

<p>1.OAC.6</p> <p>Link to Grade 1 Math Arkansas State Standards for further information on nomenclatures</p> <p>Number Talk- 5 mins</p> <p>Mini Lesson- 10 mins</p> <p>1st Group- 20 mins</p> <p>2nd Group- 20 mins</p> <p>Debrief- 5 Mins</p>	<p>Key Vocabulary: add, addition, one more, five more, equal, sum</p> <p>CFA and Math Fact Fluency Testing Small group or 1:1</p>	<p>add, addition, one more, five more, equal, sum</p> <p>Number Talks: Function Machine (Lesson 5) Mini-Lesson: Bill went to the store and bought 1 apple, 9 bananas and 6 pears. How many pieces of fruit did he buy in all? Small Group: Students will work in small groups facilitated by Teacher based off of CFA's. Students who are not in a small group will complete Zearn Math or do independent practice work. Debrief: Bill went to the store and bought 3 apples, 7 bananas and 8 pears. How many pieces of fruit did he buy in all?</p>	<p>add, addition, one more, five more, equal, sum</p> <p>Number Talks: Target Number (Lesson 6) Mini-Lesson: Lisa was reading a book. She read 6 pages the first night, 5 pages the next night, and 4 pages the following night. How many pages did she read? Small Group: Students will work in small groups facilitated by Teacher based off of CFA's. Students who are not in a small group will complete Zearn Math or do independent practice work. Debrief: Lisa was reading a book. She read 3 pages the first night, 7 pages the next night, and 2 pages the following night. How many pages did she read?</p>	<p>add, addition, one more, five more, equal, sum</p> <p>Number Talks: Number Bond Puzzler (Lesson 7) Mini-Lesson: Tom's mother gave him 4 pennies. His father gave him 9 pennies. His sister gave him enough pennies so that he now has a total of 14. How many pennies did his sister give him? Small Group: Students will work in small groups facilitated by Teacher based off of CFA's. Students who are not in a small group will complete Zearn Math or do independent practice work. Debrief: Tom's mother gave him 3 pennies. His father gave him 9 pennies. His sister gave him enough pennies so that he now has a total of 13. How many pennies did his sister give him?</p>	<p>add, addition, one more, five more, equal, sum</p> <p>Number Talks: Ten Frames (Lesson 8) Mini-Lesson: Michael plants 9 flowers in the morning. He then plants 4 flowers in the afternoon. How many flowers did he plant by the end of the day? Small Group: Students will work in small groups facilitated by Teacher based off of CFA's. Students who are not in a small group will complete Zearn Math or do independent practice work. Debrief: Michael plants 9 flowers in the morning. He then plants 5 flowers in the afternoon. How many flowers did he plant by the end of the day?</p>
---	---	--	--	--	---

10:45-11:25 - Lunch/Recess
11:25-11:30 - Transition back to classroom

	<p><u>Session 17</u> (Recommend Books You Love)</p>	<p><u>Session 18</u> (Recommend Books You Love)</p>	<p>Reader's Response Log</p> <p>Students will record an answer to the question "What is one lesson you learned from a book this week?"</p>
--	---	---	---

11:30-1:20
Reading

[Link to Grade 1 ELA Arkansas State Standards for further information on nomenclatures](#)

Schedule Progression:

Lucy Reading

Reading Group

Read Aloud

Reading Group

Shared Reading

Reading Group

CANES CLASS TAKES PLACE OF READING GROUP ON:

Tuesday (12:15 - 12:45)

TTW prepare Ss to give book talks on Wednesday and Thursday by introducing the Recommend Books You Love anchor chart. TTW give a sample book talk on a familiar book, calling on Ss to help. Ss will select a book to give a book talk on and practice with partner and teacher support.

Miss Rumphius

"I can ask and answer questions about a story"

"I can use illustrations and details to describe a character"

Vocabulary: conservatory, surrounded,

TTW introduce the book and discuss the term 'moral'. While reading Ss will make inferences. After reading, Ss will identify the moral of the story and what the author wants her readers to learn

Shared Reading: *The Roaring Storm*

Standard: RF.1.4.B

"I can read with appropriate rate and expression"

WARM UP: Read Word Study Poem
TTW INTRODUCE book and allow Ss to make a prediction on what

TTW give another sample book talk and add on to the anchor chart "Identify reasons for recommending the book, Find details and examples from the text that match their reasons, and Use transitional phrases such as 'another reason you should read this book is...' " Ss will practice this skill during independent reading.

Miss Rumphius

Standard: RL.1.2, RL.1.9

"I can retell a story"

"I can compare the experiences of different characters"

Vocabulary: errand, wrenched

TTW give a picture walk while Ss give a 5 finger retell. TTW prompt Ss to recall key details by asking Ss to identify Miss Rumphius' 3 goals as a little girl and how she achieved those goals throughout her lifetime.

Shared Reading: *The Roaring Storm*

Standard: RF.1.4.A

"I can read and understand what I have read."

TTW read aloud and Ss will choral read. TTW listen for fluency and expression. CROSS CHECKING: TTW stop on tricky words and prompt Ss to use good habits learned throughout the year.

TTW remind Ss that rereading helps to make their voices smoother, so rehearsing will make their speaking voices smoother as well. Ss will rehearse their book talks, TTW begin recording book talks.

Abuela

"I can ask and answer questions about a story"

"I can use illustrations and details to describe a character"

Vocabulary: crane, soar, harbor

TTW introduce the book and define the term 'visualize'. TTW read the story and Ss will identify details that relate to their 5 senses. After reading, Ss will share what their favorite detail from the story was and why.

Shared Reading: *The Roaring Storm*

Standard: RF.1.3, RF.1.3.C

"I can use grade level phonics."

"I can read grade-level irregularly spelled words."

TTW read aloud and Ss will choral read. TTW listen for fluency and expression. WORD STUDY: TTW prompt Ss to identify high frequency words and words with known spelling features

Ss will continue to rehearse their book talk while T continues to record them.

Abuela, Miss Rumphius

Standard: RL.1.2, RL.1.9

"I can retell a story"

"I can compare the experiences of different characters"

Vocabulary: connections

TTW give a picture walk of Abuela while Ss give a 5 finger retell. TTW discuss how both stories focused on the older relatives and how they were adventurous. Ss will compare and contrast the two stories using a Venn Diagram.

Shared Reading: *The Roaring Storm*

Standard: RL.1.2

"I can retell a story"

TTW read aloud and Ss will choral read. TTW listen for fluency and expression. PUTTING IT ALL TOGETHER: Ss will turn to a partner and give a book talk (5 finger retell).

Small Group Instruction:

TTW make-up any incomplete progress monitoring. TTW then provide small group instruction to students grouped by skills needed.

	<p>the book will be about by facilitating a Sneak Peek. TTW lead Ss with an echo READ of the book.</p> <p><u>Small Group Instruction:</u> TTW conduct progress monitoring during small groups until all students who require PM have been assessed. TTW then provide small group instruction to students grouped by skills needed.</p>	<p><u>Small Group Instruction:</u> TTW provide small group instruction to students grouped by skills needed.</p>	<p>and/or break up multisyllabic words.</p> <p><u>Small Group Instruction:</u> TTW provide small group instruction to students grouped by skills needed.</p>		
--	--	--	--	--	--

1:20-2:00 Special Class	2:00-2:20 Teacher Monitored Recess
-----------------------------------	--

<p>2:20-2:55 Writing Link to Grade 1 ELA Arkansas State Standards for further information on nomenclature</p> <p><u>Materials:</u> Student writing folders with finished stories, stickers for selected stories, revision tools (strips of paper, tape, scissors, and stapler)</p>	<p><u>Session 19</u> Getting Ready for the Final Celebration</p>	<p><u>Session 19 Cont.</u> Getting Ready for the Final Celebration</p>	<p><u>Session 20</u> Writers Use Editing and Revising skills</p>	<p><u>Session 20 cont.</u> Preparing for the Grand Finale</p>	<p><u>Writing Celebration .</u> Unit 4 Writing Celebration</p>
	<p><u>Standard:</u> W.1.3, W1.5, <u>Student-Friendly</u> <u>Objective:</u> Students will use illustrations to prepare a cover for their chapter stories.</p> <p><u>Mini-Lesson:</u> TTW review the discussion of how writers use illustrations to teach their readers. <u>Guided Practice:</u> TTW will explain that writers also use illustrations to create a cover for their chapter books. TTW show the students different books covers of mentor authors.. AE TSW discuss with their partners some ideas that they could use to create their own story</p>	<p><u>Standard:</u> W.1.3, W1.5, <u>Student-Friendly</u> <u>Objective:</u> Students will finish stories and sequence their books into chapters.</p> <p><u>Mini-Lesson:</u> TTW explain that the class is preparing for a writing celebration. <u>Guided Practice:</u> TTW display the chart on Page 155, " Are You Ready to Celebrate? AE TSW use the list to determine if they need to complete any stories, add illustrations or finish their book covers. <u>Independent Practice</u> TSW finish any stories and add illustrations as they are preparing their writing for publication. TTW</p>	<p><u>Standard:</u> W.1.3, W.1.5, <u>Student-Friendly</u> <u>Objective:</u> Students will use edit and revise stories for publishing.</p> <p><u>Mini-Lesson:</u> TTW explain how writers work on editing and revising their stories before publishing them to the public. <u>Guided Practice:</u> TTW show examples of published mentor texts. TTW explain that we will publish our own books to be like these authors. TTW model how to use the revised writing to publish a piece that others could read. Discuss how nice and neat we want our best</p>	<p><u>Standard:</u> W.1.3, W.1.5 <u>Student-Friendly</u> <u>Objective:</u> Students will prepare books for the Grand Finale.</p> <p><u>Mini-Lesson:</u> TTW explain that writers will prepare their books for the writing celebration party. <u>Guided Practice:</u> TTW demonstrate how to assemble their stories, cover page, and about the author page to create a finished book. TTW use the mentor text for examples. AE TSW <u>Independent Practice:</u> TSW assemble books and prepare them for the grand finale. <u>Small Group</u></p>	<p><u>Standard:</u> W.1.3, W.1.5 <u>Student-Friendly</u> <u>Objective:</u> Students will read and share books with the world. <u>Mini-Lesson:</u> TTW praise the students for their hard work writing chapter books. <u>Guided Practice:</u> TTW explain how students will share and read each other's stories. TTW give examples of giving compliments to the writers. AE-TSW practice giving compliments and positive feedback to their partners. <u>Independent Practice:</u> TSW place their books on the classroom bookshelf for others to read. TSW read each</p>

	<p>covers. <u>Independent Practice</u> TSW create illustrations to be used as a cover for their chapter books. TTW conference with students as needed. <u>Small Group</u> Instruction: TTW remind students to add illustrations that teach their readers about their book.</p>	<p>conference with students as needed. <u>Small Group</u> Instruction: TTW remind students to finish stories and add illustrations as they are publishing their writing.</p>	<p>writing to be. TTW give each student a writing rubric to use for a guide. AE-TSW will look at their writing to determine ways to revise or edit their writing using the rubric. <u>Independent Practice:</u> TSW continue editing and revising their fiction stories to be graded using a rubric. TTW conference with students as needed. <u>Small Group</u> Instruction: TTW remind students to edit and revise their stories using the rubric.</p>	<p>Instruction: TTW remind students to make sure their books are ready for the world to read.</p>	<p>other's stories. <u>Small Group</u> Instruction: TTW remind students to offer compliments to the authors.</p>
--	--	---	--	--	---

2:55-3:00
Classroom Jobs/Prepare for Dismissal