	Mrs. Austin's I st 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	LIBRARY SSL Daily Common Core Review, Classroom Pledge						

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 0qtSTFFTlhYU0tBSnM

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.



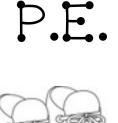
PE &

MUSIC

(9:45 - 10:45)

9:45-10:15 Specials

MUSIC





10:15 - 10:25 Bathroom Break	BATHROOM BREAK, DI	RINKS & BRAIN BREAK
10:25 - 11:15 Writing Workshop	Unit 3: "Writing Reviews" Lesson 13- Planning a Book Review https://drive.google.com/ope n?id=0B71mshFG40qtWi05 VVIIb0Z1X00 Students will select a topic for writing book reviews. Students will pick a book they like or do not like to begin their review. Students will fill out a Opinion Writing Web for their book. 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.	Unit 3: "Writing Reviews" Lesson 14- Writing a Review https://drive.google.com/op en?id=0B71mshFG40qteU dEdUISM3RNelE Students will write a book review with details from the text. Students will use their web to begin their writing of their introduction, opinion/reasons, and conclusion. 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.



ART 10:10 - 11:10)

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BATHROOM BREAK, DRINKS & BRAIN BREAK

Unit 3: "Writing	Unit 3: "Writing
Reviews"	Reviews"
Lesson 15- Using	Lesson 16- Writing
https://drive.google.com/o pen?id=0B71mshFG40qt QjhvQlpxWElLbkE Students will use adjectives in their book reviews. Students will	and Introduction & Conclusion <u>https://drive.google.co</u> <u>m/open?id=0B71msh</u> <u>FG40qtcHZSYzI2Y2d</u> <u>HWTQ</u>
support each statement	Students will write
about the book using	strong introduction
details from the text.	for their opinion
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.	pieces. They will also write a strong conclusion for their opinion pieces. CCSS: ELA LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they
CCSS: ELA LITERACY.L.1.1.F Using frequently occurring adjectives.	are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

	Star 2 Start	Querra Desta d	Star of States in C		Querra Querra de
	Story: 2 stories of Abraham Lincoln & 2				
	stories of George				
	Washington	Washington	Washington	Washington	Washington
	Washington	Washington	Washington	Washington	washington
	CCSS: RI.1.9 Identify	CCSS: RI.1.9 Identify		CCSS: RI.1.9 Identify	CCSS: RI.1.9
	similarities and differences	similarities and	CCSS: RI.1.9 Identify	similarities and	Identify similarities
	between the illustrations in	differences between the	similarities and	differences between the	and differences
	two informational texts on	illustrations in two	differences between the	illustrations in two	between the
11:15 - 11:30	the same topic.	informational texts on the	illustrations in two	informational texts on	illustrations in two
Whole Group		same topic.	informational texts on	the same topic.	informational texts
•	Essential Question:		the same topic.		on the same topic.
Reading Mini	After reading two texts on	Essential Question:		Essential Question:	
Lesson	George Washington &	After reading two texts on	Essential Question:	After reading two texts	Essential Question:
	Abraham Lincoln, how is	George Washington &	After reading two texts	on George Washington &	After reading two
	the information in the two	Abraham Lincoln, how is	on George Washington &	Abraham Lincoln, how is	texts on George
	texts alike and different?	the information in the two	Abraham Lincoln, how is	the information in the	Washington &
		texts alike and different?	the information in the	two texts alike and	Abraham Lincoln,
	Monday: Introduction, key		two texts alike and	different?	how is the
	vocabulary, understanding	Tuesday: Model the	different?		information in the
	of the standard.	standard and show		Thursday: Students	two texts alike and
		students how to apply it.	Wednesday: Students	practice applying the	different?
	Students will do a KWL		practice applying the	standard independently	
	chart about Abraham	Students will get their	standard with their	on their own.	Friday: Students
	Lincoln and discuss what	first story about Abraham	group or partner while		practice applying the
	they know about Abraham	Lincoln, read it, and fill in	being guided through it.	Students will do a KWL	standard on their
	Lincoln.	part of their graphic	Stradon to mill not their	chart about George	own while being
		organizer about this text.	Students will get their	Washington and discuss	tested.
	Teacher will do a read		second story about	what they know about	A
	aloud about Abraham		Abraham Lincoln, read it,	George Washington.	Assessment
	Lincoln.		and fill in the other part	Teacher will do a read	Students will get their second story
			their graphic organizer		
			about this text.	aloud about George	about George
			Students will also	Washington.	Washington, read it, and fill in the other
			compare what is the	Students will get their	part their graphic
			same about both books as	first story about George	organizer about this
			well.	Washington, read it, and	text.
			W 511.	fill in part of their	UTAU.
				graphic organizer about	Students will also
				this text.	compare what is the
				UIIIS UCAU.	same about both
					books as well.

1:30 - 12:10 Guided Instruction/ Daily 5 (20 min. each group)	Day 11. Reread/Fluency (2 min.)2. New Read (8 min.)3. Comprehension (3 min.)4. Word Work/Writing (7 min.)(Read to Self/Someone, Listening Center, Word Work, Independent Work, Technology)	Day 1 1. Reread/Fluency (2 min.) 2. New Read (8 min.) 3. Comprehension (3 min.) 4. Word Work/Writing (7 min.) (Read to Self/Someone, Listening Center, Word Work, Independent Work, Technology)	Day 2 1. Reread/Fluency (2 min.) 2. New Read (8 min.) 3. Comprehension (3 min.) 4. Word Work/Writing (7 min.) (Read to Self/Someone, Listening Center, Word Work, Independent Work, The back of the polymore of th	Day 2 1. Reread/Fluency (2 min.) 2. New Read (8 min.) 3. Comprehension (3 min.) 4. Word Work/Writing (7 min.) (Read to Self/Someone, Listening Center, Word Work, Independent Work, The backer back	Day 3 1. Reread/Fluency (2 min.) 2. New Read (8 min.) 3. Comprehension (3 min.) 4. Word Work/Writing (7 min.) (Read to Self/Someone, Listening Center, Word
12:10 - 12:55 Lynch		REC	Technology)	Technology)	Word Work, Independent Work, Technology)
1:00 - 1:15 Calendar	Days of the week song	, change days, How many day	s in school, hundreds chart, Days in school 106 - 110	money, addition and subtrac	etion practice, etc.

	Topic 13: Geometry	Topic 13: Geometry	Topic 13: Geometry	Topic 13: Geometry	Topic 13: Geometry
	Lesson 3: Properties of	Lesson 2: PS. Make an	Lesson 4: Building with	Lesson 5: Making New	Lesson 6:
1:05 - 1:35	Plane Shapes	Organized List	Shapes	Shapes from Shapes	Identifying Solid Figures
Math	CCSS: 1.G.1	CCSS: 1.G.2	CCSS: 1.G.2	CCSS: 1.G.2	
	Distinguish between	Compose two-dimensional	Compose two-dimensional	Compose two-	CCSS: 1.G.1
	defining attributes (e.g.,	shapes (rectangles,	shapes (rectangles,	dimensional shapes	Distinguish between
	triangles are closed and	squares, trapezoids,	squares, trapezoids,	(rectangles, squares,	defining attributes
	three-sided) versus non-	triangles, half-circles, and	triangles, half-circles, and	trapezoids, triangles,	(e.g., triangles are
	defining attribute (e.g.,	quarter-circles) or three-	quarter-circles) or three-	half-circles, and quarter-	closed and three-
	color, orientation, overall	dimensional shapes	dimensional shapes	circles) or three-	sided) versus non-
	size); build and draw	(cubes, right rectangular	(cubes, right rectangular	dimensional shapes	defining attribute
	shapes to possess defining	prisms, right circular	prisms, right circular	(cubes, right rectangular	(e.g., color,
	attributes.	cones, and right circular	cones, and right circular cylinders) to create a	prisms, right circular	orientation, overall
	Objective: Children will	cylinders) to create a composite shape, and	composite shape, and	cones, and right circular cylinders) to create a	size); build and draw shapes to possess
	sort plane shapes and	compose new shapes from	compose new shapes from	composite shape, and	defining attributes.
	identify their properties.	the composite shape.	the composite shape.	compose new shapes from	defining attributes.
	fuction properties.	the composite shape.	the composite shape.	the composite shape.	
	Vocabulary: sort, side,	Objective: Children will	Objective: Children will	the composite shape.	Objective: Children
	corner	make organized lists to	combine plane shapes to	Objective: Children will	will identify and
		solve a problem.	make different pictures.	combine two-dimensional	name standard
		-	-	geometric shapes to make	geometric solids and
		Vocabulary: N/A	Vocabulary: N/A	new two-dimensional	recognize them in
				geometric shapes.	the environment.
				Vocabulary: N/A	Vocabulary: solid
					figure, cube,
					rectangular prism,
					sphere, cylinder,
					cone

[]		1 W (D)			- 117 (27)
	1. <u>Warn-up:</u> The warm-up	1. <u>Warn-up:</u> The warm-up	1. <u>Warn-up:</u> The warm-up	1. <u>Warn-up:</u> The warm-	1. <u>Warn-up:</u> The
	is just an activity I use to	is just an activity I use to	is just an activity I use to	up is just an activity I	warm-up is just an
1:35 - 2:05	get our brains ready for	get our brains ready for	get our brains ready for	use to get our brains	activity I use to get
Guided	math. It's like stretching	math. It's like stretching	math. It's like stretching	ready for math. It's like	our brains ready for
Math/Daily 5	before gym class! students	before gym class! students	before gym class! students	stretching before gym	math. It's like
	will complete a page or two	will complete a page or	will complete a page or	class! students will	stretching before
(15 min. each	in there with a dry erase	two in there with a dry	two in there with a dry	complete a page or two in	gym class! students
group)	marker. Sometimes we	erase marker. Sometimes	erase marker. Sometimes	there with a dry erase	will complete a page
	might do flash cards in	we might do flash cards in	we might do flash cards in	marker. Sometimes we	or two in there with
	partners.	partners.	partners.	might do flash cards in	a dry erase marker.
	2. <i>Lesson:</i> The lesson is	2. <i>Lesson:</i> The lesson is	2. <i>Lesson:</i> The lesson is	partners.	Sometimes we might
	where I introduce the new	where I introduce the new	where I introduce the new	2. <i>Lesson:</i> The lesson is	do flash cards in
	concept or reteach a	concept or reteach a	concept or reteach a	where I introduce the	partners.
	concept that the group is	concept that the group is	concept that the group is	new concept or reteach a	2. <u>Lesson:</u> The
	having trouble with.	having trouble with.	having trouble with.	concept that the group is	lesson is where I
	naving trouble with.	naving trouble with.	naving trouble with.	having trouble with.	introduce the new
	3. <u>Activity:</u> Then the last	3. <u>Activity:</u> Then the last	3. <u>Activity:</u> Then the last	naving trouble with.	concept or reteach a
	activity is something to	activity is something to	activity is something to	3. <u>Activity:</u> Then the last	concept of feteratin a concept that the
	take the skill we just	take the skill we just	take the skill we just	activity is something to	group is having
	learned and apply it. It	learned and apply it. It	learned and apply it. It	take the skill we just	trouble with.
	could be a partner game,	could be a partner game,	could be a partner game,	learned and apply it. It	trouble with.
	an individual activity, or	an individual activity, or	an individual activity, or	could be a partner game,	3. <u>Activity:</u> Then
	something we work on as a	something we work on as	something we work on as	an individual activity, or	the last activity is
	whole group.	a whole group.	a whole group.	something we work on as	something to take
				a whole group.	the skill we just
	(Math By Myself, Math	(Math By Myself, Math	(Math By Myself, Math		learned and apply it.
	with Someone, Math	with Someone, Math	with Someone, Math	(Math By Myself, Math	It could be a partner
	Work, Math with	Work, Math with	Work, Math with	with Someone, Math	game, an individual
	Technology)	Technology)	Technology)	Work, Math with	activity, or
				Technology)	something we work
					on as a whole group.
					(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 2 nd marking period words <u>https://drive.google.com/o</u> pen?id=0B71mshFG40qt STFFTIhYU0tBSnM 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	Lessons: 7 Decodable Text: A Cool Balloon Spelling Patterns: oo, _ue, long u Word Wall: Review of all 2 nd marking period words <u>https://drive.google.com/ open?id=0B71mshFG40q</u> tSTFFTlhYU0tBSnM 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 2 nd marking period <u>https://drive.google.com</u> /open?id=0B71mshFG4 OqtSTFFTIhYU0tBSnM 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	Lessons: 10 Decodable Text: A Cool Balloon Spelling Patterns: oo, _ue, long u Word Wall: Review of all 2 nd marking period words <u>https://drive.google</u> .com/open?id=0B71 mshFG40qtSTFFT lhYU0tBSnM 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
	cheerleader style, etc.) Phonics (15min.): On Mondays I usually introduce the phonics skill and the spelling words for the week.	story using their phonics skill and they brainstorm a list of words that contain that		the words of the week in it but missing. Students read sentences together as a group and try to figure out the missing word.	our assessments of the week • Spelling Test • Word Wall Quiz

2:25-3:00 Social Studies/ Health	Health: Health & Safety Lesson 6: Violence Identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling). Read Aloud: "Chrysanthemum"	Health: Health & Safety Lesson 7: Decision Making 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)	Early Dismissal (2:80)	Health: Health & Safety Lesson 8: Goal Setting 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).	Health: Health & Safety Lesson 9: Self- Esteem Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights) Read Aloud: "Its Okay to be Different"
3:00- 3:10 Homework Folders/Cleg h-Up		d folders, put their daily put in their mailboxes.	X	Students get their red f homework in it and pu	
3:10- 3:25 Pack-Up		lboxes, get all their papers, ook bags.	X	Students go to their ma papers, and l	
3:30 Dismiseqi	There are 2 lines, one for the students who ride the bus and one for walkers, car riders, \$ scope students.		X	There are 2 lines, one - ride the bus and one fo ई scope st	r walkers, car riders,