

# 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, vocabulary strategies, word study/spelling, text structure, handwriting/keyboarding, teacher modeling, comprehension discussion

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

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

Resources and Reflective Notes:

**Bookworms Lesson Plans:** <https://goo.gl/Evmqos>

**Fluency & Comprehension Group:**

Title:

Chapter/Pages:

Questions:

# HES Math Lesson Plans

**Grade Level:** First

**Teacher/Room:** Jamie Lynn Nelson 208

**Week of:** 1/23 - 1/27 2017

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

**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

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

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 observation Summative: Performance Based: Performance Assessment	Assessment Pre-Test: Unit 4 Post-Test: Formative: teacher observation Summative: Performance Based: Performance Assessment	Assessment Pre-Test: Unit 4 Post-Test: Formative: using questions provided in framework Summative: Performance Based:	Assessment Pre-Test: Unit 4 Post-Test: Formative: using questions provided in framework Summative: Performance Based:	Assessment Pre-Test: Unit 4 Post-Test: Formative: using questions provided in framework Summative: Performance Based:

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

<b>HES Social Studies Lesson Plans</b>				
<b>Grade Level:</b> First		<b>Teacher/Room:</b> Jamie Lynn Nelson 208		<b>Week of:</b> 1/23 - 1/27 2017
<b>Unit Vocabulary:</b> - money, trade, needs, wants, good, services, scarce, producers, consumers, save, budget, work, volunteer				
<b>Instructional Strategies Used:</b> 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				
<u>Day</u>	<u>Day 96</u>	<u>Day 97</u>	<u>Day 98</u>	<u>Day 99</u>
<b>GSE Standard(s):</b> SS1E1, SS1E2, SS1E3, SS1E4	<b>GSE Standard(s):</b> SS1E1, SS1E2, SS1E3, SS1E4	<b>GSE Standard(s):</b> SS1E1, SS1E2, SS1E3, SS1E4	<b>GSE Standard(s):</b> SS1E1, SS1E2, SS1E3, SS1E4	<b>GSE Standard(s):</b> SS1E1, SS1E2, SS1E3, SS1E4
<b>Learning Target:</b> I can understand what money is, why we need it, and that we make choices about how to use it. I can identify the difference between needs, wants, goods and services. I can explain consumers and producers. I understand what	<b>Learning Target:</b> I can understand what money is, why we need it, and that we make choices about how to use it. I can identify the difference between needs, wants, goods and services. I can explain consumers and	<b>Learning Target:</b> I can understand what money is, why we need it, and that we make choices about how to use it. I can identify the difference between needs, wants, goods and services. I can explain consumers and	<b>Learning Target:</b> I can understand what money is, why we need it, and that we make choices about how to use it. I can identify the difference between needs, wants, goods and services. I can explain consumers and producers. I understand what	<b>Learning Target:</b> I can understand what money is, why we need it, and that we make choices about how to use it. I can identify the difference between needs, wants, goods and services. I can explain consumers and 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.
<b>Assessment</b> Pre-Test: Post-Test: Formative: <b>Teacher observation/journal entries</b> Summative: Performance Based:	<b>Assessment</b> Pre-Test: Post-Test: Formative: <b>Teacher observation</b> Summative: Performance Based:	<b>Assessment</b> Pre-Test: Post-Test: Formative: <b>Teacher observation/journal entries</b> Summative: Performance Based:	<b>Assessment</b> Pre-Test: Post-Test: Formative: <b>Teacher observation/practice activity</b> Summative: Performance Based:	<b>Assessment</b> Pre-Test: Post-Test: Formative: <b>Teacher observation/journal entries</b> Summative: Performance Based:

Resources and Reflective Notes: