all their papers, and book bags.</p>	
<p>3:30 Dismissal</p>	<p>There are 2 lines, one for the students who ride the bus and one for walkers, car riders, & scope students.</p>			<p>There are 2 lines, one for the students who ride the bus and one for walkers, car riders, & scope students.</p>	