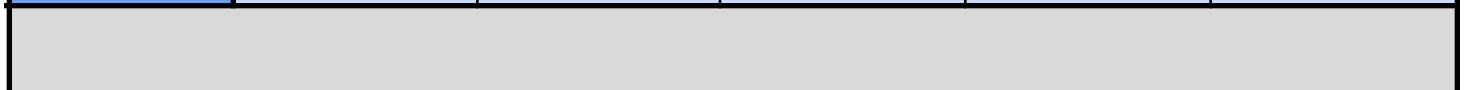


# 1st Grade Weekly Lesson Plans

May 2nd - 6th	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:25 <b>Morning Meeting</b>	<b>Community Time-</b> Breakfast, Social Contract, Non-Negotiables, Good Things, Quote of the Day and Character Education. T and S will participate in the morning meeting activity of the day.				
8:25-9:05 <b>Intervention</b>	NO Small Group WIN TIME Due to ACT Aspire Testing TSW Complete <i>Lexia Core</i> for WIN Time.				
9:05-9:45 <b>Word Study</b>	<b>Student Objective:</b> "I can spell and read closed syllable words" Vowel R - er, ir, ur				
<a href="#">Grade 1 ELA State Standards</a>	Phonemic Awareness Review - TTW use Heggerty book to conduct PA drill.				
	Vowel R er, ir, ur Day 1	Vowel R er, ir, ur Day 2	Vowel R er, ir, ur Day 3	Vowel R er, ir, ur Day 4	Vowel R er, ir, ur Day 5 <b>assessment</b>
9:45-10:15 <b>Literacy Small Group Instruction</b> RF.1.2, RF.1.3, RF.1.4	TTW pull small groups for reading and word work practice.	TTW pull small groups for reading and word work practice.	TTW pull small groups for reading and word work practice.	TTW pull small groups for reading and word work practice.	TTW pull small groups for reading and word work practice.
10:15-10:55 - Recess/Lunch					
10:55-12:00 <b>Reading</b>	<b>Student Objective:</b> "I can identify key details of a non-fiction text" <a href="#">Knowledge Builder Video</a>				
<a href="#">Grade 1 ELA State Standards</a>	<b>Domain 11: Frontier Explorers</b>  Lesson 1: Daniel Boone and Opening of the West  <a href="#">Read Aloud</a>  <b>Key Vocabulary:</b> barrier, frontier, woodsmen  Students will put historical topics about North America	<b>Domain 10: Frontier Explorers</b>  Lesson 2: Crossing the Appalachian Mountain  <a href="#">Read Aloud</a>  <b>Key Vocabulary:</b> pioneers  Students will describe the challenges of crossing the Appalachian	<b>Domain 11: Frontier Explorers</b>  Lesson 3: Jefferson and Monroe  <a href="#">Read Aloud</a>  <b>Key Vocabulary:</b>  Students will identify geographic features of the United States. [SL.1.1] Students will explain why Thomas	<b>Domain 11: Frontier Explorers</b>  Lesson 4: The Louisiana Purchase  <a href="#">Read Aloud</a>  <b>Key Vocabulary:</b> barrier, frontier, woodsmen  Students will review the importance of the Mississippi River to the United States. [SL.1.2]	<b>Domain 11: Frontier Explorers</b>  <b>*Pausing Point*</b>  Students will: • Locate the Appalachian Mountains on a map • Describe Daniel Boone and his experiences • Identify what the Wilderness Road refers to

	<p>in sequential order. [SL.1.1] Students will describe Daniel Boone and the Appalachian Mountains. [RI.1.1] Students will demonstrate understanding of the Tier 2 word barrier. [L.1.5a, L.1.5c] Students will describe why the Appalachian Mountains were a barrier for settlers. [RI.1.3]</p>	<p>Mountains. [RI.1.8; SL.1.2] Students will describe Daniel Boone's adventures as a trailblazer. [RI.1.3] Students will demonstrate understanding of the Tier 3 word pioneers. [L.1.5c] With assistance, students will use a graphic organizer to analyze the actions of Daniel Boone. [W.1.8]</p>	<p>Jefferson wanted to buy the city of New Orleans. [RI.1.3] Students will demonstrate understanding of the Tier 2 word mouth. [L.1.5c] Students will identify and use different types of sentences. [L.1.1]</p>	<p>Students will explain the significance of the Louisiana Territory and the Louisiana Purchase. [RI.1.3] Students will demonstrate understanding of the Tier 2 word purchase. [L.1.5c] Students will write sentences about the Louisiana Purchase. [W.1.2]</p>	<ul style="list-style-type: none"> <li>• Locate the Mississippi River on a map</li> <li>• Locate the Rocky Mountains on a map</li> <li>• Explain why Thomas Jefferson wanted to buy the city of New Orleans</li> <li>• Identify and locate the Louisiana Territory on a map</li> <li>• Explain the significance of the Louisiana Territory and the Louisiana Purchase</li> </ul>
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<p>12:20-12:45 <b>Writing</b>  <a href="#">Grade 1 ELA State Standards</a></p>	<p>Activity Page 1.1 Appalachian Mountains- Students will identify the Appalachian Mountains on a map and describe why they were a barrier for settlers. [RI.1.3]</p>	<p>Activity Page 2.1 Somebody Wanted But So Then Students will analyze the actions of Daniel Boone. [W.1.8]</p>	<p>Activity Page 3.1 Land Features- Students will identify the Mississippi River, the Rocky Mountains, and land in between on a map and describe them. [RI.1.3]</p>	<p>Activity Page 4.1 Louisiana Purchase- Students will put together puzzle pieces of the Louisiana Purchase and write sentences about it. [W.1.2]</p>	<p><b>Writing Studio</b> Lesson 1 - PP Day 2 Students describe how they would write about Daniel Boone. W.1.2 Describe a text type to use for writing about Daniel Boone.</p>
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<p>12:45-1:20 <b>Math</b> <a href="#">Grade 1 Math State Standards</a> <b>1.MD.A.1</b> Compare Lengths <b>1.MD.A.2</b> Measure length  L - Launch E: Explore  <i>TTW Refer to Eureka Math Module 3 Ordering &amp; Comparing Length Measurements as Numbers</i></p>	<p><u>Student Objective:</u> "I can compare and measure length."</p>				
	<p><a href="#">Number Talk</a>  TSW complete <i>Math Sprint</i>.  L: Color the object from shortest to longest</p>	<p><a href="#">Number Talk</a>  TSW complete <i>Math Sprint</i>.  L: Draw something taller than yourself.</p>	<p><a href="#">Number Talk</a>  TSW complete <i>Math Sprint</i>.  L: Order your pencil, marker and eraser shortest to tallest.</p>	<p><a href="#">Number Talk</a>  TSW complete <i>Math Sprint</i>.  L: How many cubes long is your pencil? (<i>cm cubes</i>)</p>	<p><a href="#">Number Talk</a>  TSW complete <i>Math Sprint</i>.  L: How many cubes long is your marker? (<i>cm cubes</i>)</p>
	<p>E: TSW complete <i>Draw shortest to tallest</i>. <i>TTW monitor student strategies and solutions.</i></p>	<p>E: TSW complete <i>Order Shortest to Tallest</i>. <i>TTW monitor student strategies and solutions.</i></p>	<p>E: TSW complete <b><i>Order Shortest to Tallest</i></b> <b><i>Quickcheck.</i></b> <i>TTW monitor student strategies and solutions.</i></p>	<p>E: TSW complete <i>How many cubes tall?</i> <i>TTW monitor student strategies and solutions.</i></p>	<p>E: TSW complete <b><i>How many cubes tall?</i></b> <b><i>Quickcheck.</i></b> <i>TTW monitor student strategies and solutions.</i></p>

1:20-2:00 - Special Class

<p>2:00-2:35 <b>Math Small Group</b> S - Summarize</p> <p>Ss will complete <i>Imagine Math Daily.</i></p>	<p>S: TTW pull small groups for math.</p>	<p>S: TTW pull small groups for math.</p>	<p><i>TTW use this time to review, and grade <b>Quickcheck</b> using rubric.</i></p>	<p>S: TTW pull small groups for math.</p>	<p>S: TTW pull small groups for math.</p>
<p>2:35-2:50 <b>Literacy Small Group Instruction</b></p> <p>RF.1.2, RF.1.3, RF.1.4</p>	<p>TTW pull small groups for reading and word work practice.</p>	<p>TTW pull small groups for reading and word work practice.</p>	<p>TTW pull small groups for reading and word work practice.</p>	<p>TTW pull small groups for reading and word work practice.</p>	<p>TTW pull small groups for reading and word work practice.</p>

2:50-3:00 - Sanitize Classroom/Prepare for Dismissal