

First Grade Lesson Plans

DAY 1

Reading

80-120 minutes

Welcome/Placement Week

Whole Group

Explain

- Introduce student to reading routines.

Teacher Note- for tomorrow

- Group Placement Assessment (make sure assessment materials are prepared).
- Group Placement Assessment is read aloud by teacher.
- This test can be administered on-line through LEAD21 eassessment or “paper/pencil” (pg 33 of assessment handbook)
- Directions for administrating the assessment begins on pg 25 of the assessment handbook.

Small Group

Explain - Evaluate

- Introduce rotation model (page xxii in teacher’s manual)

Administer Reading Progress A

Science

30 minutes

Sun, Moon and Stars Bring Science Alive Unit 3: Sky Patterns, Lesson 1

Lesson via Bring Science Alive online

Essential Question: *What do you see in the sky?*

Materials to Print: Handout: Sky Pictures

Materials: Scissors, Glue Sticks

Investigation: In a **Visual Discovery** activity, students will study photographs of the sky. They will make lists of space objects they can see in the sky during the day and at night.

Engage: Students will analyze the picture via Bring Science Alive online. Ask students the following questions, “What do you see in the picture”, “How do you know if it is day or night?”, “Why do you see different things during the day and at night?”

- Have students write an “I wonder” statement in their Interactive Student Notebook

Explain: In the investigation, students will focus on space objects: the sun, the moon, and the stars. They will compare what they see in the day and the night skies. They will look for patterns.

- Project the sky picture and together have students label the space objects in the picture

Social Studies

30 minutes

Essential question: What are the rights and responsibilities family members and classmates have to each other?

Materials Needed: chart paper, image of the Constitution

Engage: Display a picture of the original Constitution

http://www.archives.gov/exhibits/charters/constitution_zoom_1.html

Ask students the following questions:

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- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Explain: As you discuss why it was written, explain how the Constitution outlines the rights and responsibilities of individuals and our government. Transition to how it lists rules our government needs to follow.

Engage: Have students brainstorm rules they've been asked to follow. Make a visual (display) for all the rules (use SMART Board, White Board, or Chart Paper). Examples include: rules at the pool (e.g. no running on the deck, no diving in the shallow end), rules for driving (e.g. no speeding, stop at a red light, etc.), rules at school, etc.

Evaluate: Ask students to review all the rules on the board and discuss as a class the following question, "Why do we need rules?"

Math

60-75 minutes

Please note: : Before beginning any topic students are given a pre-test to create differentiated math groups, so begin with pre-testing Topic One using the topic test. This can be given to your class per your schedule. Another great assessment tool is the Readiness Activity practice sheets (Number Writing Practice, Comparing Numbers Through 5, Shapes, Same and Different, Sorting by One Attribute, Picture Graphs, Bar Graphs) found in Teacher's Edition pg. R1-R4. Also, you may use the story "Beach Count"- an interactive math story found in your Big Book these first 2 days of school. This is a story in which children solve math problems about adding.

Topic: Understanding Addition

Lesson: 1:1 Spatial Patterns for Numbers to 10

Background: To see a number as made up of two or more parts is one of the most important relations that can be developed about numbers. For example, 7 can be thought of as a set of 4 and a set of 3 or a set of 5 and a set of 2.

Learning Target- The students will recognize two-part spatial patterns of numbers.

Materials: Two-part Pattern Cards (Teaching Tool 8) Counters (or Teaching Tool 14)

*Set up the 3 differentiated centers prior to lesson.

Vocabulary: dot pattern

Daily Common Core Review: 1-1 (To be completed in less than 10 minutes)

*Student DCCR booklets available to be ordered through BV Print Services for each topic. DCCR is also found in Teacher Resource Guide- Operations and Algebraic Thinking book.

Correct and review and plan for intervention based on informal assessment. **Engage) Develop the Concept:**

Interactive (10-15 minutes)

Students will be using dot patterns to find ways of seeing a total number without counting. Students will begin looking at 6 in partners and sharing their ideas.

Hold up a Two-Part Pattern Card that shows 4 and 5. Ask children to draw the two-part pattern in Item 1.

Repeat with a Two-Part Pattern Card that shows 3 and 6.

Develop the Concept: Visual (30 minutes) In this lesson, you will find patterns for numbers that are broken into two parts.

- **(Explore) Visual Learning Bridge:** Using the Visual Learning Bridge, talk through what patterns you see. Remind children that they should find how many are on both side, not on either side.
- **(Explain) Guided Practice:** Work through Guided Practice problems 1-6 found on work mat.
- **(Elaborate) Independent Practice:** Students will work through independently problem 7-11 on work mat.

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- **(Evaluate) Problem Solving:** Explain to children that the number of puzzles Mike has “now” is the total number of puzzles. (Exercise 12)

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

You have learned that when two patterns are put together, they show a whole number.

- **Quick Check/Writing to Explain:** Give Quick Check Master 1-1. (Found in Assessment Sourcebook) Exercises 1 and 2 are worth 1 point each. Use the rubric to score Exercise 3.
- **Leveled Homework:** 0-3 points= Reteaching Master 4= Practice Master 5= Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

* These centers will be set up prior to the lesson.

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 1

Song: “Even or Odd” (Math Concepts I and II)

Activity and Data Sheet:

- Use the number line petite 0-30 strips from pages 29-30 (number line workbook) to touch even or odd numbers as singing the song.
- Use the activity found on page 45 called “Even and Odd Venn Diagram” (math drill to thrill) to practice sorting even and odd numbers.

Writing

30 minutes

Day 1- Getting Ready for Writer’s Workshop:

Whole Group Instruction and Oral Language Development

A resource to use for launching Writer’s Workshop is the blue book titled Making Sense of the Writer’s Workshop for Grade K-6 by Barbra Andrews and Patty Brinkman. Picture books to use with Launching a Writer’s Workshop-

(See mentor texts list in New Teacher Binder.)

Teachers Note: The first week of lessons will be for the entire workshop time. There will be no independent write for this week. This week will focus on building oral language and developing the joy of writing.

Mini-Lesson

Explain

- Share procedures for writing workshop.

Engage

- Share a text about ideas with students.
- Allow students to tell stories to each other.

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DAY 2
Reading
80-120 minutes
<p>Placement Week Whole Group Evaluate</p> <ul style="list-style-type: none"> Administer the Group Placement Assessment. (The directions for administering the assessment begins on page 25 of the Assessment Handbook.) <p>Small Group Evaluate - Explore</p> <ul style="list-style-type: none"> Introduce literacy stations. Administer Reading Progress Assessments (RPA) to four students individually. <p>Whole Group/Wrap-Up Explain</p> <p>Students model specific rotation behaviors to be used during self-selected reading station and a literacy station of your choice (Daily 5 may be used here).</p>
Science
30 minute
<p style="text-align: center;">Sun, Moon and Stars Bring Science Alive Unit 3: Sky Patterns, Lesson 1</p> <p>Lesson via Bring Science Alive online Essential Question: <i>What do you see in the sky?</i> Materials to Print: Handout: Sky Pictures Materials: Interactive notebook, Scissors, Glue Sticks</p> <p>Explain: In the Sky Pictures investigation, students will analyze 6 projected pictures</p> <ul style="list-style-type: none"> Students will answer the following question for each projected picture: “What do you see in the sky?”, “Can you see the moon, the sun, or other stars?”, “Is it day or night? How do you know?” <p>Explore: Sorting Sky Pictures – students will cut out pictures and sort them by day and night in the chart in their Interactive Student Notebook</p>
Social Studies
30 minutes
<p>Essential question: What are the rights and responsibilities family members and classmates have to each other? Materials Needed: chart/visual from previous lesson, image of the Constitution</p> <p>Engage: Display the visual of rules students created from the previous day when they brainstormed rules they have been asked to follow. Ask students to pick one rule from the list and share with a partner what happens (consequences) if the rule is broken.</p> <p>Explain: Display image of the Constitution again. Explain that today we are going to create our own Class Constitution - a set of classroom rules that outlines our rights and responsibilities as citizens in the class (e.g. how we should treat each other). Key is to establish ways we can all help each other, treat one another as equals,</p>

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promote a safe learning environment, and get along.

Explore: Ask each student to share one rule they would like to see on the Class Constitution. Record responses as students share. Explain how it's important to make sure everyone's voice is heard as we establish our class Constitution.

Elaborate: Create a list of rules from the students' suggestions and display them. Suggestion - only list the rules, not the students' names who shared. Tell students you are going to see if we can simplify the list just like the Framers of the Constitution did when they were discussing what to include in the Constitution.

- 1) Cross out repeats
- 2) Ask students if there are any similarities among the rules and combine them if possible

Ask students if there are any rules they cannot follow. If any come up, ask them to explain why and then discuss as a class if that rule should be included. If there are any issues with agreeing on rules, take a class vote.

Evaluate: Explain to students that they are to go home and think about if they can follow the class rules listed on the Constitution and what the consequences should be if they or anyone else breaks the rules. Inform that they tomorrow they will have the opportunity to review the list of rules, agree to them, and sign it.

Math

60-75 minutes

Topic: Understanding Addition

Lesson 1:2 Making 6 and 7

Background: Recognizing that numbers are made up of two or more parts is important and can be developed through instruction.

Learning Target- The students will learn how to make numbers from their parts.

Materials: Counters (OR Teaching tool 14); Paper Plates

Vocabulary: in all; inside; outside

Daily Common Core Review: 1-2 (To be completed in less than 10 minutes)

Correct and review and plan for intervention based on informal assessment.

(Engage) Develop the Concept: Interactive (10-15 minutes)

Students will be using the vocabulary to notice where counters fall on the floor. Have students practice this using the first page of their student packet (p. 7) to practice and model this activity. Then have students work in pairs with counters and paper plates to complete the page.

(Engage) Develop the Concept: Visual (30 minutes)

- **(Explore) Visual Learning Bridge:** Using the visual learning bridge, talk through how two parts make up a number.
- **(Explain) Guided Practice:** Work through Guided Practice problems 1-3. Make sure to discuss Do you understand?
- **(Elaborate) Independent Practice:** Students will work through problems 4-7 on their work mat, independently. Students may have difficulty finding how many *in all*. They will need to be reminded to find both parts to discover how many in all.

(Evaluate) Problem Solving: Have students complete problems 8-10, modeling by underlining important words in the problem.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

- **Quick Check/Writing to Explain:** Give Quick Check Master 1-2. (Found in Assessment Sourcebook.) See manual for scoring guide (p. 10A)
- **Leveled Homework:** Based on the child's score on quick check, select appropriate leveled homework: re-teaching, practice or enrichment master.

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<p>Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced). Games/activities based on the performance of the quick check master. *These centers will be set up prior to lesson.</p>
<p>10 Block</p>
<p>10-15 minutes</p>
<p>Even/Odd Addition Strategies BLOCK 2 Song: “Even or Odd” (Math Concepts I and II) Activity and Data Sheet:</p> <ul style="list-style-type: none"> Use the Random Number CD with the data sheet from pages 44 – 46 (math drills to thrill) “Even and Odd Columns” Run from and back This data sheet is practice for sorting the even and odd numbers into two columns. This will be done for repeated practices.
<p>Writing</p>
<p>30 minutes</p>
<p>Even/Odd Addition Strategies BLOCK 2 Song: “Even or Odd” (Math Concepts I and II) Activity and Data Sheet:</p> <ul style="list-style-type: none"> Use the Random Number CD with the data sheet from pages 44 – 46 (math drills to thrill) “Even and Odd Columns” Run from and back This data sheet is practice for sorting the even and odd numbers into two columns. This will be done for repeated practices.

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DAY 3
Reading
80-120 minutes
<p>Placement Week</p> <p>Whole Group</p> <p>Explore - Explain</p> <ul style="list-style-type: none"> • Create anchor chart to set clear expectations for appropriate behavior during literacy rotations. <p>Small Group</p> <p>Explore - Evaluate</p> <ul style="list-style-type: none"> • Introduce literacy stations. • Administer Reading Progress Assessments (RPA) to four students individually. These will need to be completed by the end of day 5. <p>Whole Group/ Wrap-Up</p> <p>Explain</p> <p>Students model specific rotation behaviors to be used during self-selected reading station and a literacy station of your choice (Daily 5 may be used here).</p>
Science
30 minutes
<p style="text-align: center;">Sun, Moon and Stars</p> <p style="text-align: center;">Bring Science Alive Unit 3: Sky Patterns, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What do you see in the sky?</i></p> <p>Materials to Print: Handout: Sky Pictures</p> <p>Materials: Interactive Student Notebook, Scissors, Glue Sticks</p> <p>(continued from day 2)</p> <p>Explore: Sorting Sky Pictures – students will cut out pictures and sort them by day and night in the chart in their Interactive Student Notebook</p> <ul style="list-style-type: none"> • Students will put all day pictures in one column and all night pictures in the other columns.
Social Studies
30 minutes
<p>Essential question: What are the rights and responsibilities family members and classmates have to each other?</p> <p>Materials Needed: Class Constitution, image of Constitution</p> <p><i>Prior to starting the lesson be sure to take the list of rules the class agreed upon and create a “Class Constitution” with plenty of room for students to sign it.</i></p> <p>Engage: Display image of the Constitution, focus on signatures of the Framers: http://www.archives.gov/exhibits/charters/constitution_zoom_4.html</p> <p>Ask the students why they think the Framers signed the document (symbol of agreement and responsibility). Explain how their signature holds them accountable/committed to the document. Share examples of other documents we sign to show our commitment and agreement of responsibility (e.g. opportunity to explain how need their parent/guardian’s signature on forms, signing receipts is an</p>

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agreement to paying for a good/service, etc.).

Evaluate: Display the Class Constitution created from the previous days' lessons. Ask students to review the list. Then ask students to agree to follow the rules and to illustrate their agreement by signing the Constitution. Explain that these are not only rules that list out our responsibilities, they also list out the rights we have (e.g. right to be treated with respect, kindness, etc.).

Once all the students have signed the Constitution, put it on display.

Keep it on display for the year and use it as a resource (help teach about government, citizenship, responsibilities, consequences, etc.).

Explain: Explain that sometimes people make the choice to break the rules. Ask students to share examples of people choosing to break the rules or share a personal example. Introduce standard: choices have consequences. Explain how we are going to spend time this year studying choices people make and the consequences of those choices. Discuss with students the consequences of breaking the rules of the Constitution.

Evaluate: Ask them to look at the Class Constitution and answer the following:

- Who wrote this?
- When was it written?
- Where was it written?

Why was it written?

Math

60-75 minutes

Topic: Understanding Addition

Lesson : Making 8

Background: Students will use counters to understand the parts of 8 and make connections and concepts to previous lesson of 6 and 7.

Learning Target- Students will learn about the parts of 8.

Materials: Color tiles (8 blue and 8 green)

Vocabulary: Part; whole

Daily Common Core Review: 1-3 (To be completed in less than 10 minutes)

Correct and review and plan for intervention based on informal assessment.

(Engage) Develop the Concept: Interactive (10-15 minutes)

Students are working on how to make the number 8 with different combinations. Begin by having students review on their hands the different ways to make 6 and 7. Explain to students that they are going to use their color tiles and see how many green balloons and have many blue balloons there might be. Allow students to work with partners and then come back together as a whole class to discuss the students' findings and how they discovered it.

Develop the Concept: Visual (30 minutes) In this lesson you will learn about the parts of 8.

- **(Explore) Visual Learning Bridge:** Using the visual learning bridge, talk through the different combinations for the number 8. Make sure to ask what students notice about two parts and mention a double.
- **(Explain) Guided Practice:** work through problems 1-4 in student work mat reminding them that 8 can be made in a combination of ways. Make sure to discuss together the "Do you understand" question.
- **(Elaborate) Independent Practice:** Students will work independently on problems 5-10. Children may have trouble seeing how the parts are related, if so point out when the number of balloons on one side is

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smaller, the number on the other side will be larger. Ask “What will happen if you have more balloons on one side.”

- **(Elaborate) Problem Solving:** Have children complete the problem solving, modeling by underlining important words in the problem.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

Today you have learned that two parts together make a whole and you found the different parts of 8.

- **Quick Check/Writing to Explain:** Give students quick check master 1-3 (found in assessment sourcebook). Children should show how numbers can be broken into parts of a whole. See manual for scoring guide. Page 14A
- **Leveled Homework:** Based on the child’s score on quick check, select appropriate leveled homework: reteaching master, practice master, or enrichment master.

Differentiated Instruction (15 minutes) Students will be working in 3 leveled center groups (intervention with teacher in small group, on level game with one star in ready- made center kit, or advanced game with two stars, also in ready -made center kit.)

Math Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 3

Song: “Even or Odd” (Math Concepts I and II)

Activity and Data Sheet:

- Play the game using one of the game boards from pages 176 – 190 (math drills to thrill) using the random number CD and transparent chips. To build the game boards students will fill each object with either an “e” or “o” unless board is filled. A chip is placed when a number is called.

Writing

30 minutes

Day 3-Getting Ready for Writer’s Workshop:

Mini-lesson:

Explore

- Practice Writing Routines.
- Brainstorm and create an anchor chart listing characteristics of a good listener using modeled writing.

Engage

- Read and model a story from the Launching Writer’s Workshop list.
- Students tell stories to each other.

Share

Explain

- Teacher chooses a student to share their story.
- Review the anchor chart.

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DAY 4
Reading
80-120 minutes
<p>Placement Week Whole Group Explain</p> <ul style="list-style-type: none"> Introduce and explain the Inquiry Process. <p>Small Group- During “rotation model”</p> <p>Explore and Evaluate</p> <ul style="list-style-type: none"> Practice, continue to introduce literacy stations. Administer Reading Progress Assessments (RPA) to four students individually. These will need to be completed by the end of day 5. <p>Whole Group/Wrap-Up- Review Inquiry process steps and then have students set up their inquiry folders (refer to page xxv in teacher’s manual).</p>
Science
30 minutes
<p style="text-align: center;">Sun, Moon and Stars</p> <p style="text-align: center;">Bring Science Alive Unit 3: Sky Patterns, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What do you see in the sky?</i></p> <p>Materials: Interactive Student Notebook, Scissors, Glue Sticks</p> <p>(continued from day 2 and 3)</p> <p>Explore: Continue sorting sky pictures (looking for patterns)</p> <p>Evaluate: Ask students to think about the sky during the night. Ask the following questions: “Will you see the sun?”, “Will you see it always, sometimes, or never?”, “Will you see stars other than the sun?”, “Will you see them always, sometimes, or never?”, “Will you see the moon?”, “Will you see it always, sometimes, or never?”</p>
Social Studies
30 minutes
<p>Essential question: What are the rights and responsibilities family members and classmates have to each other?</p> <p>Materials Needed: <i>Social Studies Alive! My School and Family</i>, Activity 1.1 Adapted from “Two on a Task” (page 3) of Lesson Guide</p> <p>Engage: Tell students they will be working in pairs for this activity because completing task with partners is often easier than working alone.</p> <ol style="list-style-type: none"> Assign partners and give them one crayon and one large piece of drawing paper. Explain that partners will work together to complete a picture. Partners will use the same crayon at the same time. Both partners must have a hand on the crayon at all times. They must work in silence; no talking during the game. Ask students to close their eyes and imagine a picture they want to draw. Do not allow pairs to talk or share ideas.

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4. Have pairs draw for two to three minutes. Check out their reactions as they draw.
5. When pairs are finished ask: *How did you feel? Were you able to draw the picture you imagined? What made this task hard? Was this the best way to complete a picture? What could we do to make this drawing activity easier?*
6. Distribute another sheet of drawing paper to each pair. Repeat the actions but this time they can talk (note - they still have to have one hand on the crayon at all times). Allow them to draw two to three minutes.

Evaluate: Debrief and discuss with the class: How did you feel this time; how did your picture turn out; why do you think you had a better experience the second time; what did you learn about cooperating with one another during this activity?

Explain: Explain to students the importance of communication and cooperation, elaborate on how it's part of being a responsible citizen.

Evaluate: Discuss ways we can cooperate with one another in school: sharing, talking and listening to one another, and by taking turns. Provide students the opportunity to input ideas.

Math

60-75 minutes

Topic: Understanding Addition

Lesson 1:4 Making 9

Background: When students know how to describe numbers in terms of 2 parts, it provides a foundation for understanding addition and subtraction concepts. Writing a sentence with words that show the two parts is an important precursor to writing a number sentence.

Learning Target- The students will learn how to find parts for 9.

Materials: Counters (OR Teaching tool 14)

Daily Common Core Review: 1-4 (To be completed in less than 10 minutes)

Correct and review and plan for intervention based on informal assessment.

(Engage) Develop the Concept: Interactive (10-15 minutes)

Draw a part-part model on the board. Then show the number 6 on top. Ask questions about representing this model with counters in two parts (use p. 15 of the manual under the "Engage" section). Have students use their counters to find the total number of drums on the work mat. Have students find ways to make this and share their answers. Help the students understand whole and part while working on this. Discuss all the ways to make 9 using 2 parts.

Develop the Concept: Visual (30 minutes)

- **(Explore) Visual Learning Bridge:** Using the visual learning bridge, talk through how to show parts for the number 9. Remind students that 9 is the whole.
- **(Explain) Guided Practice:** Work through Guided Practice problems 1-4. Make sure to discuss Do you understand?
- **(Elaborate) Independent Practice:** Students will work through problems 5-9 on their work mat, independently. Students may have difficulty finding how many *in all*. They will need to be reminded to find both parts to discover how many in all.
- **(Evaluate) Problem Solving:** Have students complete problems 10-12, modeling by underlining important words in the problem.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

- **Quick Check/Writing to Explain:** Give Quick Check Master 1-4. (Found in Assessment Sourcebook.) See manual for scoring guide (p. 18A).
- **Leveled Homework:** Based on the child's score on quick check, select appropriate leveled homework: re-teaching, practice or enrichment master.

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Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced). Games/activities based on the performance of the quick check master.

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 4

Song: "Even or Odd" (Math Concepts I and II)

Activity and Data Sheet:

Use the random number CD with the data sheet from pages 16-19 (math drills to thrill) "Numbers I Hear." This time the data sheet is practice for writing whether the number called is even or odd. This will be repeated many times for early learners.

Writing

30 minutes

Day 4-Getting Ready for Writer's Workshop:

Mini-lessons:

Engage

- Read a story from the Launching Writer's Workshop list and model telling a story.

Explore

- Students tell stories to each other.

Explain

- Model making a list of story ideas on chart paper.
- Tell the students they will go off and write down their stories they have been telling each other.

Independent Writing

Explore

- Student write their stories.

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DAY 5
Reading
80-120 minutes
<p>Placement Week</p> <p>Whole Group</p> <p>Explain</p> <ul style="list-style-type: none"> • Create a “Unit 1 Question Board.” Explain that throughout each unit, students can post questions that intrigue them about their reading. These questions may spur Inquiry Questions conjectures, or other ideas. Students may also post images, comments, responses, and articles related to their reading about the theme. <p>Small Group</p> <p>Explore and Evaluate</p> <ul style="list-style-type: none"> • Administer Reading Progress Assessments (RPA). All RPA’s must be completed today because small group instruction begins on Day 6. • All students must be assigned to a Differentiated Reading group-Intensive, Strategic, Benchmark, and Advanced. On the LEAD21 website students need to be placed into their groups using the Group Manager. <p>Whole Group/Wrap-Up</p> <p>Elaborate</p> <ul style="list-style-type: none"> • Student share questions or “I Wonders” with a shoulder partner about being a first grader.
Science
30 minutes
<p style="text-align: center;">Sun, Moon and Stars</p> <p style="text-align: center;">Bring Science Alive Unit 3: Sky Patterns, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What do you see in the sky?</i></p> <p>Materials: Interactive notebook, Scissors, Glue Sticks</p> <p>Elaborate: Using the interactive notebook have students circle the symbols of things they might see in the day or the night sky.</p> <p>Evaluate: Review students work via Bring Science Alive online</p>
Social Studies
30 minutes
<p>Essential Question - What are the rights and responsibilities family members and classmates have to each other?</p> <p>Materials Needed: <i>Social Studies Alive! My School and Family</i>, Activity 1.2 (p. 4 of lesson guide), interactive Student Notebooks – p. 4-7</p> <p>Explain:</p> <ul style="list-style-type: none"> • Read and discuss page 4, <i>We Share</i>. Ask: <i>What do we share?</i> • Read and discuss page 5, <i>We Talk</i>. Ask: <i>When do we talk to others?</i> • Read and discuss page 6, <i>We Listen</i>. Ask: <i>How do we listen?</i> • Read and discuss page 7, <i>We Take Turns</i>. Ask: <i>When do we take turns?</i> <p>Elaborate: Tell the student to choose one idea about getting along and share it by making an illustration.</p>

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Explain: Read a book of your choice about getting along. Pause periodically to emphasize what we should do to get along with others (focus on the “should” as opposed to the “should not”).

Suggested Examples:

- *We Share Everything* by Robert Munch
- *Talk and Work It Out* by Cheri Meiners
- *Share and Take Turns* by Cheri Meiners

Friends at School by Rochelle Bunnett

Math

60-75 minutes

**Topic: Understanding Addition
Number sentences**

Lesson 1-5: Introducing Addition Expressions and

Background: Children will know how to use pictures and counters to add. This lesson will be an introduction to using the symbols to add. Students will make the transition from models to symbols with addition.

Learning Target- Students will learn how to write an addition number sentence to show parts and whole.

Materials: Connecting cubes (9 red and 9 blue per pair), paper bag (1 per pair)

Vocabulary: add; sum

Daily Common Core Review: 1-5 (To be completed in less than 10 minutes)

Correct and review and plan for intervention based on informal assessment.

(Engage) Develop the Concept: Interactive (10-15 minutes)

In this lesson, children are learning how to write an addition number sentence to show parts and whole. Students will use red and blue cubes to create these number sentences. Students will work in pairs to explore with cubes and bags, sorting on to their student work mat page 19. Students will record their addition sentences on the work mat.

Pull students back together and explain that when you put two parts together, you add the parts and the whole is called the sum.

(Engage) Develop the Concept: Visual (30 minutes) In this lesson you will learn how to write an addition number sentence to show the parts and the whole.

- **(Explore) Visual Learning Bridge:** Using the visual learning bridge, talk through the different combinations of colored cubes and reinforce the vocabulary sum and whole.
- **(Explain) Guided Practice:** work through problems 1-2 in student work mat reminding them that an addition sentence is two parts and a whole. Make sure to discuss together the “Do you understand” question.
- **(Elaborate) Independent Practice:** Students will work independently on problems 3-5. If students are still unclear, ask them to look at each picture and say the parts aloud and then ask them to read the addition sentences.

(Elaborate) Problem Solving: Have children complete the problem solving, reminding them about the symbols for addition and using the new vocabulary terms of sum.

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10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 5

Song: “Add Em’ Up” (Math Concepts I and II)

Activity and Data Sheet:

Play the game “Even and Odds” on pages 56-57 (Dynamic Dice) using the Double Dice. The game can be played on the data sheet or on the student response boards with chalk and eraser. Students will play for at least twenty rolls.

Writing

30 minutes

Day 5-Getting Ready for Writer’s Workshop:

Mini lesson

Engage and Explore

- Read a story to the students, from the Launching Writer’s book list and model telling a story you have about any connection you can make to the book.
- Students write a list of stories they can write about.

Independent Writing

Explore

- Students compose their lists.

Share

Elaborate

Have students share off their list to the class.

First Grade Lesson Plans

DAY 6

Reading

80-120 minutes

Unit 1 Week 1 Day 1

Whole Group

Explain

- Complete Morning Message and display the poem “A Friend Can” (can be found on the lead21 website). Explaining what it means to be a fluent reader (good phrasing, expression, and pacing).
- Introduce Theme-Use the cover of My Connections to introduce the theme. Introduce the Theme and Focus Questions on pages 4 and 5.

Engage - Explore

- Launch the Virtual field trip. Introduce the Inquiry Project and point out the location of the Question Board.

Explain

- Introduce Theme vocabulary
- Read poem on pages 6-7 to launch My Connections. Read pages 8-11 and pause to allow students to look at and discuss. Use questions on page 14 in the teacher’s manual for questions.
- Word Work- Phonics- Introduce skills listed on page 16 (Use /s/ spelled s; /m/ spelled m and practice high frequency words).

Small Group Meet with each small group daily. This order works better than the series suggests.

Explain -Elaborate

Benchmark

- Provide students a very brief picture walk to build background knowledge.
- Introduce Differentiated Vocabulary on pg. 22 in TM.
- Model fluently reading the book titled May I Play to students.
- Have students echo read the book with you.
- Use Guide Comprehension on page 22 in TM.

Intensive

- Provide students a very brief picture walk to build background knowledge.
- Introduce Differentiated Vocabulary on pg. 18 in TM.
- Model fluently reading the book titled Fun with Friends.
- Have students echo read with you.
- Use Guide Comprehension and Check Comprehension on page 19.

Strategic

- Provide students a very brief picture walk to build background knowledge.
- Introduce Differentiated Vocabulary on pg. 20 in TM.
- Model fluently reading the book titled I Am A Good Friend.
- Have students echo read with you.
- Use Guide Comprehension and Check Comprehension on page 21.

Advanced

- Provide students a very brief picture walk to build background knowledge.
- Introduce Differentiated Vocabulary on pg. 23 in TM.
- Model fluently reading the book titled Far Away Friends.
- Have students echo read with you.
- Use Guide Comprehension on page 23 in TM.

First Grade Lesson Plans

Whole Group/Wrap-Up

Elaborate

- Have students share what their stories were about.

Science

30 minutes

Sun, Moon and Stars

Bring Science Alive Unit 3: Sky Patterns, Lesson 1

Lesson via Bring Science Alive online

Essential Question: *What do you see in the sky?*

Student Text: You will read about what you see in the day and the night skies.

Explain: Read and discuss the student text (pages 136-141) Ask the following questions:

“What do you see in the day and the night skies?”, “Why do scientists look for patterns in nature?”, “What pattern do you see in the sky?”

Elaborate: Have students think about looking out a window during the day. Ask them “What do you see in the sky?” Have students think about looking out the same window at night. Ask them “What do you see in the sky?”

- Have students draw pictures in their interactive notebook. Have them include the sun, moon, or stars in the sky.

Using Bring Science Alive online complete the vocabulary matching activity

Social Studies

30 minutes

Essential Question - What are the rights and responsibilities family members and classmates have to each other?

Materials Needed: *Social Studies Alive! My Family and My School*, Activity 2.1 (lesson adapted from “Getting to Know You”), bingo cards full of characteristics/descriptions

Set up: Create a bingo card with various characteristics students’ possess. Examples: likes to dance, 6 years old, likes to draw, likes to play sports, traveled to another state, traveled to another country, speaks another language besides English, likes to eat strawberries, lost a tooth, etc.

Engage: Ask students to define, “similarities” and “differences.” When they offer a definition, ask for an example to help describe the words.

Explore: Explain to students that today we are going to explore how we are similar and how we are different and how those similarities and differences can help us learn.

1. Provide each student with a bingo card and explain that they are to walk around the room asking each other questions that would help them fill out the bingo card, such as, “Do you like to dance; do you like to draw, are you 6 years old?” Whenever a student answers yes to a question, they write their name in the appropriate square on the bingo card. Rules: they are only allowed to ask each other one question and they can only get one signature per square (so each square needs to be answered by a different classmate).
2. Model the activity and guide students through tips on how to be polite when interacting with each other (e.g. say hello, shake hands, ask question, say thank you, do not interrupt conversations, etc.).
3. Provide students time to get up, walk around the room, and fill out their bingo cards.
4. Ask students to review their bingo cards and circle any that apply to them (they put their name on someone’s bingo card for or they could have put their name if asked).

Evaluate: Ask students how they are the same; how they are different and how will having similarities and differences among us this year help us learn?

First Grade Lesson Plans

Math
60-75 minutes
<p>Topic: Understanding Addition Lesson 1:6 Stories About Joining</p> <p>Background: When students solve problems in an organized manner, it helps develop their problem solving ability. Creating a plan and finding a solution provides a strong foundation for problem solving.</p> <p>Learning Target- The students will learn how to write addition sentences about joining groups.</p> <p>Materials: Connecting cubes</p> <p>Vocabulary: join</p> <p>Daily Common Core Review: 1-6 (To be completed in <u>less than 10 minutes</u>) Correct and review and plan for intervention based on informal assessment.</p> <p>(Engage) Develop the Concept: Interactive (10-15 minutes) Students will use connecting cubes to create stories about joining. Have students get out their connecting cubes. How can the students model joining problems with their connecting cubes? Tell additional stories and have students practice joining their cubes to reinforce vocabulary and gain additional practice.</p> <p>Develop the Concept: Visual (30 minutes)</p> <ul style="list-style-type: none"> • (Explore) Visual Learning Bridge: Using the visual learning bridge, talk through how to write an addition sentence about joining groups. Remind children what the + and = means. • (Explain) Guided Practice: Work through Guided Practice problems 1-2. Make sure to discuss Do you understand? • (Elaborate) Independent Practice: Students will work through problems 3-5 on their work mat, independently. Students may have difficulty finding how many <i>in all</i>. They will need to be reminded to find both parts to discover how many in all. • (Elaborate) Problem Solving: Have students complete problems 5-9, modeling by underlining important words in the problem. <p>(Evaluate) Close/Assess and Differentiate (5-10 minutes)</p> <ul style="list-style-type: none"> • Quick Check/Writing to Explain: Give Quick Check Master 1-6. (Found in Assessment Sourcebook.) See manual for scoring guide (p. 26A). • Leveled Homework: Based on the child's score on quick check, select appropriate leveled homework: re-teaching, practice or enrichment master. <p>Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced). Games/activities based on the performance of the quick check master. *These centers will be set up prior to lesson.</p>
10 Block
10-15 minutes
<p>Even/Odd Addition Strategies</p> <p>BLOCK 6</p> <p>Song: "Add Em' Up" (Math Concepts I and II)</p> <p>Activity and Data Sheet:</p> <ul style="list-style-type: none"> • Students will fill the addition table with even or odd for each sum. They will see the patterns. It will be discussed how many even or odd sums will be found within the table. The teacher will fill in the class visual as discussing with students.

First Grade Lesson Plans

Writing

30 minutes

Day 6: Writer's Workshop:

Teacher's Note: For today's lesson only, the writing is included in this lesson so that students will be prepared for Day 7.

Mini-lesson

Explain

- Introduce Writing Folders and routines that go with using the folders. (Usually these folders are uniform in appearance. They are the same color and type for easy identification as a writing folder.)
- Return topic list from the other day to place in folders.

Independent Writing

Explore

- Students work on adding to their list or they can begin a story.

Share

Elaborate

Choose a couple students to share a story they have written.

First Grade Lesson Plans

DAY 7

Reading

80-120 minutes

Unit 1 Week 1 Day 2

Whole Group

Explain

- Complete Morning Message and Phonemic Awareness Warm-Up on pg 27
- Reinforce Theme Vocabulary
- Introduce Comprehension Strategy-Determine Important Information. Explain that when students read, they should pick out the most important ideas. The most important ideas are the ones the author wants reader to remember. Read aloud pg 8 of My Connections. Point to the photograph and model using the strategy. Practice the strategy using page 10 of the same book.
- Review with students what they learned about friendship on pages 6-11 of My Connections.
- Read aloud pages 12-19 of My Connections. Ask the questions in page 30 of your teacher's manual.
- Word Work-Review alphabetic knowledge, practice high-frequency words, and segmenting simple sentences pg. 30-31 in teachers manual.

Small Group Meet with each small group daily. This order works better than the series suggests.

Benchmark

Explain - Elaborate

- Provide students a very brief picture walk to build background knowledge.
- Review Differentiated Vocabulary on pg. 36 in TM.
- Model fluently reading the book titled May I Play to students while they follow along by pointing to each word as you read.
- Have students choral read the book with you.
- Use Guide Comprehension on page 36 in TM.

Intensive

- Provide students a very brief picture walk to build background knowledge.
- Review Differentiated Vocabulary on pg. 32 in TM.
- Model fluently reading the book titled Fun with Friends to students.
- Have students choral read the book with you.
- Use Guide Comprehension and Check Comprehension on page 33.

Strategic

- Provide students a very brief picture walk to build background knowledge.
- Review Differentiated Vocabulary on pg. 34 in TM.
- Model fluently reading the book titled I Am A Good Friend to students.
- Have students choral read with you.
- Use Guide Comprehension and Check Comprehension on page 35.

Advanced

- Provide students a very brief picture walk to build background knowledge.
- Introduce Differentiated Vocabulary on pg. 37 in TM.
- Model fluently reading the book titled Far Away Friends to students.
- Have students choral read with you. Use Guide Comprehension on page 37 in TM.

Whole Group/Wrap-Up

Elaborate

Text to Text Connections-Invite students to share the topic of their selections and something interesting they've read so far. Encourage them to share some of the differentiated vocabulary words they read.

First Grade Lesson Plans

Science
30 minutes
<p style="text-align: center;">Sun, Moon and Stars Bring Science Alive Unit 3: Sky Patterns, Lesson 1</p> <p>Lesson via Bring Science Alive online Essential Question: <i>What do you see in the sky?</i></p> <p>Evaluate: Students will show what they know by drawing what they see in the day and the night skies.</p> <ul style="list-style-type: none"> Lesson wrap up <p>Show what you know – Students will draw the sky during the day and at night. Show the sun, moon, or stars in the sky, complete the vocabulary activity</p>
Social Studies
30 minutes
<p>Essential Question: What are the rights and responsibilities family members and classmates have to each other? Materials Needed: chart paper, hand out from Teaching Tolerance (http://www.tolerance.org/sites/default/files/general/tt_everyones_a_helper_k.pdf) Adapted from: http://www.tolerance.org/supplement/everyone-s-helper-primary-grades</p> <p>Engage: Ask students: What is a strength? As a class, make a list on chart paper of STRENGTHS students think they have. Define strength: these are things you are really good at. Once the list has been generated, have students turn and talk to a partner about how you each might use your strengths during the school day.</p> <p>Ask students: What is a struggle? As a class, make a list on a separate piece of chart paper of STRUGGLES students think they have. Define struggle: these are things you might have a hard time with. Once the list has been generated, have students turn and talk to a different neighbor about times during the school day you might struggle, and how a classmate could help you.</p> <p>Explain: Display the two charts and provide each student with the handout - Sometimes I HELP, Sometimes I NEED Help</p> <p>Ask students to complete the hand out (students write a sentence and draw a picture to illustrate their sentence).</p> <p>Once all students are done with their, “Sometimes I help; Sometimes I need help” sentences and drawings have students share their work. Circle students up and have them share.</p> <p>Evaluate: Ask students how we can help each other using our strengths; why is it important to ask for help; how is it being a good citizen to help others?</p>
Math
60-75 minutes
<p>Topic: Understanding Addition Lesson 1-7: Adding in Any Order</p> <p>Background: Children will be introduced to the commutative property of addition. Students will be adding both horizontally and vertically with their addition sentences.</p> <p>Learning Target- Students will learn how to add the same numbers in a different order and compare the sums.</p> <p>Materials: Connecting cubes (6 yellow and 6 green per child)</p> <p>Vocabulary: order; addend</p> <p>Daily Common Core Review: 1-7 (To be completed in less than 10 minutes) Correct and review and plan for intervention based on informal assessment.</p> <p>(Engage) Develop the Concept: Interactive (10-15 minutes)</p>

First Grade Lesson Plans

In this lesson, children are learning how to add the same numbers in a different order and compare the sums, both horizontally and vertically. Begin with 3 yellow and 1 green and ask how many in all. Then have the students switch the cubes places on the train and again ask how many in all. Introduce the new vocabulary of addend. Students will use their work mat on page 27 and build a train with 4 yellow and 3 green cubes and complete number one on the mat. Students will then make a new train with 2 and 5 and complete number 2 on their work mat. Students will need to color in the cubes on the work mat as well to show their work and thinking. Call students back together and make sure that they are recognizing that the sum stays the same.

Develop the Concept: Visual (30 minutes) In this lesson you will learn how to write two addition sentences using the same addends but in a different order and compare the sums.

- **(Explore) Visual Learning Bridge:** Using the visual learning bridge, talk through how the math problems are the same and how they are different, but both are correct.
- **(Explain) Guided Practice:** work through problems 1-2 in student work mat reminding them that an addition sentence is two parts and a whole. Make sure to discuss together the “Do you understand” question.
- **(Elaborate) Independent Practice:** Students will work independently on problems 3-8. Help children see that the plus sign is used in both kinds of sentences and the line under the last addend in the vertical sentences and the line under the last addend in the vertical sentences is the sign for equal.
- **(Elaborate) Problem Solving:** Have children complete the problem solving, and it might benefit the students to act out of the problems.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

Today you have learned that two numbers can be added in any order.

- **Quick Check/Writing to Explain:** Give students quick check master 1-7 (found in assessment sourcebook). Children should show how numbers can be two parts to equal a whole. See manual for scoring guide. Page 30A
- **Leveled Homework:** Based on the child’s score on quick check, select appropriate leveled homework: reteaching master, practice master, or enrichment master.

Differentiated Instruction (15 minutes) Students will be working in 3 leveled center groups (intervention with teacher in small group, on level game with one star in ready- made center kit, or advanced game with two stars, also in ready -made center kit.)

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 7

Song: “Add Em’ Up” (Math Concepts I and II)

Activity and Data Sheet:

- Use the data sheet found on pages 86-87 (math drills to thrill) called “Even and Odd” Addition Patters with the Random Number CD. No numbers will be recorded.

Writing

30 minutes

Day 7-Writer’s Workshop: Choosing the Writing Topic

Mini-lesson

Explain - Elaborate

- Students need to have their writing folder
- Demonstrate how to use a topic list to choose what to write about.
- Share with your partner what you are going to write about and what you are going to write.

First Grade Lesson Plans

Independent Writing

Explore - Evaluate

- Students write or draw pictures of their stories.
- Teacher confers with students.

Share

Elaborate

Choose a couple of students to share their stories.

First Grade Lesson Plans

DAY 8

Reading

80-120 minutes

Unit 1 Week 1 Day 3

Whole Group-

- Complete Morning Message and display the poem “A Friend Can”. Have student read and reread aloud the poem “A Friend Can”. Review what it means to be a fluent reader (good phrasing, expression, and pacing).
- Vocabulary Strategy-Explain to students that when they read, tem may come across words they do not know. When this happens, they can read the words and sentences that come before and after the difficult word for clues (pgs 12 and 13 in My Connections)
- Introduce Compare and Contrast (Follow questions and prompts in Teacher Manual pg. 43)
- Reread pages 6-19 of My Connections aloud. Pause to discuss vocabulary and strategies. Create a T-Chart on the board and label the left column *alike* and the right column *different*. Have students discuss how friends are alike and how they are different? (Compare and Contrast). Record their thinking.
- Word Work-Guide students in blending the word *hat*. Complete the phonics/phonemic awareness lesson on pg 44-45 using the Sound- Spelling Cards. Introduce the high frequency word-*has*.

Small Group-Meet with each small group daily. This order words better than the series suggests.

Benchmark

- Provide students with a brief picture walk to build background knowledge.
- Introduce Differentiated Vocabulary on pg. 50 in TM.
- Model fluently reading the book titled Sit by Me to students.
- Have students echo read the book with you. Use Guide Comprehension on pg 50 in TM.

Intensive

- Provide students with a brief picture walk to build background knowledge.
- Introduce Differentiated Vocabulary on pg. 46 in TM.
- Model fluently reading the book titled Two Friends to students, while they follow along by pointing to each word as you read.
- Have students echo read the book with you.
- Use Guide Comprehension and Check Comprehension on page 47 in TM.

Strategic

- Provide students with a brief picture walk to build background knowledge.
- Introduce Differentiated Vocabulary on pg 48 in TM.
- Model fluently reading the book titled My Best Friend to students.
- Have students echo read the book with you.
- Use Guide Comprehension and Check Comprehension on pg 49 in TM.

Advanced

- Provide students a brief picture walk to build background knowledge.
- Introduce Differentiated Vocabulary on pg 50 in TM.
- Model fluently reading the book titled My Wish for You to students.
- Have students echo read with you.
- Use Guide Comprehension on pg 51 in TM.

Whole Group/Wrap-Up-

Text to World Connections- As students discuss texts, help them to make connections between texts and the world. For example, have them consider their own friendships.

First Grade Lesson Plans

Science
30 minutes
<p>Stars Bring Science Alive Unit 3: Sky Patterns, Lesson 1</p>
<p>Elaborate: STARLAB: (can be done anytime during this unit)</p> <ul style="list-style-type: none"> • Activity 1: Seeing Stars • Activity 2: Sunrise and Sunset (seasons) • Activity 3: The Moon
Social Studies
30 minutes
<p>Essential Question: What would happen in your family and school community if there were no rules? Materials Needed: <i>Social Studies Alive! My School and Family</i>, Activity 3.1, tennis balls Adapted from “Experiencing how rules help us” (p. 21).</p> <p>Engage: Divide the class up into four teams. Explain to the students that we are going to play a game. Give each team a ball and inform them that the fastest team wins. Be evasive when children ask for clarification. When students press for the games objective, simply say: <i>The fastest team wins</i>. Tell students to play. Expect some students to be excited and energetic and others to be concerned and confused. Provide no other rules or directions.</p> <p>Pause and debrief: Ask students: how did you feel; was this a good game; why or why not; how could this be a better game? Students will express confusion and frustration. Encourage them to state what was missing from the game.</p> <p>Play again, and this time around provide direction/rules. Establish a set of rules and inform the students how the team wins. Suggestion: students have to pass the ball to each team mate twice with their hands behind their back.</p> <p>Debrief: Ask the students, how did you feel this time; which game did you like better?</p> <p>Evaluate: Discuss the following questions as a class (or in partners): where do rules help us; do you think it is important to have rules at school; why or why not? Ask students to describe what school would be like without rules. Note: refer to Class Constitution created in previous lessons.</p>
Math
60-75 minutes
<p>Topic: Understanding Addition Lesson 1:8 Problem Solving: Use Objects</p> <p>Background: Students need to realize there are many different approaches and strategies that can be used to solve a problem. Children will “Use objects” in this lesson, and continue with different strategies throughout the year.</p> <p>Learning Target- The students will learn how to use objects to help you solve problems.</p> <p>Materials: Masking tape; Counters (OR Teaching Tools 14)</p> <p>Vocabulary:</p> <p>Daily Common Core Review: 1-8 (To be completed in less than 10 minutes) Correct and review and plan for intervention based on informal assessment.</p> <p>(Engage) Develop the Concept: Interactive (10-15 minutes) Students will need their counters to solve a story problem: “Sometimes you need to sort things into 2 groups. When you play games you usually need 2 groups. If 8 children want to play a game, how many children could each</p>

First Grade Lesson Plans

group have? Use your counters to solve.” Then use masking tape on the floor to form two large squares (large enough for 8 students). Play music and when they stop the music, discuss part-part whole. Do this a few times. Then complete the front page of the work mat. See p.31)

Develop the Concept: Visual (30 minutes)

- **(Explore) Visual Learning Bridge:** Using the visual learning bridge, talk through how they will use objects to help you solve.
- **(Explain) Guided Practice:** Work through Guided Practice problems 1-2. Make sure to discuss Do you understand?
- **(Elaborate) Independent Practice:** Students will work through problems 3-4 on their work mat, independently. Students may have difficulty finding how many *in all*. They will need to be reminded to find both parts to discover how many in all.
- **(Elaborate) Going Digital:** You will need to use your etools on www.pearsonsuccessnet.com to guide children to understand that the first addend tells how many red counters to put in the left part and the second addend tells how many yellow counters to put in the right part. See p. 33-34 in the manual.

Close/Assess and Differentiate (5-10 minutes)

- **Quick Check/Writing to Explain:** Give Quick Check Master 1-8. (Found in Assessment Sourcebook.) See manual for scoring guide (p. 34A).
- **Leveled Homework:** Based on the child’s score on quick check, select appropriate leveled homework: re-teaching, practice or enrichment master.

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced). Games/activities based on the performance of the quick check master.

*These centers will be set up prior to lesson.

10 block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 8

Song: “Add Em’ Up” (Math Concepts I and II)

Activity and Data Sheet:

- Use the data sheet found on pages 86-87 (math drills to thrill) called “Even and Odd Addition Patterns” with the random number CD. No numbers will be recorded.

Writing

30 minutes

Day 8-Concept of Writer’s Workshop

Mini-lesson

Explain - Explore

- Create a three-column anchor chart. (mini-lesson, independent writing and share)
- Develop what happens during writing workshop under each column.

Independent Writing

Explore - Evaluate

- Students will write independently at the end of each day’s mini-lesson and teacher will confer with students.

Share

Elaborate

Have students share what they wrote with a partner.

First Grade Lesson Plans

DAY 9

Reading

80-120 minutes

Whole Group

Explain

- Complete Morning Message and Phonemic Awareness Warm-Up on pg 55 in teachers manual.
- Write the following sentence frames on the board and read them aloud as you point to each word (A good friend is _____. My friends and I like to _____. My friends and I stay connected by _____).
- Review Theme Vocabulary (different, problems, connected). Can use sentence prompts on page 56 of Teachers manual.
- Reinforce Determining Important Information by reading aloud pages 8-9 of My Connections (refer to pg 57 in TM for prompts)

Evaluate

- Revisit the Theme Question (How are my friends and family connected to me?) and have students work together in small groups to create a drawing that helps them answer the Theme Question.

Explain

- Word Work-Review /s/ spelled s; /m/ spelled m and practice high frequency words (and, I, makes, has, look, are).

Small Group

Explain and Elaborate

Benchmark

- Review Differentiated Vocabulary on pg. 64 in TM.
- Model fluently reading the book titled Sit by Me to students.
- Have students choral read the book with you and then have students whisper read the book independently, as you listen in.
- Use Guide Comprehension on pg 64 in TM.

Intensive

- Review Differentiated Vocabulary on pg. 60 in TM.
- Model fluently reading the book titled Two Friends to students.
- Have students choral read the book with you and then allow students to whisper read the book independently, as you listen in.
- Use Guide Comprehension and Check Comprehension on pages 60 & 61 in TM.

Strategic

- Review Differentiated Vocabulary on pg 62 in TM.
- Model fluently reading the book titled My Best Friend to students.
- Have students choral read the book with you and the have students whisper read the book independently, while you listen in.
- Use Guide Comprehension and Check Comprehension on pg 62 in TM.

Advanced

- Review Differentiated Vocabulary on pg 65 in TM.
- Model fluently reading the book titled My Wish for You.
- Have students choral read with you and then allow students to whisper read the book independently.
- Use Guide Comprehension on pg 65 in TM.

Whole Group/Wrap-Up

Elaborate

Text to Text Connections- As students share text evidence, help them make connections between texts

First Grade Lesson Plans

Science
30 minutes
Sun, Moon and Stars Bring Science Alive Unit 3: Sky Patterns, Lesson 1
<p>Elaborate:</p> <p>STARLAB: (can be done anytime during this unit)</p> <ul style="list-style-type: none"> • Activity 1: Seeing Stars • Activity 2: Sunrise and Sunset (seasons) • Activity 3: The Moon
Social Studies
30 minutes
<p>Essential Question: What would happen in your family and school community if there were no rules?</p> <p>Materials Needed: Social Studies Alive! My School and My Family, Activity 3.3, scratch paper, book of choice illustrating the importance of following the rules</p> <p>Engage: Lead a class discussion asking students to review the class and school rules they have been asked to follow. Refer to the Class Constitution. Ask: What rules help us get along in our classroom? What rules help us be safe in our classroom? What rules help us be fair in our classroom? What rules help us learn?</p> <p>Explain: Provide each student with a piece of paper. Ask students to choose one school from the discussion and write it down. Have them draw a picture of what happens when we follow the rule. Then ask them to flip over the paper and draw a picture of what happens when we do not follow the rule. Have them share and explain their drawings to a partner.</p> <p>Explain: Choose a book to read to the class that illustrates the importance of following the rules. Pause periodically and focus on what students should do as opposed to what they should not do.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • <i>David Goes to School</i> by David Shannon • <i>Do Unto Otters</i> by Laurie Keller • <i>Never Spit on Your Shoes</i> by Denys Cazet • <i>Officer Buckle and Gloria</i> by Peggy Rathmann • <i>What If Everybody Did That?</i> By Ellen Javernick <p>Evaluate: ask students what they learned from the book.</p>
Math
60-75 minutes
<p>Topic: Understanding Addition Lesson: Topic 1 Test</p> <p>The student's understanding of the concepts and skills will be assessed. The test in the student packet has multiple choice as well as Performance based questions. On-line, you can find the multiple-choice version only (this is called the Alternate Test Master – see p. 37A). There is also a multiple-choice version that can be edited. Use p. 37-38 to reference Test-Taking Tips for a successful assessment as well as the scoring rubric. Pass out test to students. Read through and allow students to use manipulatives if necessary. Collect and grade. Any student needing additional help, use the reteaching pages to go missed skills.</p> <p>*Use remaining time to begin Topic 2 Opener activities.</p> <p>*Take time to read through the Math Background on pgs. 39A-39D prior to launching the new topic.</p>

First Grade Lesson Plans

Topic: Understanding Subtraction

Lesson: Topic 2 Opener

Background: Students will use what they know about addition to understand subtraction.

Learning Target- The students will use what they know about addition and connect that subtraction and addition are inverse operations.

Materials: Interactive Math Story, Topic 2; Student page (Home-school connection with game on back); Game materials: 20 counters, paper, pencils and 2 paper clips

(Engage) Interactive Math Story:

Before the Story:

- **Picture Walk:** Pass out paper copies or log-in to www.pearsonsuccessnet.com to view the Interactive Story. Take a picture walk through the story and invite students to point to animals on each page that are and are not dancing.
- **Activate Prior Knowledge:** Talk with students about part-part whole and separating items from a group. (See p. 39E for additional information.)

After the Story:

- **Extension:** Create a set of manipulative animal cards for the story with the class. The students can make up stories about separating animals.

(Engage) Topic Opener: What are ways to think about subtraction?

Pass out the Home-School Connection page. Review each section with students. On the back, provide students the opportunity to practice skills by playing the game. Teach and practice the game. Allow students to take home the Interactive Story and letter/game to play at home with their families.

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 9

Song: "Add Em' Up" (Math Concepts I and II)

Activity and Data Sheet:

- Use the data sheet found on pages 86-87 (math drills to thrill) called "Even and Odd Addition Patterns" with the random number CD. No numbers will be recorded.

Writing

30 minutes

Day 9-Writer's Workshop Procedures: Using and Storing Writing Tools

Mini-lesson

Explain

- Tell your students that today you are going to tell them about a place in your room where they will find many things they will need as writers. Invite your class to come with you to the writing table or to the location in the classroom where materials will be stored. Tell your students that these are resources that they will need when writing books. (Have several different tools there to share with the students. Suggestions: loose leaf notebook paper, unlined paper, construction paper, stapler, tape, hole punch, rulers, scissors, pens for editing, sharpened pencils, markers, dictionaries, thesauri, etc.) Take the time to talk about each item, emphasizing that these are tools, not toys. Help students understand that it will be their responsibility to use them wisely and for the correct purpose.
- Say: As we learn about the writing process during our mini-lessons, you will see how we use these tools.
- Invite the students to return to the whole-group meeting area and find their seat. Debrief the location of the writing tools and their use. Create an anchor chart titled "Tools Students Use When Writing." Invite the students to help list the tools and note how each tool is used. Post the anchor chart over the writing table or in the writing area.

First Grade Lesson Plans

Independent Writing

Explore

- Students will write independently at the end of each day's mini-lesson.

First Grade Lesson Plans

DAY 10
Reading
80-120 minutes
<p>Whole Group</p> <p>Explain</p> <ul style="list-style-type: none"> • Complete Morning Message and Phonemic Awareness Warm-Up on pg 69 in TM. • Inquiry-Introduce the Inquiry Project-Use pgs 4-5 in <u>My Connections</u> to review the Theme Question and Focus Question. Explain that students are going to work on an Inquiry Project. Assign Inquiry Groups for Unit 1 and ask students to move to sit in their groups. • Generate Ideas and Questions-Discuss what a question is and point out that asking questions is an important part of finding out new information during Inquiry. • Decide on a Question- Tell students that they will choose one question to investigate as a class. Then have students vote for one question within the topic to work on as a class. • Write the chosen class Inquiry Question on chart paper and the Question Board. Also post students' other favorite questions on the Question Board. <p>Elaborate</p> <ul style="list-style-type: none"> • Make a conjecture-Ask the students to think about the class Inquiry Question. Inquiry Groups. Write on the board or display on chart paper the sample Inquiry Question: Why is it important to have good friends? Guide student in putting into words their conjectures (do the think aloud on pg 72). <p>Small Group</p> <p>Explain</p> <ul style="list-style-type: none"> • Cross Text Sharing. • Point out that the Differentiated Readers can help students answer the Inquiry Questions. <p>Elaborate</p> <ul style="list-style-type: none"> • Connect to Inquiry-Ask the groups "What did you learn from your Differentiated Readers that can help you build on your ideas about the Inquiry Questions?" <p>Whole Group/Wrap-Up</p> <p>Evaluate</p> <p>-Fluency Presentation-Each student will perform a reading of the poem "A Friend Can" for the class to demonstrate using good phrasing, expression, and pacing.</p>
Science
30 minutes
<p>Sun, Moon and Stars</p> <p>Bring Science Alive Unit 3: Sky Patterns, Lesson 1</p> <p>Elaborate:</p> <p>STARLAB: (can be done anytime during this unit)</p> <ul style="list-style-type: none"> • Activity 1: Seeing Stars • Activity 2: Sunrise and Sunset (seasons) • Activity 3: The Moon
Social Studies
30 minutes
<p>Essential Question: How does following the BV Virtues make you a better member of your class and family?</p> <p>Materials Needed: chart paper</p> <p>Engage: Ask students to define the word "virtue." After a couple students have shared, define it.</p>

First Grade Lesson Plans

Explain: Write each BV virtue at the top of a piece of chart paper - respect, responsible, honest, compassionate, self-disciplined, courageous, perseverance (each virtue has its own paper).
Underneath each virtue, write a definition. Read the definition out loud to the students.

Provide an example of each virtue and write a brief description of the example on the appropriate piece of chart paper.

Elaborate: Ask students to come up with an example for each virtue. As students come up with an example, write it on the chart paper.

Evaluate: ask students, "How does following these virtues make you a better member of your class; how can following these virtues at home make you a better member of your family?"

Optional extension – hang the chart papers up in the room. Every time a student exemplifies a virtue, write it down on the chart paper. Reinforce these virtues on a daily basis throughout the school year.

Math

60-75 minutes

Topic: Understanding Subtraction

Lesson 2-1: Finding missing parts of 6 and 7

Background: Students will describe numbers by their two parts, which they have done in the previous topic. They will describe the relationship with words that show the whole.

Learning Target- Students will learn how to finding the missing part of 6 and 7 by using a subtraction sentence.

Materials: 2 color counters, teaching tool 14 (found on line under printable resources), and a small cup

Vocabulary: missing part

Daily Common Core Review: 2-1 (To be completed in less than 10 minutes)

Correct and review and plan for intervention based on informal assessment.

(Engage) Develop the Concept: Interactive (10-15 minutes)

In this lesson, children are learning how to find the missing parts of the given whole 6 and 7. Students will work with their partner and their counters in their work mat on page 41. The teacher will give the given or the whole and students will use their colored counters to show the missing part. They will take turns with their partner choosing one part and that is the part the students know and will solve for the missing part.

Develop the Concept: Visual (30 minutes) In this lesson you will learn how to find the missing part of a whole.

- **(Explore) Visual Learning Bridge:** Using the visual learning bridge, talking through the parts that they see and the parts that they do not, making sure to reinforce the vocabulary of a missing part. Make sure students discuss how they know how many are missing.
- **(Explain) Guided Practice:** work through problems 1-4 in student work mat reminding them of the whole number and how many they can see. If students are having trouble have them draw a picture to show the whole amount. Make sure to discuss together the "Do you understand" question.
- **(Elaborate) Independent Practice:** Students will work independently on problems 5-10. If students are still unclear, remind them that two parts should add up to the whole.
- **(Elaborate) Problem Solving:** Have children complete the problem solving, encouraging children to draw the rest and blue pens to show the parts and help solve the problem.

(Evaluate) Close/Assess and Differentiate (5-10 minutes)

Today you have learned that two numbers can be added in any order.

- **Quick Check/Writing to Explain:** Give students quick check master 2-1 (found in assessment sourcebook). Children should show how numbers can be two parts to equal a whole. See manual for scoring guide.

First Grade Lesson Plans

Page 44A

- **Leveled Homework:** Based on the child's score on quick check, select appropriate leveled homework: reteaching master, practice master, or enrichment master.

Differentiated Instruction (15 minutes) Students will be working in 3 leveled center groups (intervention with teacher in small group, on level game with one star in ready-made center kit, or advanced game with two stars, also in ready-made center kit.) * these centers will be set up prior to the lesson

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 10

Song: "Add Em' Up" (Math Concepts I and II)

Activity and Data Sheet:

- Play the game "Even and Odds" on pages 56-57 (Dynamic Dice) using the Double Dice. The game can be played on the data sheet or on the student response boards. Students will play for at least twenty rolls.

Writing

30 minutes

Day 10-Writer's Workshop Procedures: Creating an Effective Atmosphere for Writers Purpose

Teacher's Note: After Day 10 in Writer's Workshop, please teach Days 11-30 from your Making Sense of the Writer's Workshop resource, which is located on pages 123-142.

Mini-lesson

Explain

- Using the anchor charts, review with students what makes a good listener and what Writer's Workshop is.

Explore

- Brainstorm what we can do to make our classroom a place where we can work and write together.
- Create an anchor chart.

Independent Writing

Explore-Evaluate

- Students will write independently at the end of each day's mini-lesson from their idea list. Teachers will confer with students.

Share

Engage

- Have student share what they wrote with a partner.

First Grade Lesson Plans