Week of May 26-30 Stacey Rogers’ First Grade Reading Lesson Plans

Monday Tuesday Wednesday Thursday Friday

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| **Learning Objective(s): What am I teaching today? I can decode and read oo, long vowel and Bubble Gum thematic unit. I can make and confirm predictions. I can draft and write a 4-6 sentence story.**  *(To be posted as “I Can” student statement and shared with students)* | | | | |
| TEKS Standard(s): 1.2 E, 1.3 B 1.22 C 1.3 H 1.14 B 1.17 A 1.27A | | | | |
| **Instructional Strategies: How will I teach it?**  *Engaging Activities*  Grouping (circle): Small Group Pairs Individual Whole Group x  No School!! | **Instructional Strategies: How will I teach it?**  *Engaging Activities*  Grouping (circle): Small Groupx Pairs Individual Whole Group x  Spell City teacher made spelling lessons  Sheppard’s grammar online games.  High Frequency words: been, before, gone, searching, clues, invisible  Despicable Me sight words smart board game.  Guided reading books.  Fluency: Bubble Gum  Writing: Show students you tube Gum chewing rattler. Have students brainstorm ideas of what they would give a moose? Students will write a story and illustrate “I once blew a bubble so big I”  Stations:  Station 1. Gum KWL page  Station 2: Compound word page  Station 3: Contraction page.  Station 4: Story Map  Station 5: Computer  Station 6: Writing | **Instructional Strategies: How will I teach it?**  *Engaging Activities*  Grouping (circle): Small Groupx Pairs Individual Whole Group x  Spell City teacher made spelling lessons  Sheppard’s grammar online games  High Frequency words: been, before, gone, searching, clues, invisible  Despicable Me sight words smart board game.  Guided reading books.  Fluency: Bubble Gum  Writing: Show You tube Mr. Bubble Gum, Students will write a book called “my bubble gum sticks to my \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Stations:  Station 1: Describe gum page.  Station 2: contraction sort  Station 3: story map  Station 4: Read with teacher/fluency boxes  Station 5: Computer  Station 6: Writing | **Instructional Strategies: How will I teach it?**  *Engaging Activities*  Grouping (circle): Small Groupx Pais Individual Whole Group x  Spell City teacher made spelling lessons  Sheppard’s grammar online games  High Frequency words: been, before, gone, searching, clues, invisible  Despicable Me sight words smart board game.  Guided reading books  Fluency Bubble Gum  Writing: Show students You tube Icky sticky chewing gum. Students will write a how to on how to blow a bubble.  Stations:  Station 1: Gum can has is page  Station 2: contraction sort  Station 3: Grammar page  Station 4: Read with teacher/fluency boxes  Station 5: Computer  Station 6: Writing | **Instructional Strategies: How will I teach it?**  *Engaging Activities*  Grouping (circle): Small Groupx Pairs Individual Whole Group x  Spell City teacher made spelling lessons  Sheppard’s grammar online games  High Frequency words: been, before, gone, searching, clues, invisible  Despicable Me sight words smart board game.  Guided reading books  Fluency: Bubble Gum  Writing: Show you tube video Bazooka Bubble Gum song. Students will create a balloon character and write about their favorite kind of gum.  Stations:  Station 1: Facts about gum page.  Station 2: Grammar page  Station 3: Contraction page  Station 4: Read with teacher/fluency boxes  Station 5: Computer  Station 6: Writing |
| **Assessment: How will I know my students learned it?**  Formative *(daily):We will review Bubble gum thematic unit.* Summative Students will read and decode long vowel words, oo words, contraction spelling, comprehension and develop and revise writing. | | | | |
| Relevance:  Students will learn to words to improve reading and spelling skills. | | | | |
| Higher-Order Questions:  Scripted daily in lessons in teacher text book and on smart board lessons. | | | | |
| Academic Vocabulary: searching, clues, invisible, | | | | |
| Resources:  Copies of writing and Bubble gum thematic unit | | | | |
| Technology Integration:  You tube | | | | |
| Differentiation/Scaffolding: Students will be partnered with differentiated learners. Higher level students will be given more complex passages and be expected to complete their writing on a higher more complex level. | | | | |