

Discovery Charter School: Lesson Plans				
	*First Grade has a field trip to the art museum			
Grade: 1	Week: 21	ELA: Module 2/Math: Module 2	Lunch Time: 11:00-11:30	*Students dismiss at 1
Monday	Tuesday	Wednesday	Thursday	Friday-
Fundations (RELA)				
Time: 9:45 -11 am				
Unit/Week/Day	Unit/Week/Day	Unit/Week/Day	Unit/Week/Day	Unit/Week/Day
Unit 6/ Week 1/ Day 1	Unit 6/ Week 1/ Day 2	Phonics Review/ 100 Day	Unit 6/ Week 1/ 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 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.	SWBAT tap out the sounds to CVC words with digraphs.	
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	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	Student Notebook, Baby Echo, Large Sound Cards, Standard Sound Cards, Vowel Extension Poster	
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:
Drill sounds warm-up	Drill sounds/ warm-up	Review skills taught thus far.	Drill sounds/ warm-up	
Word Play	Make it Fun		Word of the Day- jobs	
Introduce new concepts- teach baseword and the -s suffix	Introduce New Concepts- Teach spelling		Teach Trick Words- Reading (are, were)	
	Dictation (Dry Erase)		Teach Trick Words- Spelling	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Participation	Participation	Participation	Participation	
				*Due to the early dismissal, students will complete differentiated reading comps at PIE time

Literacy Block (ELA)	Literacy Block (ELA)	Literacy Block (ELA)	Literacy Block (ELA)	Literacy Block (ELA)
Time: 9:45-12:30	Time: 9:45-12:30	Time: 9:45-12:30	Time: 9:45-12:30	Time: 9:45-12:30
Standards: CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E	Standards: ART MUSEUM TRIP	Standards: CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E	Standards: CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E	Standards: CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E
Module/Lesson Module 2/Lesson 15	Module/Lesson	Module/Lesson	Module/Lesson	Module/Lesson READING COMPREHENSION
Essential Question: <i>What can we discover about animals' unique features?</i>	Essential Question:	Essential Question: <i>What can we discover about animals' unique features?</i>	Essential Question:	Essential Question: <i>What can we discover about animals' unique features?</i>
Focusing Question: <i>How do sea horses use their unique features?</i>	Focusing Question:	Focusing Question: <i>How do sea horses use their unique features?</i>	Focusing Question:	Focusing Question:
Content Framing Question: Wonder: What do I notice and wonder about Sea Horse: The Shyest Fish in the Sea?	Content Framing Question:	Content Framing Question: Organize: What is happening in Sea Horse: The Shyest Fish in the Sea?	Content Framing Question:	Content Framing Question:
Materials: <i>Sea Horse: The Shyest Fish in the Sea, Chris Butterworth; Illustrations, John Lawrence</i>	Materials:	Materials: Boxes and buttons	Materials: Eno board, write the room activity, pencils	Materials: Various differentiated and leveled reading comprehension worksheets and activities.
Handout 1C: Question Cube, sticky notes		Handout 1C: Question Cube, sticky notes <i>Sea Horse: The Shyest Fish in the Sea Main Topics Chart</i>		
Procedure/ Learning Goals SW generate and answer questions about Sea Horse: The Shyest Fish in the Sea using key details from the text.		Procedure/ Learning Goals Students practice whole class identifying the key details and the main topics of sections of the text using the Buttons and Box routine.		
Write questions on sticky notes.	Procedure/ Learning Goals	Then in pairs, students orally identify the key details and main topic of two sections of the text using the buttons and boxes routine.	Procedure/ Learning Goals	
Use Equity Sticks to call on students for responses			Students will discuss Valentines Day and complete a cvc and ccvc write the room. Students will practice sentence writing on the back of their worksheet.	
Assessment: Students complete WH question chart		Assessment: SW record the main topic and key details using buttons and boxes leveled worksheets. Some students can draw a picture, draw picture along with a simple sentence, or write only using sentences.	Assessment: https://www.teacherspayteachers.com/FreeDownload/CVC-and-CCVC-Valentines-Write-the-Room-542628	Procedure/ Learning Goals

Students notice and wonder in their journals.	Assessment:			TW discuss the importance of remembering what you read and how to do this. Teacher will separate students into groups by reading level. One group will be with the teacher who needs extra support. TW first discuss strategies for answering questions after a reading passage and then students will practice doing this on their own.	
Vocabulary:		Vocabulary:			
		shyest			
Vocabulary:	Vocabulary:	Links:	Vocabulary:		Assessment:
Unsuspecting				Reading Comprehension differentiated worksheets (in email)	
Links:	Links:	Links:	Links:	Links:	
Math	Math	Math	Math	Math	
Time: 12:15-1:15	Time: 12:15-1:15	Time: 12:15-1:15	Time: 12:15-1:15	Time: 12:15-1:15	
Module 2/Lesson 9	Field trip	Module 2/Lesson 10	Module 2/ Lesson 11	Test Prep/Topic A Quiz	
Standards:	Standards:	Standards:	Standards:	Standards:	
1.OA.1 1.OA.2 1.OA.3 1.OA.6		1.OA.1 1.OA.2 1.OA.3 1.OA.6	1.OA.1 1.OA.2 1.OA.3 1.OA.6	1.OA.1 1.OA.2 1.OA.3 1.OA.6	
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:	
Compare efficiency of counting on and making ten when one addend is 8.		Solve problems with addends of 7, 8, and 9.	Share and critique peer solution strategies for put together with total unknown word problems.	SW complete math review centers that focus on skills learned thus far. SW complete Module 2 Topic A Quiz	
Materials:	Materials:	Materials:	Materials:	Materials:	
workbooks, pencils, 5-group cards, one "=" card, and two "+" cards, personal white board		workbooks, pencils, Personal white board, numeral cards or 5-group cards, one "+" card for each student, and one "=" card for each pair of students	workbooks, pencils, Sprint: Adding Across Ten, rekenrek, Student work samples: make ten strategies, personal white board	Worksheets that focus on adding two number by making 10.	
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:	

<p>Lesson will start with 3 fluency activities: Decompose Addition Sentences into Three Parts, Cold Call-Break Apart Numbers, and Make it Equal. SW complete an application problem. During concept development, will write 2 number bonds, one with 8 and 6 as the part and one with 10 and 4 as the part. After they solve, talk about which problem was easier to figure out and show that the number sentences are equal. Change 8+6 into a make 10 to show how you can break apart 6 to make the problem easier. Repeat for other 8+__ number sentences. SW complete a problem set. A debrief and exit ticket will conclude the lesson.</p>		<p>Lesson begins with three fluency activities: 1, 2, and 3 Less, Decomposing Addition Sentences, and Happy Counting By Threes. SW complete an application problem. During concept development, write 9+6 on the board and have the students use the number bond to solve the problem on their white board. Talk about which number is easier to break apart to make ten and why. Then write it as a true number sentence. Repeat the process with other problems. SW complete a problem set. A debrief and exit ticket will conclude the lesson.</p>	<p>Lesson begins with two fluency activities" Sprint- Adding Across Ten and Rekenrek- Ten Less. SW complete an application problem. During concept development, read a word problem out loud. SW pair share with a partner about how they would solve the problem. Then they will look at student work samples of 4 different students and discuss how they solved the problem in each sample. After discussion of all four ways, SW pair share what would be the best way for them to solve the problem given all of the strategies. Repeat for multiple problems. SW complete a problem set. A debrief and exit ticket will conclude the lesson.</p>	<p>Teacher will have four different review centers that focus on skills learned in Module 2 Topic A. Students will rotate centers. Students will be split into leveled groups (Newell: High, McGee:Mid, Conaboy: Low) and the centers will be gears towards the needs of each group. SW take Topic A quiz.</p>	
Assessment: Exit Ticket	Assessment: Exit Ticket	Assessment: Exit Ticket	Assessment: Exit Ticket	Assessment: Centers. Topic A Quiz	
Links: https://www.teacherspayteachers.com/Product/Subtraction-Word-Problems-FREEBIE-November-Mini-Book-1564737 https://www.teacherspayteachers.com/Product/Subtraction-Scoot-with-number-lines-2867028 https://www.teacherspayteachers.com/Product/Zoo-Number-Sense-Freebie-2970781	Links: https://www.teacherspayteachers.com/Product/Subtraction-Word-Problems-FREEBIE-November-Mini-Book-1564737 https://www.teacherspayteachers.com/Product/Subtraction-Scoot-with-number-lines-2867028 https://www.teacherspayteachers.com/Product/Zoo-Number-Sense-Freebie-2970781	Links: www.zearn.org	www.zearn.org		
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	
Time: 2:15 - 3:10 pm	Time: 2:15 - 3:10 pm	Time: 2:15 - 3:10 pm	Time: 2:15 - 3:10 pm	Time: 2:15 - 3:10 pm Standards:	
Standards: 5.2 Objectives Students recognize who Martin Luther King Jr. was and about his famous dream.	Standards: 5.2 Objectives Students recognize how Parks changed laws for us today.	Standards: 5.2 Objectives Students will gain knowledge of Ruby Bridges and her contributions.	Standards: 5.2 Objectives Students will learn about the inventions of George Washington Carver and how they affect us today.	Objectives	
Materials:	Materials:	Materials:	Materials:		

Martin Luther King, Jr.: A Man with a Dream book, guide and worksheet	Rosa Parks: Bus Ride to Freedom book, guide & worksheet	Ruby Bridges book, images and movie clips (youtube)	GWC biography and facts, eno board, images of inventions i.e. pb, shampoo, soap and more, construction paper cut outs, peanut template,	Materials:
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:
-Activate prior knowledge of King, Jr.	-Activate prior knowledge of Parks	-Review/define equality	-Activate prior knowledge of GWC	
-What do we know about him?	-Read aloud book and/or view video	-Introduce Ruby Bridges using short biography or book	-What does invent mean? Discuss how GWC was an African scientist and inventor	
-What did he try to change?	-Why did she do what she did?	-Was what happened to Ruby fair?	-Listen/watch short read aloud and BPjr. videos	
-Introduce key terms: laws, nonviolent, rights, equality	-Was there ever a time you had to stand up for your beliefs?	-Define differences;	-View images of his inventions	
-Introduce the book using lesson guide	-List unfair laws that Parks helped change	List class differences to show we are all different but it makes us special	-List facts we learned on the board	
-Read aloud biography on eno board	-Introduce worksheet; students write down 2 unfair laws from then and how they have changed now	-View movie clips	-How many of these things do we use today? Why was GWC important?	Assessment:
-Stop to discuss and ask guiding question		-Have the following 4 words taped up on 4 corners of classroom: patient courageous hopeful peaceful	-Prepare GWC craft; model	
-Display clip of his "I Have a Dream" speech			-Distribute materials	
			-Students will write one fact they learned on peanut template and complete GWC craft	
Assessment: Write about MLK's dream and then think about your own	Assessment: Completion of worksheet	Assessment: Complete Venn diagram comparing/contrasting yourself with Ruby Bridges OR write a letter to Ruby	Assessment: Fact learned	
Links:	Links:	Links:	Links:	
http://printables.scholastic.com/printables/search?query=easy reader biographies Books, guides, and worksheet for MLK and R. Parks	http://printables.scholastic.com/printables/search?query=easy reader biographies Books, guides, and worksheet for MLK and R. Parks	http://printables.scholastic.com/printables/search?query=easy reader biographies Books, guides, and worksheet for MLK and R. Parks	http://printables.scholastic.com/printables/search?query=easy reader biographies Books, guides, and worksheet for MLK and R. Parks	
http://www.teachpeacenow.org/ruby	http://www.teachpeacenow.org/rub	http://www.teachpeacenow.org/rub	http://www.teachpeacenow.org/rub	
https://www.youtube.com/watch?v=ROr	https://www.youtube.com/watch?v=R	https://www.youtube.com/watch?v=R	https://www.youtube.com/watch?v=R	
** First grade will be practicing for the Black History Month show during social studies block.				

