



Grade 1  
 April 22-26, 2024  
 Lesson Plans

|                               | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  |
|-------------------------------|---|---|---|---|---|
| PA State Standards            | <p>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</p> <p>MATH:cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,</p> | <p>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</p> <p>MATH:cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,</p> | <p>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</p> <p>MATH:cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,</p> | <p>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</p> <p>MATH:cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,</p> | <p>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</p> <p>MATH:cc 2.1.1.B.1, 2.2.1.A.1,2.2.1.A.2,</p> |
| 7:45 - 8:15                   | Arrival - Math Facts (Moby Max) - Breakfast/ Attendance / Lunch Count /   |   |   |   |   |
| 8:15 - 8:30<br><b>Week 22</b> | Heggerty/Sight Words  | Heggerty/Sight Words  | Heggerty/Sight Words  | Heggerty/Sight Words  | Heggerty/ Sight Words   |
| 8:30 - 8:45                   | <u>Morning Meeting</u><br>Morning Meeting Slides<br>Heart Words   | <u>Morning Meeting</u><br>Morning Meeting Slides<br>Heart Words   | <u>Morning Meeting</u><br>Morning Meeting Slides<br>Heart Words   | <u>Morning Meeting</u><br>Morning Meeting Slides<br>Heart Words   | <u>Morning Meeting</u><br>Morning Meeting Slides<br>Heart Words   |
| 8:45 - 9:15                   | <u>Writing</u><br>O. Handwriting practice / Write in plant journals using punctuation,end   | <u>Writing</u><br>O. Handwriting practice / Write in plant journals using punctuation,end   | <u>Writing</u><br>O. Handwriting practice / Write in plant journals using punctuation,end   | <u>Writing</u><br>O. Handwriting practice / Write sentences using punctuation,end marks and   | <u>Writing</u><br>O.Handwriting practice / poetry journal entry., A.Write in plant journals   |

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|             | marks and phonetic spelling<br>A.Practice letter formation then write in plant journals<br>E. Project completion   | marks and phonetic spelling<br>A.Practice letter formation then write in plant journals<br>E. Project completion  | marks and phonetic spelling.<br>A.Write in plant journals<br>E. Project completion   | phonetic spelling.<br>A.Write in plant journals<br>E. Project completion  | E. Check students work.   |
| 9:15 - 9:45 | <u>Phonics</u><br>O. Review long /e/ee, ea<br>A Long I fluency passage - word problems.<br>Highlights words, read a do solve, use words from front to write a sentence on the back.<br>E. Check students work / participation. | <u>Phonics</u><br>O. Review long /e/ee,ea<br>A Ay fluency passage - math word problem.<br>Highlight words, read and solve.<br>Use word from activity in a sentence on the back of paper.<br>E. Check students work / participation. | <u>Phonics</u><br>O.Review long /e/ee,ea<br>A.Long ai pamphlet - fluency passage, word work .<br>E. Teacher observation / project completion | <u>Phonics</u><br>O. Demonstrate knowledge of phonics skills of e/ee,ea<br>A long ai, ay spelling test,<br>E. Check students work and record score. | <u>Phonics</u><br>O. Demonstrate reading skills of longe, ee, ea<br>A.skills reading assessment.<br>E. Check students work,record scores. |

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| <p>9:45 - 10:15</p> <p><b>Sight words:</b><br/>because<br/>Blue<br/>Into<br/>Or<br/>Other<br/>Small</p> | <p>Reading<br/>O. Listening. comprehension, retell story and identify details and main idea<br/>A. Teacher read aloud Tops and Bottoms-Identify main idea and details. Create pieces and retell story with a partner<br/>E. Teacher observation</p> | <p>Reading<br/>O. Listening. comprehension, identify main idea and details.<br/>A. Teacher read aloud and complete reading activity that is available<br/>E. Teacher observation</p> | <p>Reading<br/>O. Listening comprehension, Main idea and details.<br/>A. Read aloud plant story in readers Complete writers book to go with story<br/>E. Participation and. Response. .</p> | <p>Reading<br/>O. Listening comprehension Main Idea and Details.<br/>A. Teacher read aloud studies weekly packet about plants Complete activities<br/>E. Project completion and participation</p> | <p>Reading<br/>O. Assess comprehension<br/>A. REading Assessment - Cloze passage with sight words.<br/><br/>E. Student work</p> |
| <p>10:15 - 10:45</p>  | <p>Guided Reading</p>   |  |   |   |   |
| <p>10:45 - 11:15</p>  | <p>Special</p>  | <p>Special</p>   | <p>Special</p>  | <p>Special</p>  | <p>Special</p>  |
| <p>11:15 - 11:45<br/>WINNERS<br/>95% Group skills remediation / core reinforcement/ enrichment.</p>     | <p>Groups-see WINNERS chart in my room</p>  | <p>Groups-see WINNERS chart in my room</p>   | <p>Groups-see WINNERS chart in my room</p>  | <p>Decodable text highlight and read.</p>   | <p>Decodable readers-read for fun Friday</p>  |

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| 11:45 - 12:15  | Lunch   |   |   |   |  |
| 12:15 - 12:45  | Recess/ You Rooms and Halls Duty  |   |   |   |  |
| 12:45 - 1:15   | MTSS / Title 1:<br>Enrichment/SSR<br>Decodable Readers / reading from book bins/ SSR for targeted time on board/ CCVC<br>Word fluency/ Reading for fluency  |   |   |   |  |
| Title 1<br>* Mrs. Millers  |   |   |   |   |  |
| 1:15 - 2:00<br><br>Daily Fact Practice using Moby Max. Early finishers work on Happy Numbers | Math<br><br>O.Review 2 digit subtraction without regrouping<br>A.Use CRA method - quick tens and ones.<br>Practice page.<br>E.Teacher observation<br><br>O. Identify time to hour and half hour using analog clock and digital clock.<br>A.Use classroom clocks to practice | Math<br><br>O.Review 2 digit subtraction without regrouping<br>A.Use CRA method - quick tens and ones.<br>Practice page.<br>E.Teacher observation<br><br>O. Identify time to hour and half hour using analog clock and digital clock.<br>A.Play ROLL AND COLOR time | Math<br><br>O.Review 2 digit subtraction without borrowing / regrouping.<br>A.Use CRA method - use base ten blocks to explore. Practice page.<br>E. Participation and response<br><br>O. Identify time to hour and half hour using analog clock and digital clock.<br>A.Play AROUND | Math<br><br>O.Make a ten and regroup., Demonstrate knowledge of base ten blocks to represent to 100<br>A.Review and take quiz on ways to show numbers to 100. Then practice making a ten - (regrouping)<br>.<br>Play game to practice with a partner.<br>O. Identify time to hour and half hour | Math<br><br>O. Practice making a 10 to regroup. .<br><br>A.Review concept and complete practice together I do, We do, you do.<br><br>E. Check students work.<br>O. Identify time to hour and half hour using analog clock and digital clock.<br>A.Play RACE TO |

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|             | time.<br>E. Student response and participation.                                | game with partner<br>E. Participation and response.                    | THE CLOCK time game with partner<br>E. Participation and response. | using analog clock and digital clock. Use elapsed time<br>A.Together use classroom clocks and practice calculating elapsed time. Complete Color the Time page together.<br>E. Participation and response.<br>E.Teacher observation | READ time game with partner<br>E. Participation and response. |
| 2:00 - 2:30 | Tech / SS / SCIENCE Integrated with Reading.<br><br>Plant Project - Grass Head | Tech / SS / SCIENCE Integrated with Reading.<br><br>Grass Head Journal | Tech / SS / SCIENCE Integrated with Reading.                       | Tech / SS / SCIENCE Integrated with Reading.<br><br>Grass Head Journal   | Tech / SS/ SCIENCE  |
| 2:30        | Prepare for dismissal / distribute folders / pack-                             |  |  |  |   |