

Discovery Charter School: Lesson Plans

Grade: 1

Week: 12/9-13

Lunch Time: 11:00-11:30
Prep Time: 2:30-3:15

Monday	Tuesday:	Wednesday	Thursday: TOUCHDOWN	Friday
Foundations	Foundations	Foundations	Foundations	Foundations
Time: 9:30-10:10	Time: 9:30-10:10	Time: 9:30-10:10	Time: 9:30-10:10	Time: 9:30-10:10
Unit 4/Week1/Day 5	Unit 4/Week 2/Day 1	Unit 4/ Week 2/Day 2		Unit 4/ Week 2/Day 3
Standards:	Standards:	Standards:	Standards:	Standards:
CC.1.1.1.B, CC.1.1.1.C,	CC.1.1.1.B, CC.1.1.1.C,	CC.1.1.1.B, CC.1.1.1.C,		CC.1.1.1.B, CC.1.1.1.C,
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
SWBAT identify story elements from passage "The Big Mess"	SWBAT identify letter-keyword-sound for the challenging sounds.	SWBAT identify letter-keyword-sound for the challenging sounds.	SW review math concepts from the end of Kindergarten.	SWBAT identify letter-keyword-sound for the challenging sounds.
SWBAT tap out the sounds to CVC words with digraphs.	SWBAT tap out the sounds to CVC words with digraphs.	SWBAT tap out the sounds to CVC words with digraphs and bonus letters		SWBAT tap out the sounds to CVC words with digraphs and bonus letters
SWBAT echo/find letters based on hearing their sounds	SWBAT echo/find letters based on hearing their sounds	SWBAT echo/find letters based on hearing their sounds		SWBAT echo/find letters based on hearing their sounds
Materials:	Materials:	Materials:	Materials:	Materials:
Student Notebook, Baby Echo, Large Sound Cards, Standard Sound Cards, Vowel Extension Poster, Chart Paper for "The Big Mess"	Student Notebook, Baby Echo, Large Sound Cards, Standard Sound Cards, Vowel Extension Poster	Student Notebook, Baby Echo, Large Sound Cards, Standard Sound Cards, Vowel Extension Poster	Write the room, pencils	Student Notebook, Baby Echo, Large Sound Cards, Standard Sound Cards, Vowel Extension Poster
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:
Drill Sounds/Warm-Up, Review Trick Words	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up-practice -all sound	SW complete a write the room activity that focuses on concepts learned at the end of Kindergarten.	Drill Sounds/Warm-Up-practice -all sound
Storytime "The Big Mess" Instruct students to read the title silently, tell students to tap words when reading silently	Vowel Extension Poster: Review vowels	Word of the day-chill, have students mark up the word chill (digraph and bonus letters)		Word of the day-call, have students mark up the word call(digraph and bonus letters)
Instruct students to read the title silently, tell students to tap words when reading silently. Point out the exclamation point at the end of first sentence, explain this changes the voice expression	Introduce New Concepts- glued sound -all.	Student Notebook entry: word of the day chill write in vocabulary section		Echo/Find Letters and Words-what says /ol/(all) dictate bonus letter words that include the all sound. (use current unit words in unit resources.)
Mark up words, identify exclamation marks, glued sounds, capital letters, quotation marks	Teach Spelling of -all words (fill, all, call etc)	Teach Trick Words- Reading (was, one). Instruct students with sentences (pg.171), circle trick words in sentences		Make it fun-letter boards and tiles. Have students build different words with bonus letters (ff,ll,ss,)
Complete Day 5 check up in composition books	Dictation- Composition Book- 3 sounds, 2 review words, 2 current words, 2 trick words and 1 sentence.	Teach Trick Words-Spelling (chill). Dictation-Dry erase , practice trick words and sentence writing		
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Participation	Participation	Participation	Completion of Write the Room	Participation

Literacy Block (ELA)	Literacy Block (ELA)	Literacy Block (ELA)	Literacy Block (ELA)	Literacy Block (ELA)
Time: 10:10-11:00	Time: 10:10-11:00	Time: 10:10-11:00	Time: 10:10-11:00	Time: 10:10-11:00
Module 1/ Lesson 23 deep dive (asking sentences)	Module 1/ Lesson 24	Module 1, lesson 25		Module 1, lesson 25 deep dive (exclamation point)
Standards:	Standards:	Standards:	Standards:	Standards:
CC.1.2.1.B, CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.G, CC.1.4.1.M, CC.1.4.1.T, CC.1.5.1.A, CC.1.3.1.J, CC.1.5.1.E, CC.1.4.1.F	CC.1.2.1.B, CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.G, CC.1.4.1.M, CC.1.4.1.T, CC.1.5.1.A, CC.1.3.1.J, CC.1.5.1.E, CC.1.4.1.F	CC.1.2.1.B, CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.G, CC.1.4.1.M, CC.1.4.1.T, CC.1.5.1.A, CC.1.3.1.J, CC.1.5.1.E, CC.1.4.1.F		CC.1.2.1.B, CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.G, CC.1.4.1.M, CC.1.4.1.T, CC.1.5.1.A, CC.1.3.1.J, CC.1.5.1.E, CC.1.4.1.F
Essential Question:	Essential Question:	Essential Question:	Essential Question:	Essential Question:
How do books change lives around us?	How do books change lives around us?	How do books change lives around us?		How do books change lives around us?
Focusing Question:	Focusing Question:	Focusing Question:	Focusing Question:	Focusing Question:
<i>How can books change my life?</i>	<i>How can books change my life?</i>	<i>How can books change my life?</i>		<i>How can books change my life?</i>
Content Framing Question:	Content Framing Question:	Content Framing Question:	Content Framing Question:	Content Framing Question:
	<i>Organize: What is happening in Green Eggs and Ham?</i>	<i>What does a deeper exploration of which character is speaking reveal in Green Eggs and Ham?</i>		<i>What does a deeper exploration of which character is speaking reveal in Green Eggs and Ham?</i>
Materials:	Materials:	Materials:	Materials:	Materials:
Asking sentences supplies, Eno Board, Green Eggs and Ham	<u>Handout 23A: New-Read Story Map, Green Eggs and Ham Story Map, Word cards first, next, last, Time Order Words Anchor Chart</u>	time order cards, hand outs 25 A and B		Eno Board/links, Pasta, Glue, Scissors
Procedure/ Learning Goals	Procedure/ Learning Goals	Procedure/ Learning Goals	Procedure/ Learning Goals	Procedure/ Learning Goals
TW review telling sentences and what goes at the end (period) Teacher will introduce asking sentences using Brainpop, powerpoint, games and activities. SW complete differentiated activity.	SW Retell Green Eggs and Ham, including details about characters, settings, and major events. SW Use sentence level context as a clue to the meaning of the words portrait, landscape, and still life.	SW Identify who is telling the story at key points in Green Eggs and Ham. Sw Recognize and define imperative sentences. Sw Recognize and define imperative sentences.	SW complete activities that revisit topics learned in Topic C and D.	Teacher will review the two types of sentences previously learned. Ask how each sentence is used and review punctuation mark for each. Power point will be used to display all examples, as well. Focus on exclamation point. Review with brainpop- https://www.brainpop.com/english/grammar/typesofsente nces/ . SW then create their own sentence using pasta as their exclamation point. SW share out after.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
	SW complete a graphic organizer	SW complete a writing response in their star notebooks.	Completion of puzzles	Craft
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
Links:	Links:	Links:	Links:	Links:
https://www.teacherspayteachers.com/Product/Freebie-Asking-and-Telling-Sentences-with-Elephant-and-Piggie-664963				

https://www.teacherspayteachers.com/Product/Asking-and-Telling-Sentence-Sort-656662				
Math	Math	Math	Math	Math
Time: 11:45-12:45	Time: 11:45-12:45	Time: 11:45-12:45	Time: 11:45-12:45	Time: 11:45-12:45
Module 1/Lesson 33	Module 1/Lesson 34	Module 1/Lesson 35	Module 1/Lesson 36	Module 1/ Lesson 37
Standards:	Standards:	Standards:	Standards:	Standards:
1.OA.5 1.OA.6	1.OA.5 1.OA.6	1.OA.5 1.OA.6	1.OA.5 1.OA.6	1.OA.5 1.OA.6
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Model 0 less and 1 less pictorially and as subtraction number sentences.	Model $n - n$ and $n - (n - 1)$ pictorially and as subtraction sentences.	Relate subtraction facts involving fives and doubles to corresponding decompositions.	Relate subtraction from 10 to corresponding decompositions.	Relate subtraction from 9 to corresponding decompositions.
Materials:	Materials:	Materials:	Materials:	Materials:
Workbooks, pencils, Rekenrek, Addition Sprint, Number bracelet of 10, white board or easel, Number bracelet of 10 beads made with 5 red and 5 white beads, personal white board	Workbooks, pencils, $n-0$ and $n-1$ Sprint, Number bracelet of 10, white board or easel, Number bracelet of 10 beads (5 red, 5 white), personal white board	Workbooks, pencils, $n - n$, $n - (n - 1)$ Sprint, personal white board, Number bracelet of 10 beads, 5 red and 5 white	Workbooks, pencils, 5-group cards, Numeral cards 1–10 (single-sided numerals from 5-group cards), 10 two-sided beans or counters, a personal board with ten-frame, Number bracelet of 10 beads (5 red, 5 white), white board or easel	Workbooks, pencils, 5-group cards, Partners to 10 Sprint
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:
Lesson begins with three fluency drills: Rekenrek Counting Within 20, Addition Sprint, and 0 Less, 1 Less. SW then complete the Application Problem. In Concept Development students write number sentences that match the number of beads shown on the bracelet while taking one away each time. Show the process of moving a certain number of beads away from the group of ten and write a number sentence to match. Repeat the process taking away different amounts of beads. SW complete a problem set. First problem will be completed together and the rest will be completed independently. A Student Debrief and exit ticket will conclude the lesson.	Lesson begins with two fluency drills: 1 Less, 2 Less, and Sprint: $n-0$ and $n-1$. SW then complete the Application Problem in their math journals. In Concept Development, students will use beaded bracelet to show 10 beads. They will take away 10 and notice there are 0 left and write a number sentence to match. Repeat the process for 8-8, 7-7, etc. Do same process for 10-9, 9-8, etc. SW complete a problem set. First problem will be completed together and the rest will be completed independently. A Student Debrief and exit ticket will conclude the lesson.	Lesson begins with three fluency drills: Cold Call, Sprint, and Speed Writing. SW then complete the Application Problem in their math journals. In Concept Development, students will show seven the say ten way. They will show 7-5 by putting 5 away. Give whole number sentence 7-5=2. Repeat taking 5 away from 6-10. Next they will use their bracelets to show 8-5 and demonstrate how to quickly solve by taking away the group of 5. Repeat using 9-5, 9-4, 7-5, and 7-2. SW complete a problem set. First problem will be completed together and the rest will be completed independently. A Student Debrief and exit ticket will conclude the lesson.	Lesson begins with three fluency drills: Counting the Say 10 Way, 5-Group Flash, and Number Bonds of Ten. SW then complete the Application Problem in their math journals. In Concept Development, the lesson will start with the bracelets with 4 missing beads. Have the students show on their bracelet how many beads are missing and write a number sentence to match. In partners, SW show 10-1 and 10-9. Discuss how the number bonds are the same but the number sentence changes. Repeat for 10-7 and 10-6. SW complete a problem set. First problem will be completed together and the rest will be completed independently. A Student Debrief and exit ticket will conclude the lesson.	Lesson begins with three fluency drills: Choral Counting-The Regular and Say Ten Way, 5 Group Flash, and Sprint. SW then complete the Application Problem in their math journals. In Concept Development, students will, in partners, solve 10-5 (Partner A) and 9-5 (Partner B). Discuss how Partner A can solve using what they see on Partner B's bracelet and vice versa so student's notice they if they take away one bead from the total, the answer will be one less. Have students walk around room and use manipulative of their choice to solve all ways to make 9 and have them write a number sentence to match. SW complete a problem set. First problem will be completed together and the rest will be completed independently. A Student Debrief and exit ticket will conclude the lesson.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket
Links:	Links:	Links:	Links:	Links:

https://eureka.greatminds.org/maps/math/grade-1/module-1	https://eureka.greatminds.org/maps/math/grade-1/module-1	https://eureka.greatminds.org/maps/math/grade-1/module-1	https://eureka.greatminds.org/maps/math/grade-1/module-1	https://eureka.greatminds.org/maps/math/grade-1/module-1
Social Studies	Social Studies	Writing Workshop	Social Studies	Social Studies
Time: 1:45-2:30	Time: 1:45-2:30	Time: 1:45-2:30	Time: 1:45-2:30	Time: 1:45-2:30
Standards:	Standards:	Standards	Standards	Standards:
10.2.3A	10.2.3A	10.1.3C		10.2.3A
Objectives	Objectives	Objectives:	Objectives:	Objectives
Students will identify different things to do to take care of your teeth.	Students show what they have learned about teeth and dental hygiene. Students will build a mouth using marshmallows.	SW complete a germ assessment		SW watch Bernstein Bears go to the Dentist and have a discussion after.
Materials:	Materials:	Materials:	Materials:	Materials:
Eno Board	Construction paper, hardened marshmallows, writing paper strip, glue sticks, red crayons	Test		Eno Board
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:
-Discuss things that are good/bad for the teeth. Read aloud E40. Discuss the roles of a dental hygienist and a dentist. -Students may share their dental experiences. Were you scared? Why is it so important to visit the dentist? How often? Use site* to discuss cavities, dentist visits, x-rays, etc. -View Arthur videos for reinforcement/fun	-Students glue marshmallows onto pink construction paper to shape and opened mouth. Draw and color in a tongue in the center. Write something you learned about teeth and dental hygiene on sentence paper. Glue paper underneath mouth.	TW review lessons taught over the past two weeks. SW complete a cut and paste	SW continue working on Math review for Touchdown Thursday.	Watch Berenstain Bear go to the dentist. Discuss: Why is it important to go to the dentist?
Assessment:	Assessment:	Assessment:	Assessment	Assessment:
Draw a picture of yourself promoting good oral hygiene.	Students finish completing mini book about oral hygiene.	Test	Participation	
Links:	Links:	Links:	Links For Week:	Links:
http://www.youtube.com/watch?v=IUWfa5dUd_k (Hip hop song about brushing teeth)	http://www.youtube.com/watch?v=IUWfa5dUd_k (Hip hop song about brushing teeth)	https://www.teacherspayteachers.com/FreeDownload/Germ-Unit-652960		
http://healthyteeth.org/index.html (Use 'a trip o the dentist' section to learn more about dentists, their job and tools)	http://healthyteeth.org/index.html (Use 'a trip o the dentist' section to learn more about dentists, their job and tools)	https://www.teacherspayteachers.com/Product/Lets-Stay-Healthy-A-unit-about-germs-650049		
www.colgate.com	www.colgate.com	https://i.pinimg.com/originals/8f/22/5f/8f225f3fcc14349b9bf31c06d8f68760.png		
http://www.colgate.com/app/BrightSmilesBrightFutures/US/EN/Program-Materials/Kids-Games/Colgates-Tooth-Kingdom.cvsp (Movies also available on colgate website)	http://www.colgate.com/app/BrightSmilesBrightFutures/US/EN/Program-Materials/Kids-Games/Colgates-Tooth-Kingdom.cvsp (Movies also available on colgate website)			

http://webtech.kennesaw.edu/jcheek3/dentalhealth.htm (tons of links)	http://webtech.kennesaw.edu/jcheek3/dentalhealth.htm (tons of links)				
http://www.youtube.com/watch?v=CFbNgTZDido (Arthur teeth videos)	http://www.youtube.com/watch?v=CFbNgTZDido (Arthur teeth videos)				
http://www.youtube.com/watch?v=agniwf5xgBk	http://www.youtube.com/watch?v=agniwf5xgBk				
https://www.youtube.com/watch?v=hDZXSMU2IAk	https://www.youtube.com/watch?v=hDZXSMU2IAk				