

Content: Math	Grade/Course: 1 st Grade	Timeline: 3 days
Standard(s): 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.3 Apply properties of operations as strategies to add and subtract. 1.OA.5 Relate counting to addition and subtraction 1.OA.6 Add and subtract within 20.		
Lesson Overview: Students will be introduced to the concept of adding three (3) whole numbers and demonstrate an understanding of the skill through practice.	Lesson Objective(s): In this lesson, students will be able to: <ul style="list-style-type: none"> • add three (3) whole numbers within the sum of 20. 	
Vocabulary: N/A	Focus Question(s): How do we add three (3) numbers?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Gather students at the meeting area. Draw the plus symbol on the board. Ask students to tell you what the symbol means. They should respond to add or plus. Display a container with three (3) different colored cubes, a ten frame mat, and a recording sheet on a table. Explain to them that they will be learning a new addition concept.

Instruction and Strategies:
Day 1:

- Call on a student to come up and grab a handful of colored cubes from the container and sort them on the table in three (3) piles by color.
- Have the student place the cubes on the tens frame mat without leaving any spaces between the colors to show what number they made. Next, he/she will write the numbers on the spaces to create an addition number sentence of three (3) numbers.
- Have the student write the number sentence they made onto the recording sheet.
- Continue this activity by calling on two (2) more students.

Day 2:

- Write on the board a problem with three (3) whole numbers.
- Show students that when adding three (3) numbers on paper, they take the first two (2) numbers, find the sum, and then add the third number.
- Explain that they may also draw circles or lines next to each number to show how many and count the objects to find the total.

Day 3:

- Display a word problem on the board for all students to see. As you read along with the students, point out each number and write it down to create a number sentence adding three (3) numbers.
- Ask students how they would find the answer to the problem shown.
- Solve and write the answer to the problem.

Guided Practice:**Day 1:**

Pass out **Adding 3 Numbers** printable using ten frames to each student. Have them write their names and today's date. Explain that they will fill in the ten frames with the numbers shown on the problem and write the answer.

Day 2:

Have students take out their Math Notebooks. Tell the students that they will copy the adding 3 numbers problems on the board into their notebooks and solve.

Day 3:

Display word problems using the ELMO for all students to see. Have students take out their Math notebooks. Explain to them that after reading the word problems, they will write the problem in their notebooks and solve.

Formative Assessment:

Students' completed assignments and responses.

Closure:

Students will create their own addition problems with three (3) numbers in their notebooks and solve.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Container with three (3) different colored cubes, ten frames mat, recording sheet, word problem samples, **Adding 3 Numbers** printable

Reflection:

Content: Science/Social Studies/ELA/Art	Grade/Course: 1 st Grade	Timeline: 1 week
<p>Standard(s):</p> <p>1.2.2 Observe and describe that there can be differences, such as size or markings, between the individuals within one kind of plant or animal group.</p> <p>1.2.3 Observe and explain that animals eat plants or other animals for food.</p> <p>1.2.4 Recognize the needs of living things, such as a source of energy, water, and air.</p> <p>1.5.1 Explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p> <p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.5 Know and use various text features to locate key facts or information in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.2.7 Create artwork based on observations of actual objects and everyday scenes using paints or pens.</p>		
<p>Lesson Overview:</p> <p>Students will learn how animals need and help plants. They will also become aware of how people also depend on plants and animals.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • provide three (3) ways how animals need plants. • explain two (2) ways how animals help plants • create a book on Animal Needs. • discuss how people need plants and animals. 	
<p>Vocabulary: shelter, enrich, pollen, product</p>	<p>Focus Question(s): How do plants and animals need one another? How do people need plants and animals?</p>	

Description of Lesson (Including Instructional Strategies)

Anticipatory Set:

Have students tell you what animals need to survive. They should respond with **shelter, air, water, food**. Have students take out their Science textbooks and turn to page B2. Have them look at the pictures. Read aloud the **Did You Know?** section about the clownfish using other animals as shelter. Continue on to page B3 and discuss the Ragweed pollen having sharp points that make people sneeze.

Instruction and Strategies:

Day 1: Animals Need Plants for Food

Continue on to page 5B. Have students read aloud the sentences on the page and discuss the picture of the rabbit and the plant. Next have them go on to page B6 and B7 and have them read aloud the sentences on both pages. Ask them the following questions:

- **What does the cow eat?**
- **What does the caterpillar eat?**
- **What do toucan birds eat?**
- **What is the raccoon eating?**

Day 2: Animals Need Plants for Shelter

Have students take out their Science Textbooks and turn to page B8. Have them read aloud the passages on other ways animals need plants. As students look at the pictures, ask them the following questions:

- ***How does the tree keep the leopard safe?***
- ***What do mice use to make a nest?***

Day 3: How Animals Help Plants

Have students take out their Science Textbooks and turn to page B11. Have students tell you what they see in the picture. Read aloud the passage to the students. Continue on to pages B12 and B13 discussing how animals help plants by carrying seeds and making the soil better and helping plants make seeds.

Day 4: How People Need Plants and Animals

Have students take out their Science Textbooks and turn to page B15. Read aloud the passages and discuss with the students what people need plants and animals for. Ask them:

- ***Where does lumber come from to make a house?***
- ***What plant do you like to eat?***
- ***What parts of the breakfast in the picture come from animals?***
- ***What parts come from plants?***

Day 5: Review with the students how animals and people use the following plants to meet their needs: wheat, flowers, forest trees. Show students four (4) pictures and have them tell you which vocabulary word (***enrich, shelter, pollen, product***) goes with that picture.

Guided Practice:

Day 1: Pass out ***Animal Needs*** cover page and page 1 to each student. Have them write their names and today's date. Explain to them that they will color the cover page. Have them read aloud the sentences on page 1. Afterwards, have students write the word ***food*** on the blank. They will then color the pictures.

Day 2: Pass out page 2 and page 3 of the ***Animal Needs*** booklet to each student. Have them read aloud the sentences on both pages. Have them write the words, ***water*** and ***air*** on the blanks of pages 2 and 3.

Day 3: Pass out page 4 and page 5 of the ***Animal Needs*** booklet to each student. Have them read aloud the sentences on both pages. Have them write the word ***shelter*** on page 4. On page 5, they will list all the needs of animals on the blanks of page 5.

Day 4: Pass out ***Products of Our Country*** handout to students. Explain to them that people make or produce things that people use or consume. Students will color, cut, match, and paste the words with the correct product pictures.

Day 5: Pass out page 6 to each student. Explain to them that they will draw and color an animal that has food, water, air, and a home.

Formative Assessment:

Students' responses and completed assignments.

Closure:

Students will then put all pages together and assemble into a book with teacher assistance. Teacher will also show a slide show on ***How Do Plants and Animals Need Each Other?***

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Harcourt Science Grade 1

<http://www.slideshare.net/firstgradewalks/lesson-33-how-do-plants-and-animals-need-each-other?related=4>

Animal Needs booklet pages from **Teacher's Helper, Products of Our Country** handout

Reflection:

Content: ELA/Music	Grade/Course: 1 st Grade	Timeline: 3 days
Standard(s): L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2b Use end punctuation for sentences. 1.2.1 Sing with accuracy in a developmentally appropriate range. 1.2.2 Sing age-appropriate songs from memory.		
Lesson Overview: Students will understand that a question is a sentence that asks something. They also begin with a capital letter and end with a period.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • recognize that a question is a group of words that asks something • identify questions • recognize that questions begin with a capital letter and end with a question mark • capitalize and punctuate questions correctly. 	
Vocabulary: Asking	Focus Question(s): What is a telling sentence?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Have students sing the **Sentence Song** to the tune of Oh My Darling Clementine.

*Capital letter, finger spaces,
punctuation at the end.
Capital letter, finger spaces,
punctuation at the end.
It's a sentence, it's a sentence,
it's a sentence, don't ya know?
Capital letter, finger spaces,
punctuation at the end!*

Instruction and Strategies:

Day 1

Pass out workbook page 31 **Questions** to each student. Have them write their names and today's date. Read aloud the sample sentences at the top of the page. **Who drives the train? Does it go fast?** Remind students that these groups of words are sentences. Point out that these sentences ask something about the picture. Explain that this kind of sentence is called a question.

Day 2

Pass out workbook page 33 **More Questions** to each student. Remind them that a question asks something. Read aloud the first sample sentence, **What kind of dinosaur is it?** Point to the capital letter at the beginning of each sample sentence. Explain that since a question is a sentence, it begins with a capital letter. Then point

to the question mark at the end of each sample sentence and explain that every question ends with a question mark.

Day 3

Have students turn to workbook page 34. Discuss the picture with the students. Point out the two (2) word choices at the beginning of each of the questions. Remind students that a sentence begins with a capital letter. Have students select the correct word and write it on the blank. Have them also write the question mark at the end.

Guided Practice:

Day 1

Continue on using workbook page 31 by reading each numbered word group aloud. Ask students to identify the questions. Remind students that a question must ask something. After you discuss all of the word groups, have students draw a line under each question.

Have students turn the workbook page over to page 32. Have them identify the questions that ask something about the picture. They will then color the bus next to each question.

Day 2

Continue on using workbook page 33 by reading each numbered sentence pair aloud. Remind students that a question must begin with a capital letter and end with a question mark. Ask students to identify the questions that are written correctly. After discussing all the sentences, have students circle the questions that are written correctly.

Day 3

Pass out **Question Mark** handout to each student. Have students write what a question mark is used for in a sentence. Afterwards they will write 2 questions in their ELA notebooks.

Formative Assessment:

Students' completed assignments.

Closure:

Have students sing the **Sentence Song**.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Houghton Mifflin English Grade 1 pages 31-34, **Question Mark** handout, **Sentence Song**

Reflection:

Content: ELA/Math/Music	Grade/Course: 1st	Timeline: 1 week
<p>Standard(s): RL.1.1 Ask and answer questions about key details of the text.</p> <p>RL. 1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>1.2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>1.2.2 Sing age-appropriate songs from memory.</p>		
<p>Lesson Overview: Students will practice comparing numbers to develop number sense and build number relations.</p>	<p>Lesson Objective(s): In this lesson, students will be able to:</p> <ul style="list-style-type: none"> compare numbers using the greater than, less than, and equal symbols with 80% accuracy. 	
<p>Vocabulary: compare, amount, fewer, same, more, greater than, less than, equal to</p>	<p>Focus Question(s): What do the symbols $<$, $>$, and $=$ tell you about numbers?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students in meeting area. Write the words, ***fewer, same***, more on the board. Ask them to tell you what the words mean. Students should respond that ***fewer*** means ***little or less***. ***Same*** means ***alike or equal*** and that ***more*** means ***many or a lot***.

Instruction and Strategies:

Day 1: Read aloud Just Enough Carrots by Stuart J. Murphy. After the story, ask the students the following questions:

- Who are the main characters in the story?
- Where does this story take place?
- What is Rabbit doing?
- What would Rabbit like more of?
- What would Rabbit like less of?
- What would Rabbit like none of?

Day 2: Read aloud More or Less by Stuart J. Murphy. After the story, ask the students the following

questions:

- Who were the main characters in the story?
- Where did the story take place?
- What was Eddie's game?
- How does Eddie win?
- How do you win a prize?
- When does Eddie get dunked?
- What games did Clara play to try to win a prize?
- How did Clara finally win a prize?

Day 3:

Introduce Allie the Alligator to the students. Explain to them that Allie always eats the big number. Show video on Allie the Alligator: <https://www.youtube.com/watch?v=NPqT6JBxKCo>. After the video, go over the symbols $<$, $>$, $=$ with the students. Explain that they represent Allie the Alligator's mouth. Show another video displaying the symbols to the students: <https://www.youtube.com/watch?v=M6Efzu2slal>.

Day 4:

Teach students *Mr. Alligator* song by Ron Brown. Show the video on the Number Eating Alligator by Nikki Smith: <https://www.youtube.com/watch?v=KPaU4VKkYF8>. Display the words for students to see and sing along.

Day 5:

Gather students at the meeting area. Review with them what kind of numbers does Allie the Alligator eat. They should respond "**big**" numbers. Write two 2 digit numbers on the board. Below each number, ask students how many tens and ones go with each number. After they tell you, draw the rods and cubes for each number. Have students look at the tens and ones drawn and ask them which was more or greater. They should be able to see that the more tens a number has, the greater it should be. Afterwards, show students Part 2 of Allie the Alligator: <https://www.youtube.com/watch?v=B31WnWEZHyc>.

Guided Practice:

Day 1:

Go over the pages in the story with the words *more, same, and fewer*. Point to each amount and have students tell you the numbers in the illustrations that show *more, same, and fewer*. Write the numbers on the board to show them *more, same, and fewer*.

Day 2:

Go over with the students how Eddie guessed Clara's age. He first asked if she was less than 10. Write the numbers that are less than 10 on the board, beginning with 5. Then he asked if it was more than 7, so box the numbers 8 and 9. Now he asked if it was an even number and it was not, so that cancels out 8 and leaves 9.

Next, go over with the students how Eddie had guessed the woman's age. He knew she was a grown up and used his mom's age as a starter by asking if she was older than 42. Write the numbers after 42 on the board. Then he asked if she had her 46th birthday yet and she replied "no." Stop at number 46. Point out that she

could either be 43, 44, or 45. His third question was if it was an odd number. Explain that if it was odd, he would have to ask another question because there are two (2) odd numbers left. But it was even so she was 44.

Finally, go over how Eddie tried to guess Mr. Shaw's age. He knew the voice sounded old, so he began with 50. Then he asked if he was younger than 55, between 55 and 60, younger than 62, and then younger than 68. He finally asked if he was 69 and that was wrong because Mr. Shaw was 70! As you are explaining this, keep writing all the numbers that are above 50 and until 70.

Day 3:

Pass out Allie the Alligator printable to each student. Have students color, cut, and attach the Alligator to a jumbo popsicle stick. Once completed, have students use their Alligators to show you which number will be eaten. Remind them that Allie always eats the biggest number.

Using a document camera, display **Number Munching** handout. Go over each pair of numbers, have students use their Alligators to show you which number will be eaten.

Day 4:

Have students get in pairs. Give each pair one (1) die and a two (2) recording sheets. Explain to the students that they will take turns rolling the die. The first one to roll the die will write his/her number on the first box. The second one to roll the die will write the number in the third box. They will then decide what symbol (<, >, =) goes in the box in the middle and write it on their recording sheets.

Day 5:

Have students take out their Math Notebooks and turn to the next clean page. On the board, write two 2-digit numbers like 54 and 78. Have students copy the pair of numbers into their notebook and then draw the amount of tens and ones each numeral has and put the correct symbol in the middle. Do this for at least 4 other pairs of numbers.

Formative Assessment:

Day 1:

Show students cards with pictures and ask "**Are there more or fewer of (objects)?**" Listen to their responses.

Day 2:

Show PowerPoint and ask students, "**Which is more, which is less?**" during each slide of objects. Listen to their responses.

Day 3:

Student responses to **Number Munching** activity.

Day 4:

Students' recording sheet results.

Day 5:

Students' completed assignment.

Closure:

Have students recite the **Greater Than, Less Than** chant:

Alligator, alligator,

***Which one will you eat?
The biggest one, the greatest one,
It will be so sweet!***

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental):

Just Enough Carrots by Stuart J. Murphy

More or Less by Stuart J. Murphy

<http://promotingsuccess.blogspot.com/2014/04/monday-math-greater-than-or-less-than.html>

<https://www.youtube.com/watch?v=NPqT6JBxKCo>

<https://www.youtube.com/watch?v=M6Efu2slal>

<https://www.youtube.com/watch?v=KPaU4VkkYF8>

<https://www.youtube.com/watch?v=B31WnWEZHyc>

Number Munching handout

Reflection:

Content: Math	Grade/Course: 1 st Grade	Timeline: 2 days
Standard(s): 1.OA.3 Apply properties of operations as strategies to add and subtract. 1.OA.5 Relate counting to addition and subtraction 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. 1.NBT.1 Count to 120, starting at any number less than 120. 1.NBT.5 Given a 2 two-digit number, mentally find 10 more or 10 less than the number, without having to count, explain the reasoning used.		
Lesson Overview: Students will demonstrate an understanding of counting by 10s to 100 and 120. They will also become aware of strategies to add and subtract 10 without having to count.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • count by 10s to 100 with 100% accuracy. • add and subtract 10 to any number with 70% accuracy. • write 10-100 with 100% accuracy. • write 10-120 with 80% accuracy.
Vocabulary: Grouping		Focus Question(s): How does counting and adding and subtracting by 10 help me in Math?

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students on the meeting area. Read aloud the book, Count by Tens by Jerry Pallotta. Throughout the story, have students read aloud the numbers and count by the 10s to 100.

Instruction and Strategies:

On the board, write the number 10. Have the students give you the next number to count by 10s to 100. Responses should be 20. Write 20 next to the 10. Repeat until you have reached 100. Next, have students count aloud by 10s to 100, pointing to each number as they count.

Since first-grade students need to count up to 120 in the Common Core, ask the students, what number would be after 100 when you count by 10. Response should be 110. Do the same for 120. Have students count aloud again by 10s to 120, pointing to each number as they count aloud.

Show a number chart from 1-100 using the document camera. Point to the column where the students are counting by 10 to 100. Have them read and count aloud the numbers in that column.

Demonstrate to the students how they can find the answer when adding and subtracting by 10 without having to count by looking at the number chart. Point to any number-example 55. Point to the number above-45 and the number below 65. Explain to them that they just added and subtracted by 10 without having to count.

Practice this several times using random numbers, calling on several students to give you the number that is 10 less and 10 more than the number chosen.

Guided Practice:

Pass out Turkey Printable to each student along with a paper plate. Explain to them that they will color and cut the turkey feathers with a 10 number and paste them in order from 10-100 on the paper plate. Assemble other pieces to look like a turkey.

Formative Assessment:

Provide students with a sentence strip and have them write 10-100 on one side and 10-120 on the other side.

Closure:

Students will complete their turkey project.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Count by Tens by Jerry Pallotta
Turkey Printable by 10s

Reflection:

Content: Health	Grade/Course: 1st	Timeline: 2 days
Standard(s): 1.2.1 Identify how the family influences personal health practices. 1.2.2 Recognize how the school can support personal health behaviors. 1.3.1 Identify professionals who can help promote health and wellness. 1.5.1 Describe a health-related situation. 1.5.2 Identify situations when assistance is needed in making health-related decisions. 1.6.1 Identify actions to take toward achieving a health goal.		
Lesson Overview: It is important for students to understand that drugs can be helpful and harmful. Students should be aware of the dangers and effects of drugs if misused.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Explain what a drug is. • Identify some products that contain drugs. • Recognize that drugs can be helpful or harmful. 	
Vocabulary: drugs, helpful, harmful	Focus Question(s): How can drugs be helpful and harmful? How can drugs affect the body?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Ask students to think about a time when they were ill. Call on several students to tell what their parents or doctors did to make them feel better.

Instruction and Strategies:

- Write the word *drugs* on the chalkboard.
- Explain that medicines contain drugs. Tell students that a drug is something other than food or air that can change the way the body works. Write the word *helpful* on the chalkboard. Ask students how medicines can be helpful.
- Tell students that other products besides medicines also contain drugs. Tell students that some soft drinks, tea, coffee, chocolate, beer, wine, and liquor contain drugs. Explain that cigarettes and other tobacco products contain drugs, too. Tell students some products used in the home, such as paint thinner, insect sprays, airplane glue, rubber cement, and oven cleaners, also contain drugs.
- Stress that all drugs can be harmful. Write the word *harmful* on the chalkboard. Explain that medicines can be harmful if not used correctly. Stress that it is important to use correctly all products that contain drugs. Tell students that the labels on these products give directions for using them safely.

Guided Practice:

- Pass out Copying Master 25 to each student.
- Have them write their names and today's date.
- Go over the directions and have them tell you which products contain drugs.
- Have students put an X and color those pictures.

Formative Assessment:

Oral Questioning:

1. What is a drug?
2. What are some products that contain drugs?
3. Why is it important to use correctly products that contain drugs?

Closure:

Recite Drug-Free Pledge.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Resources (Textbook and Supplemental): Being Healthy by Harcourt Brace Jovanovich
Copying Master 25

Reflection:

Content: ELA	Grade/Course: 1 st Grade	Timeline: 1 week
Standard(s): R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds. R.F.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. R.F.1.3a Know the spelling-sound correspondences for common consonant digraphs. R.F.1.3g Recognize and read grade-appropriate irregularly spelled words. R.L.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
Lesson Overview: Students will be introduced to consonant blends through stories, poems, and chants.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • sort and classify consonant blends using words and pictures. • provide at least 3 words for each I blend with 90% accuracy.
Vocabulary: consonant blends		Focus Question(s): How do consonant blends help with the spelling and reading of words?

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <p>Gather students at the meeting area. Let them know that they will be learning consonant blends. Explain to them that blends are when two or more consonants are blended together, but each sound may be heard. Show students PowerPoint on blends. After each slide, have students look closely at each word containing the blend.</p> <ul style="list-style-type: none"> • Ask students what I blends and words they saw in the PowerPoint. List them on the board. <table border="1" data-bbox="188 1409 1528 1652"> <tr> <td>bl</td> <td>blender, blocks</td> </tr> <tr> <td>cl</td> <td>clocks, cliff</td> </tr> <tr> <td>fl</td> <td>fly, floss</td> </tr> <tr> <td>gl</td> <td>gloves, glasses, galore</td> </tr> <tr> <td>pl</td> <td>plant, plane</td> </tr> <tr> <td>sl</td> <td>sled, slide</td> </tr> </table> <p>Instruction and Strategies:</p> <p>Day 1: Show students picture word cards with the blends bl and gl. Using a pocket chart, have students tell you which blend each card belongs to.</p> <p>Day 2: Using the document camera, read aloud to students: <u>Clark and Cleo’s Clouds</u>. During the reading, point and emphasize all the words that begin with cl.</p>	bl	blender, blocks	cl	clocks, cliff	fl	fly, floss	gl	gloves, glasses, galore	pl	plant, plane	sl	sled, slide
bl	blender, blocks											
cl	clocks, cliff											
fl	fly, floss											
gl	gloves, glasses, galore											
pl	plant, plane											
sl	sled, slide											

Day 3: Using the document camera, read aloud to students: Flora Flamingo Learns to Fly. During the reading, point and emphasize all the words that begin with **fl**.

Day 4: Using the document camera, read aloud the poem **City Places** to the students. During the reading, point and emphasize all the words that begin with **pl**.

Day 5: Using the document camera, read aloud to students: Sleepyhead Sloth. During the reading, point and emphasize all the words that begin with **sl**.

Guided Practice:

Day 1: Pass out printable **bl** and **gl** to each student. Have them write their names and today's date. Explain that they will color the pictures, cut them out and paste them in the correct blend column.

Day 2: Have students listen and match the correct **cl** word to each riddle read on page 15.

Day 3: Have students listen and match the correct **fl** word to each riddle read on page 15.

Day 4: Pass out a sheet of paper to each student. Have them write their names and today's date. On the board, write the words that begin with **pl** from the poem. Explain to the students that they will write a sentence for each **pl** word.

Day 5: Have students listen and match the correct **sl** word to each riddle read on page 15.

Formative Assessment:

Day 1: Completed assignment.

Day 2: Answers to cl riddles.

Day 3: Answers to fl riddles.

Day 4: Sentences with pl words.

Day 5: Answers to sl riddles.

Closure:

Review **I blends** with the students by showing them another PowerPoint of slides featuring pictures that include blends **bl, cl, fl, gl, pl, sl**.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Phonics Tales! Scholastic Kit

PowerPoint on Blends

Various Blends Printables and Reproducibles.

The Super Book of Phonics Poems by Linda B. Ross

Reflection:

Content: Social Studies/ELA Music/Art	Grade/Course: 1 st Grade	Timeline: 2 weeks
<p>Standard(s):</p> <p>R.I.1.1 Ask and answer questions about key details in a text. R.I.1.2. Identify the main topic and retell key details in a text. 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1.R.I.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.7 Use the illustrations and details in a text to describe its key ideas. 1.RI.10 With prompting and support, read informational texts appropriately complex for Grade 1. W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 1.3.1 Identify and locate cardinal direction, the north pole, the south pole, and the equator. 1.3.2 Define and give examples of continents, landforms, and oceans. 1.2.7 Create artwork based on observations of actual objects and everyday scenes using paints or pens. 1.2.1 Sing with accuracy in a developmentally appropriate range. 1.2.2 Sing age-appropriate songs from memory.</p>		
<p>Lesson Overview:</p> <p>Students will be introduced to information about the shape of Earth and its continents and oceans. They will compare and contrast different types of land and water in various regions of the United States and Guam.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • state the seven (7) continents and four (4) oceans. • compare and contrast a map and a globe. • compare and contrast the different landforms and water of the United States and Guam. • locate Guam on a globe. 	
<p>Vocabulary: Continent, Ocean, Globe, North Pole, South Pole, Equator, Island, Mountain, Plain, River, Lake</p>	<p>Focus Question(s): How do the physical attributes of Guam differ from the landforms in the United States?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Have students take out their Houghton Mifflin Social Studies Textbooks and turn to page 74. Read as a class Core Lesson 1 on **Our Earth** and stop on page 81. Explain and discuss each highlighted vocabulary word as the students read: *ocean*, *continent*, and *globe*.

Instruction and Strategies:

Day 1: Have students look at the map shown on their textbook on page 75. Ask them how they can tell land from ocean on the map. Responses should be that land is green and water is blue. Point to the compass rose on the map and review the cardinal directions with the students.

Have students continue looking at the map and point out that there are four oceans: *Pacific*, *Atlantic*, *Indian*,

and Arctic. Explain that an ocean is large body of salty water. Point out how Guam is located on the Pacific Ocean. Have students look at the map and locate the land. Tell them that a very large area of land is called a continent and that there are 7 of them on Earth: *North America, South America, Europe, Africa, Asia, Australia, and Antarctica.*

Day 2: Show students a map and a globe. Have them tell you how they are alike and different. List their responses on the board. Responses should be: *maps and globes both show land and water, a map is flat a globe is round, etc.* Have students take out their Houghton Mifflin Social Studies textbooks and turn to page 80. Go over the Skillbuilder Section on Globes and Maps.

Day 3: Using the globe and a document camera, show students where Guam is located. Explain to them that Guam is a very tiny island (land surrounded by water on all sides) in the middle of the Pacific Ocean. Discuss how we are a 3 hour flight from the Philippines and Japan and how because of the International Date Line, we are a day ahead of our relatives in the United States.

Days 4-5: Have students open their Houghton Mifflin Social Studies Textbooks to page 82. Read and discuss each highlighted word: *mountain, plain, river, lake.* Review with them other land and water taught during the last 3 days: *continent, ocean, island*

Guided Practice:

Days 1-2: Review the seven continents and four oceans with the students. Have them copy them in their Social Studies notebooks.

Day 3: Displaying the globe, call on several students to locate the seven (7) continents and four (4) oceans. Show them where the North Pole and South Pole are found and explain the equator.

Day 4: Review that Guam is an island. Land surrounded by water on ALL sides. Pass out **Island** printable to each child to color, cut, and paste.

Days 5-8 Students will complete **Land and Water** booklet.

Formative Assessment:

Draw pictures of landforms and water on the board and have students identify them. Students may also create a flap book by drawing and labeling each land and water form.

Closure:

Have students sing **Landforms** song.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Houghton Mifflin Social Studies Textbook, Island Printable, Land and Water Booklet from Teacher's Helper, **Landforms** song from www.teacherspayteachers.com

Reflection:

Content: Health	Grade/Course: 1 st Grade	Timeline: 2 days
Standard(s): 1.2.1 Identify how the family influences personal health practices. 1.2.2 Recognize how the school can support personal health behaviors. 1.5.1 Describe a health-related situation. 1.5.2 Identify situations when assistance is needed in making health-related decisions.		
Lesson Overview: Students will demonstrate an understanding of what medicine is and be able to explain the significance of why children should be given medicine by an adult. Students will be able to list how medicines help and harm us.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • explain what a medicine is. • recognize why children should never take medicine without adult supervision. • Identify some benefits and limitations of medicine. 	
Vocabulary: Medicine	Focus Question(s): How do medicines help and harm us?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students on the meeting area. Write the word **medicines** on the chalkboard and pronounce it. Explain to them that medicines are drugs that help fight illness. Ask students to name some medicines and why they might be taken.

Instruction and Strategies:

- Tell students that medicines come in many forms. List the following on the board.
- Some medicines are rubbed on the skin: liquids, lotions, or creams.
- Some medicines are swallowed: liquids, tablets, capsules.
- Explain that some tablets may be chewed and some may be swallowed with water.
- Some medicines may dissolve in the mouth: throat lozenges.
- Tell students that medicines that are swallowed are often made to taste good. Ask students why. (*so that people will not mind taking them.*)
- Remind students that even though lozenges and cough drops may taste good, they are not candy.

Guided Practice:

Stress that medicines should only be taken with the help of a parent or other adult. Also stress that medicine that is used incorrectly can be harmful. Tell students that they should not take medicines that are given to them by their friends or adults who do not know about their health.

Ask students: "Can medicines always make people better?" Help students understand that sometimes medicines cannot help. Medicines cannot fight all kinds of germs. Explain to them that some medicines, such as aspirin and throat lozenges, only help a person feel better while their body is fighting an illness.

- Pass out Copying Master 26 to each student.

- Have them write their names and today's date.
- Go over the directions and have them tell you which pictures show people getting medicine.
- Have students color those pictures.

Formative Assessment:

Write the following sentences on the board:

- Medicines contain _____. (**drugs, germs**)
- It is important to take medicines _____. (**quickly, correctly**)
- An adult can help a child take medicine _____. (**safely, home**)

Read each sentence and have the students fill in the blank verbally.

Closure:

Ask students to explain what medicines are and list the various types of medicines. Students will copy the Health sentences with the correct answers on a sheet of paper.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Being Healthy by Harcourt Brace Jovanovich
Copying Master 26

Reflection:

Content: Social Studies/Science/ELA/Music	Grade/Course: 1st	Timeline: 2 weeks
<p>Standard(s):</p> <p>1.3.1 Identify and locate cardinal direction, the north pole, the south pole, and the equator.</p> <p>1.3.2 Define and give examples of continents, landforms, and oceans.</p> <p>1.5.1 Explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p> <p>1.2.4 Recognize the needs of living things, such as a source of water, energy, and air.</p> <p>1.4.4 Demonstrate an understanding that the earth is a sphere and revolves around the sun.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for Grade 1.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2b Use end punctuation for sentences.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.5a Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>1.2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>1.2.2 Sing age-appropriate songs from memory.</p>		
<p>Lesson Overview:</p> <p>Students will learn about natural resources and the products people make from these resources.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to:</p> <ul style="list-style-type: none"> • identify types of natural resources and their uses. • differentiate between natural resources and man-made items • describe how families use natural resources in order to live. 	
<p>Vocabulary: Natural resources, plants, animals, water, air, land, minerals, tree, soil, compost, reduce, reuse, recycle, man-made</p>	<p>Focus Question(s):</p> <p>How can you help to conserve water and other natural resources?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Have students take out their Houghton Mifflin Social Studies textbook and turn to page 88. Read along with students about Natural Resources until page 91. Write the words **natural** and **nature** on the board. Explain that a natural resource is something that comes from nature, or Earth.

Instruction and Strategies:

Day 1:

After reading the passages, ask students the following questions:

- **What things do you see in the classroom that comes from wood?**
- **What can you do to save water and other natural resources?**
- **Tell something you know about a natural resource.**
- **What do people do with natural resources?**

Day 2:

Gather students at the meeting area. Ask students to give you examples of some natural resources? Listen to their responses. Some may say “trees”. Explain to them that you will read a story about a tree.

Read aloud, The Giving Tree by Shel Silverstein. After the story, ask the following questions:

- **Who are the main characters in the story?**
- **What happened in the beginning of the story with the boy and the tree?**
- **The boy needed money, what did he take from the tree to earn money?**
- **The boy needed to build a house, what did the tree give him?**
- **Who was the house for?**
- **What did the boy use the tree’s trunk for?**
- **How did the boy use the tree’s stump?**

Day 3:

Have students take out their Houghton Mifflin Social Studies textbook and turn to page 94. Read the first paragraph aloud with the students following along. Read the paragraph a second time and invite students to read any words they know.

Remind students that natural resources are things found in nature that we use. Tell students that plants and water are two (2) natural resources.

Tell students to go to the next page, 95. Explain to them that a **chart** is a form that shows information using words or pictures.

- **Have students locate the chart and point to the title. Read the title aloud and have students repeat it.**
- **Have students point to the two (2) columns on the chart. Read each column heading aloud and have students repeat them. Ask: What are two (2) natural resources?**
- **Have students point to the heading *Plants*, then move their fingers down to trees and wood. Then have them point to the heading *Water* and move their fingers down to the water to drink.**

Day 4:

Have students take out their Harcourt Science textbook to **Chapter 2: Lesson 1 Natural Resources** on page C22. Read with them until page C27. Ask students the following questions:

- What are some natural resources?
- What is a mineral?

Day 5:

Have students take out their Harcourt Science textbook to **Chapter 2: Lesson 2 Where is Air on Earth?** on page C28. Read with them until page C31. Ask students the following questions:

- What is lifting up the kite in this picture?
- How do you know where air is?
- Where is air?
- Give examples of how we use air.

Day 6:

Have students take out their Harcourt Science textbook to **Chapter 2: Lesson 3 Where is Fresh Water Found?** on page C32. Read with them until page C35. Ask students the following questions:

- What is fresh water?
- Where do we find fresh water?
- Give examples of how we use fresh water.

Day 7:

Have students take out their Harcourt Science textbook to **Chapter 2: Lesson 4 How Can People Take Care of Resources?** on page C36. Read with them until page C41. Ask students the following questions:

- What are three ways to help save natural resources?
- Why is it important to use less of our natural resources?

Day 8:

Teach students **Recycle** song to the tune of *Twinkle, Twinkle*.

***We recycle what we use,
Separate things and you should too!
Glass and paper, plastic, tin,
Go in your recycling bin!
We must start now, we can't wait,
Quick, or it will be too late!***

Day 9:

Gather students in meeting area. Students will be shown a PowerPoint on Natural and Man-made resources.

Guided Practice:

Day 1:

Have students take out their Social Studies notebooks and turn to the next clean page. Write the following

sentence on the board: ***Something in nature that people use is a _____.*** Ask students what words would go in the blank. They should respond ***natural resource.***

Write the next sentence on the board: ***Water is one kind of _____.*** Ask students again what words would go in the blank. They should respond ***natural resource.***

Write the last sentence on the board: ***Soil is another kind of _____.*** Ask students again what words would go in the blank. They should respond ***natural resource.***

Students will copy the sentences in their notebooks and fill in the blanks with the words ***natural resource.***

Day 2:

Have students take out their Houghton Mifflin Social Studies textbook and turn to page 92. Have students read aloud lesson on ***What Comes from Trees?*** After the readings, share the following riddles about products that come from trees:

- **I come from a tree. I am long and thin. People use me to write. What am I?** (pencil)
- **I grow on a tree. I can be red, yellow, or green. I am often eaten as a snack. What am I?** (an apple)
- **I have four legs, but cannot move unless someone moves me. What am I?** (a chair)

Day 3:

Students will copy the ***Natural Resources*** chart in their Social Studies Notebooks.

Day 4:

Show students pictures of objects and rocks and minerals. Have students identify each object and match the correct rock or mineral that it is made from.

Day 5:

Pass out ***Let's Make a Sentence*** handout to students. Have students read aloud the sentence: ***Air is a natural resource.*** Explain to them that they will unscramble the words on the bottom of the page to make the sentence, then, color, cut, and paste. Students will then draw a picture showing air as a natural resource.

Day 6:

Pass out ***Water Use*** handout to students. Have students read aloud the ***I Can*** statement: ***I can tell different ways we can use water.*** Explain to them that they will color the picture, cut out the flaps, write and draw ways we can use water on the inside flap, and fold down the flap. Students will then paste into their Science Notebooks.

Day 7:

Using a document camera, display ***Trash or Recycle?*** handout for students to see. Point to each picture shown and have students tell you if the object goes in the ***compost, recycle, or trash bin.***

Pass out ***Reduce, Reuse, Recycle*** printables to each student. Explain that they will read the cards shown and sort into the correct column.

Day 8:

Students will complete **Recycle Sort** reproducible. They will color, cut, and paste objects into two (2) groups: those that can be recycled and those that cannot.

Day 9:

Using a Pocket Chart, place the headings **Natural Resource** and **Man-Made** on the top. Show students pictures and have them identify which are from the Earth and which are made by people.

Formative Assessment:

Students' oral responses and completed assignments.

Closure:

Have students watch video on Natural Resources.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra time and one to one assistance if needed.

Resources (Textbook and Supplemental):

PowerPoint on Natural and Man-Made Resources

<https://www.youtube.com/watch?v=ue9jPH31IVo>

Houghton Mifflin Social Studies Textbook: School and Family

Harcourt Science Grade 1

Recycle Song to the tune of **Twinkle, Twinkle**

Natural and Man-Made Resource Pocket Chart Headings and Pictures

Recycle Sort reproducible, **Water Use** reproducible, **Trash or Recycle?** handout, **Reduce, Reuse, Recycle** printables, **Let's Make a Sentence** handout, pictures of objects and rocks and minerals.

Reflection:

Content: Social Studies/Science/ELA/Music/Art	Grade/Course: 1st Grade	Timeline: 2 days
<p>Standard(s):</p> <p>1.1.1 Describe the main characters and their qualities, after reading or listening to folktales, legends, and stories from Guam, the US, and around the world.</p> <p>1.5.1 Explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p> <p>1.2.4 Recognize the needs of living things, such as a source of energy, water, and air.</p> <p>1.2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>1.2.2 Sing age-appropriate songs from memory.</p> <p>1.2.7 Create artwork based on observations of actual objects and everyday scenes using paints or pens.</p> <p>1.RL.1 Ask and answer questions about key details in a text.</p> <p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.L.5a Sort words into categories to gain a sense of the concepts the categories represent.</p>		
<p>Lesson Overview:</p> <p>Students will discuss the difference between needs and wants and explore how people meet them.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to:</p> <ul style="list-style-type: none"> • distinguish and explain the meanings between needs and wants in their own words. • classify pictures into categories of needs and wants with 90% accuracy. 	
<p>Vocabulary:</p> <p>Needs, scarcity, wants</p>	<p>Focus Question(s):</p> <ul style="list-style-type: none"> • What are some things that people need? • What are some things that people want? 	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Have students gather in the meeting area. Explain to them that you will read a Chinese folktale or a traditional story that tries to explain or understand the world about two (2) brothers. One brother works hard to earn money to buy the things he needs, the other does not. Review with them what people need to live. Responses should be food, water, air, and shelter.

Read the folktale *A True Money Tree* to the students. After the reading, ask the following questions:

- **How did the stepmother divide up the father's land?**
- **How did Long Life have all the food and clothes he needed, while his brother and stepmother had very little?**
- **What was Long Life's response to his brother's questions about a treasure?**

- **What is the money tree?**
- **How did Long life use his money tree?**

Instruction and Strategies:

Day 1:

Have students open up their Houghton Mifflin Social Studies Textbook and turn to page 130. Read along with the students the passage on *Needs*. Explain to them that needs are things people must have to live. Have students look at the chart on page 131. Ask students what are the needs of people from all over the world. Responses should be *Shelter, Food, and Clothing*. Ask students “*Why do people work to get money?*” Students should respond, “*To buy what they need.*”

Day 2:

Have students open up their Houghton Mifflin Social Studies Textbook and turn to page 132. Read along with the students the passage on *Wants*. Explain to them that wants are things we would like to have. After the reading, ask students the following questions:

- **Name two (2) needs that families have.**
- **Why do families have to make choices about ways to spend money?**

Guided Practice:

Day 1:

Have students take out their Social Studies notebooks and turn to the next clean page. Have them write the heading, ***Needs*** on the top of the page. Ask them what are the things that people need? They should respond, “*food, clothing, shelter.*” Instruct students to write the following sentence, ***Things we must have to live, such as: food, clothing, shelter*** in their notebooks.

Day 2:

Have students take out their Social Studies notebooks and turn to the next clean page. Have them write the heading, ***Wants*** on the top of the page. Ask them what are things that we would like to have, but do not necessarily need. Responses should be: “*toys, pets, books.*” Instruct students to write the following sentence, ***Things we would like to have such as: toys, pets, and books*** in their notebooks.

Formative Assessment:

Students will be shown a Needs and Wants PowerPoint and answer orally questions asked by the teacher.

Students will create a Needs and Wants Sort using two (2) stocking templates. They will trace the stocking template onto red construction paper and glue the headings ***Needs*** and ***Wants*** on the top of the stocking. They will then be given a picture sort to color, cut, and paste onto the correct category.

Closure:

Teach students the song, ***Shelter, Clothes, Food*** by Cathy Collier, sung to the tune of Three Blind Mice.

Shelter, Clothes, Food. Shelter, Clothes, Food.
Makes me feel good. Makes me feel good.
I have what I need to be healthy and strong.
I have what I need to be safe all day long.
Shelter, Clothes, Food.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

- Provide extra help and feedback while walking around and monitoring the room
- Peer assistance
- Extra Time

Resources (Textbook and Supplemental):

- Houghton Mifflin Social Studies Textbook
- ***Shelter, Clothes, Food*** by Cathy Collier
- Needs and Wants Stocking Sort and PowerPoint from www.teacherspayteachers.com

Reflection:

Content: ELA/Math/Social Studies/Science	Grade/Course: 1 st Grade	Timeline: 1 week
<p>Standard(s):</p> <p>R.L.1.1 Ask and answer questions about key details in a text.</p> <p>R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>R.L.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.4 Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relations and nuances in word meanings.</p> <p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.3 Apply properties of operations of strategies to add and subtract.</p> <p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.</p> <p>1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>1.1.3 Explain that people on Guam and in the U.S. have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and students' own families.</p> <p>1.2.3 Read important dates on a calendar and associate them with days of the week.</p> <p>1.2.1 Recognize that stories that give human attributes to plants and animals are not real.</p>		
<p>Lesson Overview:</p> <p>Students will understand the meaning and significance of New Year's through various materials, which may include, but are not limited to: children's literature, PowerPoint Presentations, and printables.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • define what a resolution is. • identify and recognize symbols associated with New Year's. • compare and contrast New Year's Day Celebrations in the United States, Guam, and other Countries. • solve word problems using illustrations. • list ways to make a ten. • show midnight on a clock. 	
<p>Vocabulary: Resolution, Resolve, Pinned, Bank, Scamper, Spied, Edge, Stake, Grumpy</p>	<p>Focus Question(s): How is New Year's Day recognized or celebrated in Guam?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students on the meeting area. Welcome students back to school and a new year. Have them look at

the calendar posted. Ask them what the month and day of the week is shown. Have them tell you the dates. Ask them what the year is. Students should respond "2016". Explain to them that this is the start of a new year. Write **2016** on the board. Underline the **16**. Ask students how many tens and ones are in the number 16. They should respond with "1 ten and 6 ones."

Instruction and Strategies:

Day 1: Read the story, Squirrel's New Year's Resolution by Pat Miller. After the story, ask the following questions:

- **What is a resolution?**
- **Did Squirrel know what her resolution was in the beginning of the story?**
- **Who did Squirrel see first? What was Bear's resolution?**
- **Who did Squirrel run into next? What was Skunk's resolution?**
- **Who were the next characters to meet Squirrel? What was their resolution?**
- **Who was the last character that Squirrel met? What was his resolution?**
- **Is this story real or make-believe? Why is it make-believe?**

Day 2: Have students take out their Vocabulary Notebooks. Have them write the following vocabulary words from the story, **Resolution, Resolve, Pinned, Bank, Scamper, Spied, Edge, Stake, Grumpy**. Ask students if they know the meaning or definition for each word. Refer back to the story and read the section with the vocabulary so students infer the meaning using context clues and pictures.

Day 3: Ask students what kinds of food they ate during New Year's Eve or New Year's Day. Listen to their responses. Then ask if there was a particular type of food that their parents or grandparents always prepared for the holiday. Listen to their responses. Explain to them that you will read a story about a girl and her family of what they prepare to eat during New Year's.

Day 4: Show students PowerPoint on New Year's Traditions Around the World. Explain each picture and tradition to the students.

During Math Time, ask students ways they can make a ten. List them on the board:

- **0+10=10**
- **1+9=10**
- **2+8=10**
- **3+7=10**
- **4+6=10**
- **5+5=10**
- **6+4=10**
- **7+3=10**
- **8+2=10**
- **9+1=10**
- **10+0=10**

Day 5: Pass out student clocks to each student. Go over the numbers and hour and minute hands. Have students show you the time you call out. Call out the following times: **8:00, 3:30, 2:00, 9:30, 6:00, 10:30**. Show students the time 12:00 on your model clock. Have them show you that time on their clocks. Explain to them that the time 12:00 can be known as noon or midnight. When it is midnight, we have a new day.

Guided Practice:

Day 1: Pass out Squirrel's New Year's Resolution printables. Explain to the students that they will cut out and glue the animals in the order that Squirrel meets them in the story.

During Math Time, pass out Page 1 of New Year's Booklet. Have students look at the calendar and ask them what month is shown. They should respond, "January". Ask students how many days are in the month of January. If there is no correct response, tell them it is 31. Have students count from 1-31 out loud. Explain that they will fill in the calendar with numbers 1-31.

Day 2: Show students PowerPoint of Vocabulary Words from Squirrel's New Year's Resolution. Students will write the meaning of each word in their notebooks.

During Math Time, pass out Page 2 of New Year's Booklet. Have students look at the number 2016. Ask them which number is in the tens place and which number is in the ones place. Have them color according numbers according to the directions.

Next, have students read the story problem. Ask them what should be done first. Students should respond, "draw 16 balloons." Have students draw 16 balloons on their paper. Ask them what comes next. Responses should, be "cross out 6 balloons." Have each child cross out 6 balloons. Then ask them how many balloons are left and they will respond "10". Have them write 10 on the blank.

Day 3: Read aloud Shante Keys and the New Year's Peas by Gail Piernas-Davenport. After the story, ask the following questions:

- **What was Shante Keys' problem in the story?**
- **Who did she go to first? What do they eat?**
- **Who did Shante go to next? What does he prepare?**
- **Who was next? Did he have peas? What does he make?**
- **Who did she go to next? What does his family make?**
- **Who had cowpeas?**
- **What happened at the end of the story?**

During Math Time, pass out Page 3 of the New Year's Booklet to each student. Have students read aloud the two story problems on the paper. Have them draw pictures to solve the problem and write the answers on the blank.

Day 4: Read the text New Year's Traditions Around the World to the students. After the reading, ask the following questions:

- **1. How long has the New Year's Holiday been celebrated?**
- **2. Which of the following is not a part of traditional New Year's Day celebrations in the United States?**
- **3. According to the text, in which country do people celebrate New Year's Eve by participating in the Polar Bear Plunge?**
- **4. In Greece, what happens to the person who finds the coin or ring in their piece of cake?**
- **5. What is a resolution?**

During Math Time, pass out New Way to Add handout to students. Explain to the students that they will add the 3 numbers. first by finding the 10. Once they added the 2 numbers to make a ten. they will add the third

number. Have students complete the assignment given and remind them to refer to the board for help if needed.

Day 5: During Math Time, pass out the last page of the New Year's Booklet. Have students write the hands on the clock to show the time **12:30**. Remind students that when the clock hits midnight, it is a new day. Have students complete the rest of the booklet by coloring and cutting. Assemble with staples when complete

Formative Assessment:

Day 1-Completed assignments.

Day 2-Ask students the meaning of vocabulary with students.

Day 3-Students' responses to the questions and completed assignment.

Day 4-Students' responses to the questions and completed assignment.

Day 5-Students' responses to analog times and completed assignment.

Closure:

Students will write in the journals their goals for 2016.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Squirrel's New Year's Resolution by Pat Miller

Shante Keys and the New Year's Peas by Gail Piernas-Davenport

New Year's Booklet from www.schoolisahappyplace.blogspot.com

New Way to Add printable from www.teacherspayteachers.com

PowerPoint Presentations found on www.teacherspayteachers.com

Reflection:

Content: P.E.	Grade/Course: 1 st Grade	Timeline: 3 weeks						
<p>Standard(s):</p> <p>1.1.2 Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements.</p> <p>1.1.4 Perform fundamental rhythmic skills alone, with a partner, or in a group.</p> <p>1.2.1 Demonstrate fundamental movement vocabulary and cue words for learning skills.</p> <p>1.2.2 Identify and demonstrate the basic principles of age-appropriate locomotor, nonlocomotor, and manipulative skills.</p> <p>1.3.1 Engage in health-related physical fitness activities/games during physical education class, recess, and/or leisure time with one's family and friends.</p> <p>1.5.1 Identify and demonstrate safety practices and personal responsibility during physical education class, recess, and after school physical activities.</p> <p>1.5.2 Demonstrate and apply an understanding of rules and directions for an active class.</p> <p>1.6.2 Respond to and apply basic skill elements given by the teacher for learning and developing motor skills.</p> <p>1.6.4 Express enthusiasm for participating in physical activity.</p>								
<p>Lesson Overview:</p> <p>Students will be able to perform Six proper nonlocomotor movements and incorporate listening skills.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • define the term nonlocomotor. • demonstrate nonlocomotor movements with 100% accuracy. 							
<p>Vocabulary: nonlocomotor movement</p> <table border="0"> <tr> <td>bending</td> <td>twisting</td> </tr> <tr> <td>stretching</td> <td>pulling</td> </tr> <tr> <td>pushing</td> <td>swaying</td> </tr> </table>	bending	twisting	stretching	pulling	pushing	swaying	<p>Focus Question(s): What are nonlocomotor movements?</p>	
bending	twisting							
stretching	pulling							
pushing	swaying							

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students on the meeting area. Review the definition of locomotor movements with students and have them identify 6 movements they learned. Since locomotor means to move from one place to another. Introduce the term **nonlocomotor** movement by asking what they think it means? Have students share movements they think maybe nonlocomotor.

Instruction and Strategies:

Day 1:

- After the anticipatory set, inform the students that the following movements that was demonstrated by their classmates are called locomotor movements.

- Define locomotor movements as: movements without moving anywhere.
- Have the students share other movements they can make without moving anywhere. Write the movements on the board.
- Inform students they will be performing 6 different nonlocomotor movements. Bending, twisting stretching, pulling, pushing, and swaying.

Day 2-21 days

- Continue to demonstrate the 6 different nonlocomotor movements with the students.
- During the next few days, students will practice their nonlocomotor movements by using guided practice (pairing up with a partner) and independent practice.
- Students will be assessed using the nonlocomotor skills rubric.

Formative Assessment:

Students will be assessed using the Nonlocomotor Skills Rubric.

<http://www.RCampus.com/rubricshowc.cfm?code=UXX55X2&sp=true&nocache=1415178049687>

Locomotor/nonlocomotor written test.

Closure:

Students will perform proper nonlocomotor movements while playing the Six Corner Roll.

Description: Divide students evenly into 6 groups. When teacher says begin, students will travel in the activity area. When teacher says stops, everyone has five seconds to get to a numbered spot. Group must stay together. When all of the students are in a numbered spot, a student from the group will roll the die. Each number on the die represents a locomotor movement. 1-bending, 2-twisting, 3-stretching, 4-pulling, 5-pushing, 6-swaying. Each student in the group will perform the proper nonlocomotor movement until the teacher says stop. Repeat directions.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

- Pair students who are having difficulty with more advanced students.
- Special needs students will demonstrate at least 2 of the locomotor movements with 85% accuracy.

Resources (Textbook and Supplemental):

Nonlocomotor skills rubric

<http://www.RCampus.com/rubricshowc.cfm?code=UXX55X2&sp=true&nocache=1415178049687>

Reflection:

Content: ELA/Music	Grade/Course: 1 st Grade	Timeline: 2 days
Standard(s): L.1.1.b Use common, proper, and possessive nouns. L.1.1.c Use singular and plural nouns with matching verbs in basic sentences. L.1.1.d Use personal, possessive, and indefinite pronouns. 1.2.1 Sing with accuracy in a developmentally appropriate range. 1.2.2 Sing age-appropriate songs from memory.		
Lesson Overview: Students will be introduced to one of the conventions of language: nouns.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • provide the definition of a noun, • identify at least 3 persons, places, things. 	
Vocabulary: noun, common, proper, possessive, singular, plural, pronoun	Focus Question(s): How will knowing what a noun is help me in reading and writing?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students on the meeting area. Write the words **Person, Place, Thing** on the board. Call on several students to give you an example of a person, place, or thing. List their responses under the right heading. Explain to them that a person, place, or thing is called a noun and that you will be reading a story about nouns.

Instruction and Strategies:

Days 1-2

Read aloud: Merry-Go-Round: A Book about Nouns by Ruth Heller to the students. Throughout the story, list the different types of nouns mentioned in the book, explain their meanings and have the students provide an example of each.

Guided Practice:

Day 1:

Pass out **Flip Book** on nouns handout to students. Explain to them that they will color, cut, and paste the pictures that are persons, places, and things.

Day 2:

Teach students **Noun Song** to the tune of *Fly in the Buttermilk*

Noun Song

Written by Kelly Campbell

A noun is a person, place or thing.

A noun is a person, place or thing.

***A noun is a person, place or thing,
Or an animal!***

Formative Assessment:

Students will be given a word and decide if it is a noun, or not a noun.

Closure:

Before they do their assignment for the morning, ask students what a noun is and how that will help them when they write their sentences.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): www.teacherspayteachers.com

Merry-Go-Round: A Book about Nouns by Ruth Heller

Noun Song by Kelly Campbell

Reflection:

Content: ELA	Grade/Course: 1 st Grade	Timeline: 1 week
Standard(s): R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds. R.F.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. R.F.1.3a Know the spelling-sound correspondences for common consonant digraphs. R.F.1.3g Recognize and read grade-appropriate irregularly spelled words. R.L.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
Lesson Overview: Students will be introduced to consonant blends through stories, poems, chants, and picture cards.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • sort and classify consonant blends using words and pictures. • provide at least 3 words for each I blend with 90% accuracy.
Vocabulary: consonant blends		Focus Question(s): How do consonant blends help with the spelling and reading of words?

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <p>Gather students at the meeting area. Let them know that they will continue to learn about consonant blends. Remind them that blends are when two or more consonants are blended together, but each sound may be heard.</p> <p>Show students PowerPoint on blends. After each slide, have students look closely at each word containing the blend.</p> <ul style="list-style-type: none"> • Ask students what r blends and words they saw in the PowerPoint. List them on the board. <table border="1" data-bbox="186 1444 1526 1732"> <tr> <td>br</td> <td>broom, brushing, bread</td> </tr> <tr> <td>cr</td> <td>crown, crab</td> </tr> <tr> <td>dr</td> <td>dragon, drums</td> </tr> <tr> <td>fr</td> <td>frog, fresh, fruit</td> </tr> <tr> <td>gr</td> <td>grapes, grinning, grub</td> </tr> <tr> <td>pr</td> <td>princess, present</td> </tr> <tr> <td>tr</td> <td>trucks, try, trees</td> </tr> </table> <p>Instruction and Strategies:</p> <p>Day 1: Show students picture word cards with the blends br and dr. Using a pocket chart, have students tell you which blend each card belongs to.</p> <p>Day 2: Using the document camera, read aloud the poem: <i>Creatures Crawl and Creep</i>. During the reading</p>	br	broom, brushing, bread	cr	crown, crab	dr	dragon, drums	fr	frog, fresh, fruit	gr	grapes, grinning, grub	pr	princess, present	tr	trucks, try, trees
br	broom, brushing, bread													
cr	crown, crab													
dr	dragon, drums													
fr	frog, fresh, fruit													
gr	grapes, grinning, grub													
pr	princess, present													
tr	trucks, try, trees													

point and emphasize all the words that begin with **cr**.

Day 3: Show students picture word cards with the blends **cr** and **fr**. Using a pocket chart, have students tell you which blend each card belongs to.

Day 4: Using the document camera, read aloud to students: A Groundhog Named Grady. During the reading, point and emphasize all the words that begin with **gr**.

Day 5: Using the document camera, read aloud to students: The Princess and the Pretzel. During the reading, point and emphasize all the words that begin with **pr**.

Day 6: Using the document camera, read aloud to students: The Trolls Take Trip. During the reading, point and emphasize all the words that begin with **tr**.

Guided Practice:

Day 1: Pass out printable **br** and **dr** to each student. Have them write their names and today's date. Explain that they will color the pictures, cut them out and paste them in the correct blend column.

Day 2: Pass out a sheet of paper to each student. Have them write their names and today's date. On the board, write the words that begin with **cr** from the poem. Explain to the students that they will write a sentence for each **cr** word.

Day 3: Pass out printable **cr** and **fr** to each student. Have them write their names and today's date. Explain that they will color the pictures, cut them out and paste them in the correct blend column.

Day 4: Have students listen and match the correct **gr** word to each riddle read on page 15.

Day 5: Have students listen and match the correct **pr** word to each riddle read on page 15.

Day 6: Have students listen and match the correct **tr** word to each riddle read on page 15.

Formative Assessment:

Day 1: Completed assignment.

Day 2: Sentences with cr words.

Day 3: Completed assignment.

Day 4: Answers to gr riddles.

Day 5: Answers to pr riddles.

Day 6: Answers to tr riddles.

Closure:

Review **r blends** with the students by showing them another PowerPoint of slides featuring pictures that include blends **br, cr, dr, fr, gr, pr, tr**.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Phonics Tales! Scholastic Kit

PowerPoint on Blends

Various Blends Printables and Reproducibles.

The Super Book of Phonics Poems by Linda B. Ross

Reflection:

Content: Health	Grade/Course: 1 st Grade	Timeline: 2 Days
Standard(s): 1.1.1 Tell how healthy behaviors impact personal health and wellness. 1.1.4 Identify places to play to prevent common childhood injuries. 1.2.1 Identify how the family influences personal health practices. 1.2.2 Recognize how the school can support personal health behaviors. 1.3.1 Choose a professional who can help promote health and wellness. 1.3.2 List ways to locate a community helper for a health-related situation. 1.5.1 Describe a health-related situation. 1.6.1 Identify actions take towards achieving a health goal. 1.7.1 Describe healthy practices to maintain personal health and wellness. 1.8.1 Demonstrate an understanding of rules that promote personal health.		
Lesson Overview: Students will become aware of the skeletal system of their body and its functions through books, songs, PowerPoint Presentations, and iPad applications.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Describe what a skeleton is and its function. • Name at least 3 bones of the skeletal system. • Create a model of the skeletal system using cotton swabs.
Vocabulary: Skeleton, Bones, Cranium, Skull, Clavicle, Vertebrae(Backbone), Radius, Tibia, Femur, Phalanges, Pelvis, Humerus		Focus Question(s): How does our skeleton help our body?

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students on the meeting area. Have students sing and dance to the *Dancing Bones* song. Once finished, have them be seated for a story.

Instruction and Strategies:

Read the section ***What is your skeleton?*** from the book, *My Body* by Angela Royston and Sally Hewitt. After the reading, ask the students the following questions:

- **What is your skeleton?**
- **What does your skeleton do?**
- **How do we keep our bones healthy?**
- **What happens when our bones break?**
- **What are some ways we can keep our bones safe?**
- **Name 2 bones from the reading and its function.**

Guided Practice:

Pass out **"Bones"** printable to each child. Say the first type of bone, **"clavicle"**. Have students repeat the word. Point to your clavicle on your body and encourage students to do the same. Repeat procedures with the rest of the words: **cranium, radius, tibia, femur, humerus, phalanges, vertebrae.**

Next, pass out black construction paper or cardstock and 10 cotton swabs to each child. Have students cut out the cranium picture and each word. Demonstrate how to create a skeleton using the cotton swabs. For the

pelvis, have students get a cotton swab and shape it like a “U”. Explain that although the term is not on their paper, the hip bone is known as the pelvis. Once students have glued all the pieces. Have them glue the labels for each bone. Let dry.

Formative Assessment:

Ask students to read some of the labels from their skeleton before they let it dry.

Closure:

Have students sing the *Dancing Bones* song again.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): My Body by Angela Royston and Sally Hewitt, Bones Printable

Reflection:

Content: ELA/Music	Grade/Course: 1 st Grade	Timeline: 3 days
Standard(s): L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2b Use end punctuation for sentences. 1.2.1 Sing with accuracy in a developmentally appropriate range. 1.2.2 Sing age-appropriate songs from memory.		
Lesson Overview: Students will be introduced to the concepts of sentences and its structure: naming parts and action parts. They will also understand that telling sentences begin with a capital letter and end with a period.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • recognize that a telling sentence is a group of words that tells something • identify telling sentences • recognize that telling sentences begin with a capital letter and end with a period • capitalize and punctuate telling sentences correctly. 	
Vocabulary: Sentence, Capital, Period, Telling	Focus Question(s): What is a telling sentence?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Pass out workbook page 27 **Telling Sentences** to each student. Have them write their names and today's date. Read aloud the sample sentences at the top of the page. **Two birds fly. They look for fish.** Remind students that these groups of words are sentences. Ask students to identify the naming part and the action part of each sentence. Point out that these sentences tell something about the picture. Explain that each sentence is a telling sentence.

Instruction and Strategies:
Day 1

Continue on using workbook page 27 by reading each numbered word group aloud. Ask students whether the word group is a telling sentence. After you discuss all of the word groups, have students draw a line under each telling sentence.

Day 2

Pass out workbook page 29 **More Telling Sentences** to each student. Remind them that a telling sentence tells something. Read aloud the first sample sentence, **A girl feeds the ducks.** Point to the capital letter at the beginning of each sample sentence. Explain that every sentence begins with a capital letter. Then point to the period at the end of each sample sentence and explain that every telling sentence ends with a period.

Day 3

Teach students the **Sentence Song** to the tune of Oh My Darling Clementine.

*Capital letter, finger spaces,
punctuation at the end.
Capital letter, finger spaces,
punctuation at the end.
It's a sentence, it's a sentence,
it's a sentence, don't ya know?
Capital letter, finger spaces,
punctuation at the end!*

Guided Practice:

Day 1

Have students turn the workbook page over to page 28. Have them say each sentence and name the telling sentences. They will then color the ball next to each telling sentence. Review with them that a telling sentence is a group of words that tells something.

Day 2

Continue on using workbook page 29 by reading each numbered sentence pair aloud. Remind students that a telling sentence must begin with a capital letter and end with a period. Ask students to identify the sentences that are written correctly. After discussing all the sentences, have students circle the telling sentences that are written correctly.

Have students turn to workbook page 30. Discuss the picture with the students. Point out the two (2) word choices at the beginning of the each sentence. Remind students that a sentence begins with a capital letter. Have students select the correct word and write it on the blank. Have them also write the period at the end.

Day 3

Pass out **Period** handout to each student. Have students write what a period is used for in a sentence. Afterwards they will write 2 sentences in their ELA notebooks.

Formative Assessment:

Students' completed assignments.

Closure:

Have students sing the **Sentence Song**.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Houghton Mifflin English Grade 1 pages 27-30, **Period** handout, **Sentence Song**

Reflection:

Content: ELA/Math	Grade/Course: 1 st Grade	Timeline: Ongoing
Standard(s): R.L.1.1 Ask and answer questions about key details in a text. 1.M.D.3 Tell and write time in hours and half-hours using digital and analog clocks.		
Lesson Overview: Students will continue on the concept of time, specifically half-hour, after the read-aloud of the story, <u>Game Time</u> by Stuart J. Murphy. Students will practice telling time in half-hours using analog clocks.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • answer questions about the story, • identify the numbers of a clock, • count by 5s on the clock, • show the time in half-hour using analog clocks. 	
Vocabulary: Half-hour	Focus Question(s): Why is it important to tell time to the half-hour?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students on the meeting area. Read aloud the book, Game Time by Stuart Murphy. Throughout the story, ask students to pay attention to the clocks and time shown on each page. After the story, ask the following questions:

- Where did the story take place?
- What were the girls doing in the story?
- What time did the game start?
- What time was halftime?
- What time did the game end?

Instruction and Strategies:

- Ask the students the following questions:
 - ✓ *What time does school begin?* (8:00)
 - ✓ *What time does school end?* (2:00)
 - ✓ *What time is recess?* (9:30)
 - ✓ *What time does lunch end?* (11:30)
- Show students the Giant Display Clock. Have students identify the numbers shown on the clock.
- Review again how the hour hand is the short hand and the minute hand is the long hand (on the clock, it is red and blue)
- Show students the time when school starts and when school ends.
- Have them count by 5s on the clock and point to each number as they count.
- When they get to the 6, explain to the students how that is half-past the time or the 30.
- Show 9:30 on the clock and tell them that is when recess starts.
- Show 11:30 on the clock and tell them that is when lunch ends.

Guided Practice:

Pass out practice clocks to students. Have them show you the time to the half-hour.

Formative Assessment:

Have students complete the time to the half-hour activity in their math notebooks.

Closure:

Ask students what does time to the half-hour mean. Have them give you an example.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Game Time! by Stuart Murphy
www.teacherspayteachers.com

Reflection:

Content: ELA/Math	Grade/Course: 1 st Grade	Timeline: Ongoing
Standard(s): R.L.1.1 Ask and answer questions about key details in a text. 1.M.D.3 Tell and write time in hours and half-hours using digital and analog clocks.		
Lesson Overview: Students will be introduced the concept of time after the read-aloud of the story, <u>The Clock Struck One</u> by Trudy Harris. Students will practice telling time using analog clocks.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • answer questions about the story, • identify the numbers of a clock, • show the time in hours using analog clocks. 	
Vocabulary: Time, clock, analog, digital, minute, hour	Focus Question(s): Why is it important to tell time to the hour?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

- Ask the students how they would know that it is time to go to lunch.
- Listen to the students responses. (clock)
- Explain to them that they will be listening to a story about a clock.
- Discuss how clocks are useful to people.

Instruction and Strategies:

- Read aloud story The Clock Struck One by Trudy Harris.
- Ask questions pertaining to the story: characters, setting, beginning, middle, end.
- After the story is finished, show students the Giant Display Clock. Have students identify the numbers shown on the clock.
- Explain how the hour hand is the short hand and the minute hand is the long hand (on the clock, it is red and blue)
- Show students the time when school starts, lunch ends, Chamorro, school ends.
- Pass out practice clocks to 5 students. Have them show you the time for certain events throughout the day.

Guided Practice:

Pass out practice clocks to students. Have them show you the time to the hour.

Formative Assessment:

Have students complete the time to the hour activity in their math notebooks.

Closure:

Have students tell you or show you the time for a school related or home event before sending them to their desks to practice.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): The Clock Struck One! by Trudy Harris

Analog Clock Sets

www.teacherspayteachers.com

Reflection:

Content: Social Studies/ELA	Grade/Course: 1 st Grade	Timeline: 1 week
Standard(s): RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details and demonstrate understanding of their central message or lesson. L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. 1.2.1 Identify temporal sequences, such as days, weeks, months, years, and seasons. Use words and phrases related to time correctly (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places). 1.2.2 Create and sequence events in students' own lives in chronological order.		
Lesson Overview: Students will demonstrate an understanding of the meanings of then and now (Past and Present) and realize that their parents, grandparents, or teachers had things or did things differently when they were about their age.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • understand the difference between past and present. • identify objects or events that occurred in the past and present. • sort objects into groups of past and present. • create a timeline of their own lives. 	
Vocabulary: Past, Present, Future, Timeline, History	Focus Question(s): What do pictures or stories about the past tell us?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students on the meeting area. Ask them if there was a time when they looked at family pictures. Ask them if they saw themselves as a baby? Ask if they saw pictures of the adults in their families when they were little boys or girls. Read the selection Grandma's Family Photos from the Social Studies Textbook. After the reading, ask the students:

- **Who were the main characters?**
- **What were they doing?**
- **What was the main idea of the selection?**

Instruction and Strategies:

Day 1: Have students open their Social Studies Textbooks to page 176. Read aloud or call on several students to read the passage on that page and on page 177. Write the vocabulary words on the board-**present, past, history**. Explain to them that the **past** is what happened before today or long ago. The **present** is what is happening today or now. **History** tells a story of the past.

Use this moment to explain the difference between the words **past and passed**. Explain that the words sound the same, but have different meanings and spellings. Do this for the word **present**. Tell them that the word present sounds the same, is spelled the same, but has 2 different meanings.

Day 2: Review vocabulary on **past, present, and history**. Have students open up their Social Studies

Textbooks to page 178. Read as a class or call on several of them to read. Write the vocabulary word **future** on the board. Explain to them that the **future** is the time after today.

Day 3: Have students open their Social Studies Textbooks to page 182. Explain to them that they are looking at a timeline. Write the word **timeline** on the board and tell them that a **timeline** shows when things happened. It shows what happened first, next, and last. Read pages 182 and 183 and answer do the *Practice the Skill* section.

Day 4: Tell the students that one of the historical eras was the **Colonial Times**. Explain that the Colonial Times occurred a long, long time ago beginning in the 1600s. Have students view what it was like back then by going to www.history.org. Navigate through the website as you go through the town, the people, the food and so forth.

Day 5: Have students open their Social Studies Textbooks to page 202: **Going to School Long Ago**. Read aloud or call on a student to read aloud the section. Ask students to compare how their school (Upi) and the old schoolhouse are alike and different.

Have students sort out pictures of Past and Present and place under the correct heading on the Pocket Chart.

Guided Practice:

Day 1: Show Long Ago and Today PowerPoint to the students. As they are looking at the slides, have them identify the objects that are from the past and the present.

Day 2: Show Comparing Life Long Ago and Today PowerPoint to the students. Call on several of them to explain how some of the things from long ago are different from today.

Day 3: Pass out **My Timeline** printable to each child. Have them create their own timeline using pictures or words describing events from their past and present.

Day 4-Day 5: Students will complete the Colonial Kids Booklet.

Formative Assessment:

Listen to students' responses to questions asked during the week.

Closure:

Give students Past and Present Assessment.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): www.history.org

Colonial Kids Booklet from Teacher's Helper

Houghton Mifflin Social Studies: School and Family Textbook

Long Ago and Today PowerPoint

Comparing Life Long Ago and Today PowerPoint

Reflection:

Content: ELA/Social Studies/Music	Grade/Course: 1 st Grade	Timeline: 3 days
Standard(s): R.L.1.1 Ask and answer questions about key details in a text. R.I.1.1 Ask and answer questions about key details in a text. R.I.1.2. Identify the main topic and retell key details in a text. W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 1.1.3 Explain that people on Guam and in the U.S. have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and students' own families. 1.2.3 Read important dates on a calendar and associate them with days of the week. 1.4.2 Recognize the symbols and traditional practices that honor and foster patriotism in the U.S. and Guam by doing the following: <ul style="list-style-type: none"> Identifying the American flag, bald eagle, Washington Monument, Statue of Liberty, Guam seal, and Chief Quipuha statue Demonstrate respect for the American and Guam flags by learning about the Pledge of Allegiance and Inifresi 1.4.5 Identify and discuss the various government officials whose decisions affect our lives. 1.2.1 Sing with accuracy in a developmentally appropriate range. 1.2.2 Sing age-appropriate songs from memory.		
Lesson Overview: Students will understand the meaning and significance of Veterans Day through various materials, which may include, but are not limited to: children's literature, PowerPoint Presentations, and printables.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> provide the definition of Veterans Day identify and recognize symbols associated with Veterans Day. explain in their own words what a veteran is. 	
Vocabulary: Veterans, Military, Air Force, Army, Coast Guard, Marines, Navy	Focus Question(s): How is Veterans Day recognized or celebrated in Guam?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Gather students on the meeting area. Have them look at the calendar posted. Ask them what day of the week is today and what day of the week will be tomorrow. Have them tell you the dates. When they respond that tomorrow's date is the 11th, explain to them that they will have no classes on that day because of a holiday that you are going to read about.

Instruction and Strategies:

Day 1: Read the story, Veterans Day (Holidays and Celebrations) by Rebecca Rissman. After the story, ask the following questions:

- **What is the story mostly about?**
- **What is a veteran?**
- **What are some symbols associated with Veterans Day?**
- **What are some ways people recognize or celebrate Veterans Day?**

Tell the students that you will read another story from a chapter book about Veterans Day to them. Explain to them that because it is a chapter book, it is longer than most stories and you will finish the rest after the holiday. Read aloud the first two chapters of The Veterans Day Visitor: Second Grade Friends by Peter Catalonotto. Ask the students the following questions after the readings:

- **Who are the 3 main characters?**
- **What condition does Pop-Pop have?**
- **What does it make him do?**
- **Why do you think Pop-Pop became upset because the girls did not know what a veteran is?**
- **What is Pop-Pop going to do?**
- **Why did Emily think that wasn't a good idea?**

Day 2: As students return to school, ask them what they did during Veterans Day? Listen to their responses. Have them tell you what symbols did they see that represented Veterans Day. Listen to their responses. Finish reading the rest of the chapters of The Veterans Day Visitor: Second Grade Friends by Peter Catalonotto. After the readings, ask the following question:

- **What did Pop-Pop do in Emily and Vinni's second-grade class?**
- **Did his condition occur?**
- **Name some symbols mentioned in the story?**
- **How did Emily, Vinni, and Pop-Pop feel at the end of the story?**

Day 3: Teach students **Veterans Day Song** to the tune of *Twinkle, Twinkle Little Star*.

Veterans Day Song

by Cara Carroll

*Veteran, veteran we thank you.
Thank you for all that you do.
Thank you for protecting our country.
Thank you for keeping us free.
Thank you for the way you serve.
All our thanks you do deserve.*

Guided Practice:

Day 1: Pass out **Veterans Day Booklet** to each student. Have them take out a crayon and trace over each word on the booklet. Explain to them that they will color, cut it out, and put it together to make a booklet. Give them a half piece of white cardstock. Have them glue punch-out stars to decorate. Assemble with help.

Day 2: Have students write in their own words: **On Veterans Day...** They may draw a picture to accompany their sentence.

Day 3: Show Veterans Day PowerPoint Presentation to the students. Go over each slide and explain.

Formative Assessment:

Students' completed assignments.

Closure:

Ask students if they know someone who is a veteran.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): The Veterans Day Visitor: Second Grade Friends by Peter Catalonotto, Veterans Day (Holidays and Celebrations) by Rebecca Rissman, Veterans Day PowerPoint Presentations, Veterans Day Printables, **Veterans Day Song** by Cara Carroll

Reflection:

Content: ELA/Music	Grade/Course: 1 st Grade	Timeline: 3 days
Standard(s): L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2b Use end punctuation for sentences. 1.2.1 Sing with accuracy in a developmentally appropriate range. 1.2.2 Sing age-appropriate songs from memory.		
Lesson Overview: Students will be able to recognize and correctly punctuate telling and asking sentences.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> distinguish between telling sentences and questions. correctly punctuate telling sentences and questions. 	
Vocabulary: N/A	Focus Question(s):	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Pass out workbook page 35 **Which Kind of Sentence?** to each student. Have them write their names and today's date. Read aloud the sample sentences at the top of the page. **We will eat apples. Will we play games?** Remind students that a telling sentence is a group of words that asks something. Also remind them that all sentences begin with a capital letter, a telling sentence ends with a period, and a question ends with a question mark.

Instruction and Strategies:
Day 1

Continue on using workbook page 35 by reading each numbered sentence pairs aloud. Remind students again that a telling sentence must tell something, begin with a capital letter, and end with a period. A question must ask something, begin with a capital letter, and end with a question mark. Ask students to identify the correct sentences. After discussing all of the sentences, students will circle the sentences that are written correctly.

Day 2

Gather students at the meeting area. Using a pocket chart, place the headings **Telling Sentence** and **Asking Sentence** on the top. Show the class a sentence strip with a sentence. Have them read the sentence and ask them whether it is a telling or asking sentence. Once they respond correctly, place the sentence strip under the correct heading.

Day 3

Have students sing the **Sentence Song:**

*Capital letter, finger spaces,
punctuation at the end.*

*Capital letter, finger spaces,
punctuation at the end.
It's a sentence, it's a sentence,
it's a sentence, don't ya know?
Capital letter, finger spaces,
punctuation at the end!*

Guided Practice:

Day 1

Review with students that a sentence can tell something or ask a question. Every sentence begins with a capital letter. A telling sentence ends with a period, and a question ends with question mark. Have students turn to workbook page 36. Tell them to read aloud each sentence and write the correct mark on the line at the end of each sentence.

Day 2

Have students copy the sentences in their ELA notebooks, making sure they write the correct punctuation mark at the end.

Day 3

Pass out handout on asking and telling sentences to each child. Explain to them that they will cut out the periods and question marks and place them at the end of each sentence. Continue to remind them that telling sentence ends with a period and an asking sentence ends with a question mark.

Formative Assessment:

Students' completed assignments.

Closure:

Students will be given *What Kind of Sentence Is It?* handout to complete.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Houghton Mifflin English Grade 1 pages 35-36, *What Kind of Sentence Is It?* handout, *Sentence Song*, Asking and Telling Sentences handout and center

Reflection: