

\*First Grade will be on Field trips  
Tuesday, Wednesday and Thursday

Discovery Charter School: Lesson Plans

	Week: 35	ELA: Module 3/Math: Module 3	Lunch Time: 11:00-11:30		
Monday	Tuesday	Wednesday	Thursday	Friday	
Fundations (RELA)	Fundations (RELA)	Fundations (RELA)	Fundations (RELA)	Fundations (RELA)	
Time: 9:45 -11 am	Time: 9:45 -11 am	Time: 9:45 -11 am	Time: 9:45 -11 am	Time: 9:45 -11 am	
Unit/Week/Day	Unit/Week/Day	Unit/Week/Day	Unit/Week/Day	Unit/Week/Day	
Unit 8/ Week 1/Day 3	FIELD TRIP	FIELD TRIP	FIELD TRIP	Unit 8/ Week 1/Day 4	
<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>	
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,	CC.1.1.1.B, CC.1.1.1.C,	
<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	
SWBAT identify letter-keyword-sound for the challenging sounds.				SWBAT identify letter-keyword-sound for the challenging sounds.	
SWBAT tap out the sounds to CVC words with digraphs and glued sounds.				SWBAT tap out the sounds to CVC words with digraphs and glued sounds.	
SWBAT echo/find letters based on hearing their sounds				SWBAT echo/find letters based on hearing their sounds	
<b>Materials:</b>				<b>Materials:</b>	
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	
<b>Procedure:</b>	<b>Procedure:</b>	<b>Procedure:</b>	<b>Procedure:</b>	<b>Procedure:</b>	
Drill sounds/ warm-up: R Controlled vowel poster				Drill sounds/ warm-up: R Controlled vowel poster	
Teach trick words- would, could, should				Word Talk	
Teach trick words- spelling, student notebook entry				Echo Find Letters and Words	
Dictation (Dry Erase)				Dictation (comp. book)	
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	
Participation	Participation	Participation	Participation	Participation	
<b>*SW be attending Jackie Robinson celebration at the park</b>	<b>*First Grade will be at the Farm</b>	<b>*First Grade will be painting</b>	<b>*First Grade will be painting</b>		
<b>Literacy Block (ELA)</b>	<b>Literacy Block (ELA)</b>	<b>Literacy Block (ELA)</b>	<b>Literacy Block (ELA)</b>	<b>Literacy Block (RELA)</b>	
<b>Time: 9:45-12:30</b>	<b>Time: 9:45-12:30</b>	<b>Time: 9:45-12:30</b>	<b>Time: 9:45-12:30</b>	<b>Time: 9:45-12:33</b>	
<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>	
CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E	CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E	CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E	CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E	CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E	
<b>Module/Lesson</b>	<b>Module/Lesson</b>	<b>Module/Lesson</b>	<b>Module/Lesson</b>	<b>*SECOND GRADE PREP*</b>	
Module 3/Lesson 1	Module 3/Lesson 1	Module 3/Lesson 2	Module 3/Lesson 3	<b>Objectives:</b>	

<b>Essential Question:</b>	<b>Essential Question:</b>	<b>Essential Question:</b>	<b>Essential Question:</b>	SWBAT complete reading comprehension worksheets	
<i>How do people respond to the powerful force of the wind?</i>	<i>How do people respond to the powerful force of the wind?</i>	<i>How do people respond to the powerful force of the wind?</i>	<i>How do people respond to the powerful force of the wind?</i>		
<b>Focusing Question:</b>	<b>Focusing Question:</b>	<b>Focusing Question:</b>	<b>Focusing Question:</b>	<b>Materials:</b>	
<i>How is wind a powerful force?</i>	<i>How is wind a powerful force?</i>	<i>How is wind a powerful force?</i>	<i>How is wind a powerful force?</i>	Differentiated reading comprehension worksheets	
<b>Content Framing Question:</b>	<b>Content Framing Question:</b>	<b>Content Framing Question:</b>	<b>Content Framing Question:</b>		
Wonder: What do I notice and wonder about Feel the Wind?	Wonder: What do I notice and wonder about Feel the Wind?	Wonder: What do I notice and wonder about Feel the Wind?	Organize: What is happening in Feel the Wind?	<b>Procedure:</b>	
				SW be split into guided reading groups and complete various reading comprehension worksheets. The teacher will pull a small group to work with struggling students.	
<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>		
Speaking and Listening Anchor Chart All Module Texts	Speaking and Listening Anchor Chart All Module Texts	Speaking and Listening Anchor Chart Sticky notes <i>Feel the Wind Questions and Answers Chart</i> Piet Mondrian Paintings Notice and Wonder Chart	Buttons and boxes <a href="#">Handout 3A: Buttons and Boxes</a> <i>Feel the Wind Main Topics Chart</i> <a href="#">Handout 3B: Wind Illustration</a> <i>Feel the Wind Evidence Organizer</i>		
<a href="#">Handout 1A: Fluency Homework</a>	<a href="#">Handout 1A: Fluency Homework</a>				
<a href="#">Handout 1B: Shades of Meaning Chart</a> <a href="#">Handout: Volume of Reading Reflection</a>	<a href="#">Handout 1B: Shades of Meaning Chart</a> <a href="#">Handout: Volume of Reading Reflection</a>				
<b>Procedure/ Learning Goals</b>	<b>Procedure/ Learning Goals</b>	<b>Procedure/ Learning Goals</b>	<b>Procedure/ Learning Goals</b>		
SW read "The Wind". They will be asked to gather clues about the topic of the new module.	SW be asked to recall a time when it was really windy. They will use their 5 senses to recall the events. What did you do? How did you feel?	SW reread Feel the Wind. They will generate questions using key details from the story.	SW Identify the main topic and retell key details of sections of Feel the Wind.		
SW listen to Feel the Wind and explore the book slowly. SW identify things they notice within the story.	SW complete a writing assignment about the topic.	SW view three paintings and record what they notice and wonder about the paintings.	SW complete buttons and boxes about Feel the Wind		
SW be show the books from Module 3. They will need to decipher between books that tell a story vs books that give information (Fiction vs non-fiction)			SW Define the word soar and identify real-life connections to the word.		
			<a href="#">SW complete a soar organizer (Things that soar/things that do not soar)</a>	<b>Assessment</b>	
				Reading comps	
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>		
SW complete a sort about the titles for the books in Module 3.	SW complete an exit ticket: What is one new thing you learned about wind?	SW record questions and do think-pair-share to answer them. SW record their observations about the three paintings.	Soar Organizer		
				<b>Links:</b>	
				<a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a>	
<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a>	
<i>force</i>	<i>force</i>	<i>force, power</i>	<i>soar, power</i>	<a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a>	
<b>Links:</b>	<b>Links:</b>	<b>Links:</b>	<b>Links:</b>	<a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a>	

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				<a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a>
				<a href="https://www.teacherspayteachers.com/Product/FREE-Sounds-of-ED-Reading-Comprehension-Passage-2086265">https://www.teacherspayteachers.com/Product/FREE-Sounds-of-ED-Reading-Comprehension-Passage-2086265</a>
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<b>Time: 12:15-1:19</b>	<b>Time: 12:15-1:16</b>	<b>Time: 12:15-1:17</b>	<b>Time: 12:15-1:18</b>	<b>Time: 12:15-1:19</b>
<b>Module 4/ Topic B review and quiz</b>	<b>Module 4/Topic C/Lesson 11</b>	<b>Module 4/Topic C/Lesson 12</b>	<b>Module 4/Topic C- Review</b>	<b>Module 4 Mid-Module Assessment</b>
<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>
CC.2.1.2.B.2, CC.2.1.1.B.2, CC.2.1.1.B.7	CC.2.1.2.B.2, CC.2.1.1.B.2, CC.2.1.1.B.4	CC.2.1.2.B.2, CC.2.1.1.B.2, CC.2.1.1.B.5	CC.2.1.2.B.2, CC.2.1.1.B.2, CC.2.1.1.B.6	CC.2.1.2.B.2, CC.2.1.1.B.2, CC.2.1.1.B.7
<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>
SW review comparisons of two-digit numbers and take Topic B Quiz	SWBAT add and subtract tens from a multiple of 10.	SWBAT add tens to a two-digit number.	SW review adding and subtracting tens	SWBAT independently take mid-module assessment
<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>
Comparining two-digit number write the room cards, recording sheet, pencils	white boards, lesson templates, timer, exit tickets, problem set, chart paper, markers, rekenrek	white boards, lesson templates, timer, exit tickets, problem set, chart paper, markers, rekenrek	white boards, lesson templates, timer, exit tickets, problem set, chart paper, markers, rekenrek	white boards, lesson templates, timer, exit tickets, problem set, chart paper, markers, rekenrek
<b>Procedure:</b>	<b>Procedure:</b>	<b>Procedure:</b>	<b>Procedure:</b>	<b>Procedure:</b>
Lesson begins with review of comparing numbers. Present sets of numbers and discuss the importance of looking at the tens place first to identify the greater number. Students can complete a write the room activity for extra practice before the quiz. In this write the room students will be expected to count the number of base 10 blocks, write the number, and then choose the correct symbol to compare the two numbers.	Lesson begins with three fluency drills. SW then complete the Application Problem in their math journals. Teacher will review after and discuss thinking for solving. 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. SW then complete the Application Problem in their math journals. Teacher will review after and discuss thinking for solving. 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. SW then complete write the room. SW review adding and subtracting 10 to any given number. Students will show what that have learned in Topic C with a topic c quiz.	SW take module 4 topic c quiz.
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>
Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket	Topic C quiz
<b>Links:</b>	<b>Links:</b>	<b>Links:</b>	<b>Links:</b>	<b>Links:</b>
<a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a>	<a href="https://www.zearn.org">www.zearn.org</a>	<a href="https://www.zearn.org">www.zearn.org</a>	<a href="https://www.zearn.org">www.zearn.org</a>	<a href="https://embarc.online/mod/page/">https://embarc.online/mod/page/</a>
<a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a>			<a href="https://embarc.online/mod/page/view">https://embarc.online/mod/page/view.</a>	
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