

First Grade 2009/2010

Week of Sept. 14	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Other Info
Whole Group Reading 9:00-9:30 Small Group Reading 9:30-10:30 Literacy Centers 9:30-10:30 <u>Higher Order Questions</u> Can you explain what is happening? Retell the story in your own words Did this story remind you of anything that has happened to you? What? Why? What conclusions can you draw? What part would you change in the story and why? What do you think is the best part of the story and why? Which character would you choose for a friend and why? Reading Standards: LA.A.1.1.1.1 LA.1.1.3.1 LA.A.1.1.3.3 LA.1.1.4.1 LA.1.1.4.4 LA.1.1.4.5 LA.1.1.5.1	Whole Group Reading: Theme: 1 Week: 1 Day: 1 TE30-TE43 O: TLW develop oral lang, preview comp strategy & comp skill, recognize consonants m,s,c,t, blend phonemes, blend and read words with short a, apply the phonics/decoding strategy to decode words, reread to build fluency, word wall words at, an , bug, wet, listen for main idea. Phonics- short a blending Workbook pg 35-40 Small Group Reading Teacher works w/ small groups For leveled reading instruction and target skill practice Above-Supper for Cal On- Cat and Dog Below- My Cat	Whole Group Reading: Theme: 1 Week: 1 Day: 2 TE44-53 O: TLW read and write go, in the, review letter names and sounds c, t, build words that rhyme with an, at bug, wet, contribute sent about a topic fir a story, participate by writing letter, words, and punctuation in story. Workbook pg 41-42 Small Group Reading Teacher works w/ small groups For leveled reading instruction and target skill practice	Whole Group Reading: Theme: 1 Week: 1 Day: 3 te54-te67 O: TLW identify events that happen first, next, and last, put story events in sequence, spell words with short a, dictate animal names, dictate sent using words that begin with capital letters, explain why specific words begin with capital letters. Practice centers Workbook pg 43 Small Group Reading Teacher works w/ small groups For leveled reading instruction and target skill practice	Whole Group Reading: Theme: 1 Week: 1 Day: 4 TE68- TE83 O: TLW recite the alphabet, match capital and lowercase letters a-z, build and read words with short a, learn and recall animal sounds, draw and write about an animals. Pet Cats and Big Cats Workbook pg 44-45 Small Group Reading Teacher works w/ small groups For leveled reading instruction and target skill practice	Whole Group Reading: Theme: 1 Week: 1 Day: 5 TE76- TE83 O: TLW recite the alphabet, match capital and lowercase letters a-z, build and read words with short a, learn and recall animal sounds, draw and write about an animals. Pet Cats and Big Cats Workbook pg46-47 Small Group Reading Teacher works w/ small groups For leveled reading instruction and target skill practice	<u>Reading Textbook:</u> Houghton Mifflin <u>Materials:</u> Textbooks, Workbooks, Transparencies, Leveled books. <u>Daily Whole Group Procedures:</u> Morning Message Phonemic Awareness, Phonics/ Word Wall, Spelling, Review Vocabulary, Emphasize targeted skill, whole group story reading. <u>Guided Reading Materials:</u> Leveled Readers, <u>Hands-on center materials:</u> making words, phonics windows, making sentences, thinking maps, writing center, listening center, word wall, computers, file folder games, science leveled books, social studies leveled books <u>Procedures:</u> Students complete activities in various hands-on centers. Centers are differentiated according to the needs of students.
Writing/Handwriting 10:30 (Ending time depends on lunch—continued)	Model Circle Map Topic: Favorite Part of the School Day Model two/three sentences.	Model Circle Map Topic: Cats Model two/three sentences. Have students copy model	Model Circle Map Topic: <u>Mac the Cat</u> Model two/three sentences. Have students	Model Circle Map Topic: Big Cats (part of science link) Model two/three	Model Circle Map Topic: Favorite Animal Model two/three sentences. Have	<u>Materials:</u> Thinking map posters, journals, writing paper, pencils, erasers

after lunch) Writing Standards: LA1511, LA1512, LA1313, LA1312, LA1311, LA1321, LA1322, LA1346, LA1342, LA1351, LA1425, LA1431, LA1422LA1411, LA1345, LA1344	Have students copy model sentences and draw picture.	sentences and draw picture.	copy model sentences and draw picture.	sentences. Have students copy model sentences and draw picture.	students copy model sentences and draw picture. Spelling and Sentences Tesst	TM Procedures: Introduce TM Apply to subject area. Whole group, partner and independent practice
First Grade Lunch 10:47-11:36	Lunch	Lunch	Lunch	Lunch	Lunch	
Intervention and Enrichment 11:25-12:00 (Starting time varies by Teacher and lunch ending time) <u>Intervention independent work:</u> Computers, Spelling/Vocabulary, Penmanship	Obj: to provide intervention to master skills, TTW provide extra support the needs of students	Obj: to provide intervention to master skills, TTW provide extra support the needs of students	Obj: to provide intervention to master skills, TTW provide extra support the needs of students	Obj: to provide intervention to master skills, TTW provide extra support the needs of students	Obj: to provide intervention to master skills, TTW provide extra support the needs of students	Materials: Voyager kits "Enrichment" activities for the rest of the class. Procedure: Teacher will work with small group of lowest 25% of class on reading intervention. Remainder of class will work on "enrichment" activities (writing/reading).
Math 12:05-1:05 Math SSS: MA.1.A.6.2 MA.1.A.1.4	Calendar Math; MM & Reflexes Unit 1 Lesson 1.12 Obj: To introduce routines for recording the day's weather and approximate temperature; and to learn how a thermometer words. Ted.pg.60 Student Pages: MJ page 6, 7. HW: Home Link 1.12	Calendar Math; MM & Reflexes Unit 1 Lesson 1.13 Obj: Tp practice telling and solving number stories. Ted.pg.67 Student Pages: N/A HW: Home Link 1.13	Calendar Math; MM & Reflexes Unit 1 Lesson 1.14 Assessment Obj: To review and assess children's progress on the material covered in Unit 1. Ted.pg.71 Test: MM page 303 HW: Home Link 1.14 "family letter"	Calendar Math; MM & Reflexes Unit 2 Lesson 2.1 Obj: To practice counting up an dback on the number grid. Ted.pg.88 Student Pages: MJ page 8, MM page 7, 8. Game: Rolling for 50 HW: Home Link 2.1	Calendar Math; MM & Reflexes Review/exploration/ games/centers Math centers guided & independent practice Games for the week: Number-Line Squeeze Penny-Dice Game Top-it Rolling for 50 Scissors, Paper, Stone Dice-Roll and Tally Game	Everyday Math Materials: Student workbooks, Home Links, Manipulatives Procedures: Calendar, Math Message, Home Link Follow Up, Mental Math, Whole Class Daily Activity and Discussion, Partner Practice (Hands-On) Independent Work (Workbook, Manipulatives, Games), Enrichment Activity, Assign Home Link

Supplemental Activities 1:05-1:35 (Varies by teacher and day)	Physical Movement Activities, Media, Enrichment, Recess	Physical Movement Activities, Media, Enrichment, Recess	Physical Movement Activities, Media, Enrichment, Recess	Physical Movement Activities, Media, Enrichment, Recess	Physical Movement Activities, Media, Enrichment, Recess	
Science/ Social Studies 1:10-1:35 (Varies by teacher- may be started before specials and continued after) 2:20-2:35 Cont. Science SSS: SC.1.L.14.3 Social Studies SSS: SS.1.A.2.1 SS.1.A.2.2 SS.1.A.2.3	Chapter 5 Lesson 1 <u>Obj:</u> The student explains the differences between living and nonliving things. TG.p. 120-121 <u>Essential Question:</u> How can we use our senses to explore the world around us? <u>Technology:</u> http://www.bbc.co.uk/schools/scienceclips	Chapter 1 Lesson: Directed Inquiry TE pgs. 4-5 <u>Obj.</u> The student explains the differences between living and nonliving things. TG.p.1E <u>Activity Flip Chart</u> Is it living or nonliving? <u>Literature:</u> Alive or Not Alive? Newbridge Big Book It is Alive? Newbridge Big Book	Review Vocabulary, and important topics for Science. Finish/complete Science experiment.	Johnny Appleseed Objective: TLW listen to a story about Johnny Appleseed Writing activity: “Tale of Johnny Appleseed”	Johnny Appleseed Objective: TLW recognize the history and growth cycle of an apple Use flow map to show the stages of apple growth Worksheet: “Happy Birthday Johnny Appleseed”	<u>Materials:</u> TE, Big Book, Charts, Workbooks, Picture/Vocab, cards, kits, manipulative, cd/computer cd <u>Procedure:</u> Introduce Topic, Show, Vocabulary cards, read Big Book/Chart Class, Discussion practice-Workbook *Experiment/Project
Specials 1:35-2:20 Wednesday 12:50-1:25			12:50-1:25			
Read Aloud & reflection 2:35-2:50	R e a d A l o u d & r e f l e c t i o n	Read Aloud & reflection	Read Aloud & reflection 1:25-1:45	Read Aloud & reflection	Read Aloud & reflection	<u>Materials:</u> Story books
Pack-up/dismissal 2:50-3:00	Pack-up/dismissal Homework: Spelling 3 times each; Read for 30	Pack-up/dismissal Homework: Spelling ABC Order; Read for 30	Pack up & dismissal 1:45 -2:00 Homework: Spelling sentences 1-5; Read for 30	Pack-up/dismissal Homework: Spelling sentences 6-12; Study for	Pack-up/dismissal Homework: Weekend Journal; Read for 30	Spelling Words: 1. at 2. bat 3. cat 4. fat 5. hat

		minutes	minutes	minutes	spelling test; Homelink; Read for 30 minutes.	minutes	6. mat 7. pat 8. rat 9. sat 10. that **Bonus:
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ESOL Strategies: Visual aids, concrete objects, & clues; Repetitions & gestures; Positive, low anxiety environment; Activities which don't force beginning stage productions; Simplifies, slower language; Avoid the use of idioms; Emphasizes key words & phrases; Highlight important concepts in written assignments; Simplify difficult textbook chapters; Demonstrates & act out when possible; Demonstrates graphic organizers; Predictable classroom procedures; Use cooperative learning activities; Summarize and review frequently; Group assignments, portfolios, learning journals, & non-print options; Check LEP student understanding; Design schema-building activities; Teach appropriate learning strategies; Teach comprehension strategies to bridge gap in long, skills/background; direct instruction; small groups, partners, centers, preview/review activities; Audio-visual demo, models; Homework routine; Wait time; Diagrams, drawings.

Accommodations: Cooperative learning; Use of technology; Extra time; Test read orally; Translate directions; Repeat directions, and Alternative directions; Predictable routine; written progress report; Daily assignment sheet; Space for movement; Preferred seating, picture clues, small group instruction.

Assessment: Class work, Teacher Observation, Rubrics, Project/Experiment, Test/Quiz, Homework