

Grade 1

Lesson Plans

	Monday	Tuesday	Wednesday	Thursday	Friday
PA State Standards	ELA: cc.1.1.1.B, 1.1.1.C, 1.1.1.E1.3.1.A, 1.3.1.B1.3.1.C, 1.3.1.E1.4.1.C, 1.4.1.L1.4.1.R, 1.5.1.C1.5.1.D,1.5.1.F1.5.1.E, 1.5.1.G MATH: cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,	ELA: cc.1.1.1.B, 1.1.1.C, 1.1.1.E1.3.1.A, 1.3.1.B1.3.1.C, 1.3.1.E1.4.1.C, 1.4.1.L1.4.1.R, 1.5.1.C1.5.1.D,1.5.1.F1.5.1.E, 1.5.1.G MATH: cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,	ELA: cc.1.1.1.B, 1.1.1.C, 1.1.1.E1.3.1.A, 1.3.1.B1.3.1.C, 1.3.1.E1.4.1.C, 1.4.1.L1.4.1.R, 1.5.1.C1.5.1.D,1.5.1.F1.5.1.E, 1.5.1.G MATH: cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,	ELA: cc.1.1.1.B, 1.1.1.C, 1.1.1.E1.3.1.A, 1.3.1.B1.3.1.C, 1.3.1.E1.4.1.C, 1.4.1.L1.4.1.R, 1.5.1.C1.5.1.D,1.5.1.F1.5.1.E, 1.5.1.G MATH: cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,	ELA: cc.1.1.1.B, 1.1.1.C, 1.1.1.E1.3.1.A, 1.3.1.B1.3.1.C, 1.3.1.E1.4.1.C, 1.4.1.L1.4.1.R, 1.5.1.C1.5.1.D,1.5.1.F1.5.1.E, 1.5.1.G MATH: cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,
8:00 - 8:20	Arrival / Breakfast / Attendance / Lunch Count / Morning Message				
8:20 - 8:40	Heggerty/MM	Heggerty/MM	Heggerty/ MM	Heggerty/ MM	Heggerty/ MM
8:40 - 9:10	Math/Group A,B,C O. Recognize the relationship between addition and subtraction through fact families A. Give students 3 fact family numbers- have	Math/Group A,B,C O. Build addition & subtraction equations using fact families A. Review together the +/- relationship Students complete "Fact	Math/Group A,B,C O. Solve missing addend addition problems A. Review strategies used to solve missing addend problems- use counters, ten frames, drawing	Whole Group O. Find numbers that make 10 & fact families A. Discuss missing addend, numbers that add to 10 & fact families Complete page 167 & 173 in Big	Spelling Test- soft c&g

	<p>them demonstrate the relationship using linking cubes</p> <p>Complete "Fact Families" page</p> <p>E. Teacher observation; page completion</p>	<p>Families Up to 20"</p> <p>Google Classroom assignment on Chromebooks</p> <p>E. Teacher observation; Slideshow completion</p>	<p>circles method</p> <p>Complete "Missing Addends" page using materials</p> <p>E. Teacher observation; page completion</p>	<p>Ideas workbooks</p> <p>E. Teacher observation; page completion</p>	
9:10 - 9:40	<p>Phonics</p> <p>Introduce gentle cindy anchor chart</p> <p>Make a list of words together that show both on chart</p> <p>Go over rules and complete soft g and c word hunt by color coding and then printing</p>	<p>Phonics</p> <p>Complete 95% page</p>	<p>Phonics</p> <p>Complete 95% page</p>	<p>Phonics</p> <p>Complete 95% page whole group</p>	<p>Cold Read Test- Beth's Pals</p>
9:40 - 10:10	<p>Independent</p> <p>Arctic Animals Cut & Paste, Arctic Animals Write the Room page packet</p>	<p>Independent</p> <p>Read "Who Lives in the Arctic" booklet to a partner</p> <p>Color booklet once done</p>	<p>Independent</p> <p>Practice reading decodables</p> <p>Or Search find spell review long a Scoot</p>	<p>Independent</p> <p>Soft c and soft g sort</p>	<p>Math Quiz- Fact Family Cones, Missing Addends?</p> <p>*If there is time left, practice making words with soft</p>

		reading			c.g. Etc... using graph paper
10:15 - 10:40 **Paras Leave	Writing/Grammar Snowman Booklet	Writing/Grammar Snowman Booklet	Writing/Grammar Discuss dates and how they are read/written Complete "Capitalizing Dates" page	Writing/Grammar Discuss verbs Watch Action Verbs Complete "Action Words" page	
10:45 - 11:15	Special	Special	Special	Special	Special
11:15 - 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:50 - 12:20	Recess	Recess	Recess	Recess	Recess
12:20 - 12:30	99 Math/ Snack				

<p>12:30 - 1:20</p>	<p>Reading Comprehension O. Ask and answer questions about text/ Identify main idea and key details A. Teacher read aloud <i>Arctic Animals</i> by Wade Cooper Locate Arctic on map Sort arctic vs. non-arctic animals in pocket chart E. Teacher observation and completion of activity</p>	<p>Reading Comprehension O. Compare & contrast two stories Find problem/solution A. Discuss the story <i>Goldilocks and the Three Bears</i> together Then, teacher read aloud The Three Snow Bears Complete "Problem/Solution Story Map" together If time, students should draw a "tundra scene," including several features from the story (igloo, bears, sled dogs, snow) E. Teacher observation; page completion</p>	<p>Reading Comprehension O. Identify setting and character traits A. Discuss the Arctic- showing a picture Teacher read aloud <i>Tacky the Penguin</i> Create anchor chart with the setting, characters, and traits about Tacky (Tacky is...) Complete "Arctic Animals" (circle arctic animals) page E. Teacher observation; page completion</p>	<p>Reading Comprehension O. Decipher between fact & opinion; Identify facts & opinions A. Review what a fact/opinion is Ask if students would want a penguin as a pet Teacher read aloud <i>Your Pet Penguin</i> Complete "Penguin Fact & Opinion" page together E. Teacher observation; page completion</p>	<p>Reading Comprehension O. Identify main idea and key details in text, Describe the connection between two individuals, events, ideas, or pieces of information in a text A. Teacher read aloud <i>Polar Bear Polar Bear What do you Hear?</i> Vocab: arctic blubber camouflage Talk about what they see and how animals survive Choose an arctic animal, think about habitat-make habitat using construction on blue paper, Then</p>
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					<p>create creature using construction as well or a directed drawing and glue onto habitat</p> <p>Write: My arctic animal is....</p> <p>It survives by....</p> <p>E. Completed project</p>
1:25-1:50	Guided Reading/ see bins with lesson plans				
1:55-2:30	MTSS/WINNERS/Brain Bins				
2:30-2:40 2:45 -may walk to buses but wait for kindergarten	Prepare for dismissal / distribute folders / pack Parent pick-ups go with paraprofessional Rest of kids line up and go upstairs with me to buses				