HES ELA Lesson Plans

Grade Level: First Teacher/Room: Jamie Lynn Nelson 208 Week of: 1/23 - 1/27 2017

Instructional Strategies Used: every pupil response, choral reading, partner reading, sentence composing, written responses, process writing, anchor charts,

		iting/keyboarding, teacher modeling		oo witting, anonor onarto,
Day 100	<u>Day 101</u>	<u>Day 102</u>	<u>Day 103</u>	<u>Day 104</u>
GSE Standard(s):	GSE Standard(s):	GSE Standard(s):	GSE Standard(s):	GSE Standard(s):
ELA1RL1,2,3,7	ELA1RL1,2,3,7	ELA1RL1,2,3,7	ELA1RL1,2,3,7	ELA1RL1,2,3,7
ELA1RF2,3,4	ELA1RF2,3,4	ELA1RF2,3,4	ELA1RF2,3,4	ELA1RF2,3,4
Learning Target:	Learning Target:	Learning Target:	Learning Target:	Learning Target:
I can summarize and retell	I can summarize and retell	I can summarize and retell	I can summarize and retell	I can summarize and retell
stories including key details. I	stories including key details. I	stories including key details. I	stories including key details. I	stories including key details. I
can phonetically sound out	can phonetically sound out	can phonetically sound out	can phonetically sound out	can phonetically sound out
words in my reading and	words in my reading and	words in my reading and	words in my reading and writing.	words in my reading and
writing.	writing.	writing.		writing.
IRA/Grammar/Process	IRA/Grammar/Process Writing:	IRA/Grammar/Process Writing:	IRA/Grammar/Process Writing:	IRA/Grammar/Process Writing:
Writing:	Title: President's Day	Title: Process Writing - Young	Title: Process Writing - Young	Title: Process Writing - Young
Title: President's Day	Day: 2	Author's Pieces and	Author's Pieces and	Author's Pieces and
Day:1		Informational - Animal	Informational - Animal	Informational - Animal
	Shared Reading:	Research	Research	Research
Shared Reading:	Title: Father Bear Comes	Day: 3	Day: 4	Day: 5
Title: Father Bear Comes	Home			
Home	Day: 2, Week 3 (3rd Nine	Shared Reading:	Shared Reading:	Shared Reading:
Day: 1, Week 3 (3rd Nine	Weeks)	Title: Father Bear Comes	Title: Father Bear Comes Home	Title: Father Bear Comes
Weeks)		Home	Day: 4, Week 3 (3rd Nine	Home
	Differentiation:	Day: 3, Week 3 (3rd Nine	Weeks)	Day: 5, Week 3 (3rd Nine
Differentiation:	Group 1 Focus: Fluency (M)	Weeks)		Weeks)
Group 1 Focus: Fluency (M)	Day/Title: 2/Cam Jansen The		Differentiation:	
Day/Title: 1/Cam Jansen	Mystery of the Stolen	Differentiation:	Group 1 Focus: Fluency (M)	Word Work Test
The Mystery of the Stolen	Diamonds	Group 1 Focus: Fluency (M)	Day/Title: 4/Cam Jansen The	Sight Word Assessments
Diamonds	Group 2 Focus: Word	Day/Title: 3/Cam Jansen The	Mystery of the Stolen	
Group 2 Focus: Word	Recognition & Fluency	Mystery of the Stolen	Diamonds	Differentiation:
Recognition & Fluency	Day/Title: 18/Vowel Teams	Diamonds	Group 2 Focus: Word	Group 1 Focus: Fluency (M)
Day/Title: 17/Vowel Teams	Group 3 Focus: Fluency (H)	Group 2 Focus: Word	Recognition & Fluency	Day/Title: 5/Cam Jansen The
Group 3 Focus: Fluency (H)	Day/Title: 2/Stink the Incredible	Recognition & Fluency	Day/Title: 20/Vowel Teams	Mystery of the Stolen
Day/Title: 1/Stink the	Shrinking Kid	Day/Title: 19/Vowel Teams	Group 3 Focus: Fluency (H)	Diamonds
Incredible Shrinking Kid		Group 3 Focus: Fluency (H)	Day/Title: 4/Stink the Incredible	Group 2 Focus: Word
1	Independent Work:	Day/Title: 3/Stink the Incredible	Shrinking Kid	Recognition & Fluency
Independent Work:	Written Responses: SW write	Shrinking Kid		Day/Title: 21/Vowel Teams
Written Responses: SW find	5 questions about today's		Independent Work:	Group 3 Focus: Fluency (H)
words in the story with this	reading using what, when,	Independent Work:	Written Responses: SW practice	Day/Title: 5/Stink the Incredible
week's patterns: dr,	where, why and how		word study test. SW write 5	Shrinking Kid

d, and j SW write 5 questions about today's reading using what, when, where, why and how Self-selected Reading: Book of choice Process Writing Keyboarding/Handwriting Practice: HWT	Self-selected Reading: Book of choice Process Writing Keyboarding/Handwriting Practice: HWT	Written Responses: SW use sound boxes to write word study words. SW write 5 questions about today's reading using what, when, where, why and how Self-selected Reading: Book of choice Process Writing Keyboarding/Handwriting Practice: HWT	questions about today's reading using what, when, where, why and how Self-selected Reading: Book of choice Process Writing Keyboarding/Handwriting Practice: HWT	Independent Work: Written Responses: SW choose one of the stories in the Table of Contents and retell it - beginning, middle, end, characters, setting, etc. for a grade. Self-selected Reading: Book of choice Process Writing Keyboarding/Handwriting Practice: HWT
Assessment	Assessment	Assessment	Assessment	Assessment
Pre-Test:	Pre-Test:	Pre-Test:	Pre-Test:	Pre-Test:
Post-Test:	Post-Test:	Post-Test:	Post-Test:	Post-Test:
Formative: Teacher	Formative: Teacher	Formative: Teacher	Formative: Teacher	Formative: Teacher
Observation	Observation	Observation	Observation	Observation
Summative: Written	Summative: Written	Summative: Written	Summative: Written responses	Summative: Written
responses	responses	responses	Performance Based:	responses
				Performance Based:

Resources and Reflective Notes:

 $\textbf{Bookworms Lesson Plans:} \ \underline{\text{https://goo.gl/Evmqos}}$

Fluency	&	Com	prehe	nsion	Group:
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Title:

Chapter/Pages:

Questions:

HES Math Lesson Plans

Grade Level: Teacher/Room: Jamie Lynn Nelson 208 First Week of: 1/23 - 1/27 2017

Unit Vocabulary: • analog • compare • data • digital • estimate • graph • hands (clock) • hour • length • minute • sorting rule

	: every pupil response, anchor ch	, , ,	J. 1	cussion, Number Talks, Writing to
Day 100	sentational/abstract instruction seq Day 101	Day 102	Day 103	Day 104
GSE Standard(s):	GSE Standard(s):	GSE Standard(s):	GSE Standard(s):	GSE Standard(s):
MGSE1.MD.1,2	MGSE1.MD.1,2	MGSE1.MD.1,2	MGSE1.MD.1,2	MGSE1.MD.1,2,4
Learning Target: I can estimate and measure lengths. Number Talks: Topic – Number Sense Problem(s) – Number	Learning Target: I can estimate and measure lengths. Number Talks: Topic – Number Sense Problem(s) – Number	Learning Target: I can order and compare when measuring lengths. Number Talks: Topic – Number Sense Problem(s) – Number	Learning Target: I can order and compare when measuring lengths. Number Talks: Topic – Number Sense Problem(s) – Number	Learning Target: I can estimate and measure lengths. Number Talks: Topic – Number Sense Problem(s) – Number
Sentences - Counting All, Counting On	Sentences - Counting All, Counting On	Sentences - Counting All, Counting On	Sentences - Counting All, Counting On	Sentences - Counting All, Counting On
Framework Unit: 4	Framework Unit: 4	Framework Unit: 4	Framework Unit: 4	***GloSS testing
***GloSS testing Task Name – How Big is a Foot? (Day 1)	***GloSS testing Task Name – How Big is a Foot? (Day 1)	***GloSS testing Task Name – Groundhog's Garden (Day 1)	***GloSS testing Task Name – Groundhog's Garden (Day 2)	**Students will complete a formative assessment for a grade
Task Type – Constructing Task Content Focus – Measuring Length Grouping – Whole Group	Task Type – Constructing Task Content Focus – Measuring Length Grouping – Whole Group	Task Type – Practice Task Content Focus – Measuring Length, Ordering and Comparing Grouping – Whole Group/individual	Task Type – Practice Task Content Focus – Measuring Length, Ordering and Comparing Grouping – Whole Group/individual	**Students will engage in an ongoing partner project this week in which they measure each other using both standard and non-standard measurement
Differentiation/Small Group Instruction: SW practice estimating and measuring Content/Process/Product – Content/Process/Product Grouping Strategy – Small Group	Differentiation/Small Group Instruction: SW practice estimating and measuring Content/Process/Product – Content/Process/Product Grouping Strategy – Small Group	Differentiation/Small Group Instruction: SW practice measuring with non- standard units Content/Process/Product – Content/Process/Product	Differentiation/Small Group Instruction: SW practice measuring with non- standard units Content/Process/Product – Content/Process/Product	Differentiation/Small Group Instruction: SW practice estimating and measuring Content/Process/Product – Content/Process Grouping Strategy – Small Group

Assessment – Pre-Test Unit 4, IKAN/Gloss, iReady	Assessment – Pre-Test Unit 4, IKAN/Gloss, iReady	Grouping Strategy – Small Group Assessment – Pre-Test Unit 4, IKAN/Gloss, iReady	Grouping Strategy – Small Group Assessment – Pre-Test Unit 4, IKAN/Gloss, iReady	Assessment – Pre-Test Unit 4, IKAN/Gloss, iReady
Assessment Pre-Test: Unit 4 Post-Test: Formative: teacher	Assessment Pre-Test: Unit 4 Post-Test: Formative: teacher	Assessment Pre-Test: Unit 4 Post-Test: Formative: using questions	Assessment Pre-Test: Unit 4 Post-Test: Formative: using questions	Assessment Pre-Test: Unit 4 Post-Test: Formative: using questions
observation	observation	provided in framework	provided in framework	provided in framework
Summative:	Summative:	Summative:	Summative:	Summative:
Performance Based:	Performance Based:	Performance Based:	Performance Based:	Performance Based:
Performance Assessment	Performance Assessment			

Resources and Reflective Notes: Framework Lesson Plans: https://goo.gl/tCVY4P

	HES Socia	al Studies Lesson Plans	
Grade Level: First	Teacher/Room:	Jamie Lynn Nelson 208	Week of: 1/23 - 1/27 2017

Unit Vocabulary: - money, trade, needs, wants, good, services, scarce, producers, consumers, save, budget, work, volunteer

Instructional Strategies Used: every pupil response, anchor charts, vocabulary strategies, teacher modeling, comprehension discussion, Number Talks, Writing to Win/Journaling, concrete/representational/abstract instruction sequence, 3 act tasks, teacher feedback

Day	Day 96	Day 97	Day 98	Day 99
				
GSE Standard(s):	GSE Standard(s):	GSE Standard(s):	GSE Standard(s):	GSE Standard(s):
SS1E1, SS1E2, SS1E3,	SS1E1, SS1E2, SS1E3,	SS1E1, SS1E2, SS1E3,	SS1E1, SS1E2, SS1E3,	SS1E1, SS1E2, SS1E3, SS1E4
SS1E4	SS1E4	SS1E4	SS1E4	
Learning Target:	Learning Target:	Learning Target:	Learning Target:	Learning Target:
I can understand what money	I can understand what	I can understand what	I can understand what money	I can understand what money
is, why we need it, and that	money is, why we need it,	money is, why we need it,	is, why we need it, and that we	is, why we need it, and that we
we make choices about how	and that we make choices	and that we make choices	make choices about how to	make choices about how to
to use it. I can identify the	about how to use it. I can	about how to use it. I can	use it. I can identify the	use it. I can identify the
difference between needs,	identify the difference	identify the difference	difference between needs,	difference between needs,
wants, goods and services. I	between needs, wants,	between needs, wants,	wants, goods and services. I	wants, goods and services. I
can explain consumers and	goods and services. I can	goods and services. I can	can explain consumers and	can explain consumers and
producers. I understand what	explain consumers and	explain consumers and	producers. I understand what	producers. I understand what

work is and the different kinds of work people do.	producers. I understand what work is and the different kinds of work people do.	producers. I understand what work is and the different kinds of work people do.	work is and the different kinds of work people do.	work is and the different kinds of work people do.
SW chorally read pages 8-11 in the social studies reader - "Needs and Wants." SW complete a T-chart in their interactive journal listing needs and wants that they have.	SW chorally read pages 12-17 in the social studies reader – "Goods and Services." SW complete a T-chart in their interactive journal listing goods and services that they have and use.	SW chorally read pages 20-23 in the social studies reader – "Producers and Consumers" and complete a T-chart in their interactive journal listing some producers and some consumers.	SW complete a practice activity for Goods and Services.	SW complete an interactive journal entry for needs and wants.
Assessment	Assessment	Assessment	Assessment	Assessment
Assessment Pre-Test:	Assessment Pre-Test:	Assessment Pre-Test:	Assessment Pre-Test:	Assessment Pre-Test:
Pre-Test:	Pre-Test:	Pre-Test:	Pre-Test:	Pre-Test:
Pre-Test: Post-Test:	Pre-Test: Post-Test:	Pre-Test: Post-Test:	Pre-Test: Post-Test:	Pre-Test: Post-Test:
Pre-Test: Post-Test: Formative: Teacher	Pre-Test: Post-Test: Formative: Teacher	Pre-Test: Post-Test: Formative: Teacher	Pre-Test: Post-Test: Formative: Teacher	Pre-Test: Post-Test: Formative: Teacher
Pre-Test: Post-Test: Formative: Teacher observation/journal entries	Pre-Test: Post-Test: Formative: Teacher observation	Pre-Test: Post-Test: Formative: Teacher observation/journal entries	Pre-Test: Post-Test: Formative: Teacher observation/practice activity	Pre-Test: Post-Test: Formative: Teacher observation/journal entries

Resources and Reflective Notes: