

Grade: 1

**Discovery Charter School: Lesson Plans**

	Week: 30	ELA: Module 3/Math: Module 3	Lunch Time: 11:00-11:30		
Monday	Tuesday- <b>Field Trip</b>	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 7/ Week 3/ Day 3		Unit 7/ Week 3/ Day 4	Unit 7/ Week 3/ Day 5	Unit 7/ Week 3/ Unit Test	
<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,	
<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 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 words with glued sounds (-nk and -ng).	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 read two new trick words (some and come)	SWBAT echo/find letters based on hearing their sounds	SWBAT echo/find letters based on hearing their sounds	
		SWBAT create words on dry erase boards and through differentiated activities.			
<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<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, Three sets of activities for low, mid and high for conclusion of lesson	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		Drill sounds/ warm-up with a student leader at the carpet	Drill sounds/ warm-up	Drill sounds/ warm-up	
Word of the Day- thinks		Word Talk- Discussion of previously taught word of day cards	Work Talk	Unit Test	
Make it Fun		Teach Trick Words- Reading and Spelling (whole class activity using the eno board and adding words to student notebook)	Storytime		
Dictation (Composition book)		Dictation with dry erase boards whole class (Students who have mastered these words will complete an activity at the carpet)			
		SW separate into groups to continue to work on -ng and -nk words			
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	
Participation		Differentiated activities	Storytime activity	Test	

Literacy Block (ELA)	Literacy Block (ELA)	Literacy Block (ELA)	Literacy Block (ELA)	Literacy Block (ELA)
<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: 9:45-12:30</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
<b>Module/Lesson</b>	<b>Module/Lesson</b>	<b>Module/Lesson</b>	<b>Module/Lesson</b>	<b>Module/Lesson</b>
<b>Module/Lesson 14</b>		<b>Module/Lesson 15</b>	<b>Module/Lesson 16</b>	<b>Module/Lesson 16</b>
<b>Essential Question:</b>	<b>Essential Question:</b>	<b>Essential Question:</b>	<b>Essential Question:</b>	<b>Essential Question:</b>
<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>Focusing Question:</b>
<i>How do characters respond to the powerful force of the wind?</i>		<i>How do characters respond to the powerful force of the wind?</i>	<i>How do characters respond to the powerful force of the wind?</i>	<i>How do characters respond to the powerful force of the wind?</i>
<b>Content Framing Question:</b>	<b>Content Framing Question:</b>	<b>Content Framing Question:</b>	<b>Content Framing Question:</b>	<b>Content Framing Question:</b>
Organize: What is happening in Gilberto and the Wind?		Reveal: What does a deeper exploration of sensory and feelings words reveal in Gilberto and the Wind?	Distill: What is the central message of Gilberto and the Wind?	Distill: What is the central message of Gilberto and the Wind?
<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>
Gilberto and the Wind Story Map <a href="#">Sample story from Lesson 9</a>		Sensory Words Anchor Chart Feelings Words Anchor Chart	<a href="#">Handout 13A: Fluency Homework</a> Sticky notes Central Message Oval Chart	<a href="#">Handout 13A: Fluency Homework</a> Sticky notes Central Message Oval Chart
Sentence strips		<a href="#">Handout 15A: Gilberto and the Balloon</a>	<a href="#">Handout 15A: Gilberto and the Balloon</a>	<a href="#">Handout 15A: Gilberto and the Balloon</a>
Narrative Writing Anchor Chart		Narrative Writing Anchor Chart	<a href="#">Handout 16A: Word Cards</a>	<a href="#">Handout 16A: Word Cards</a>
<b>Procedure/ Learning Goals</b>	<b>Procedure/ Learning Goals</b>	<b>Procedure/ Learning Goals</b>	<b>Procedure/ Learning Goals</b>	<b>Procedure/ Learning Goals</b>
Retell Gilberto and the Wind using key details from the text.		Identify words and phrases in Gilberto and the Wind that suggest feelings and appeal to the senses.	SW determine the central message of Gilberto and the Wind based on text evidence.	SW determine the central message of Gilberto and the Wind based on text evidence.
Use sentence-level context clues to determine the meaning of float and carries.		Identify verbs and sort them by tenses.	SW write a resolution to a problem in a story about the Wind and Gilberto.	SW write a resolution to a problem in a story about the Wind and Gilberto.
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Sw retell Gilberto and the Wind using key details from the text.		Students will practice identifying verb tenses through cutting, coloring, and writing activities	SW determine what is the important idea, or central message, that you learned from reading Gilberto and the Wind?"	SW determine what is the important idea, or central message, that you learned from reading Gilberto and the Wind?"
SW use a graphic organizer to record their responses.				
<b>Links:</b>	<b>Links:</b>	<b>Links:</b>	<b>Links:</b>	<b>Links:</b>

<a href="https://www.youtube.com/watch?v=lpk6p0rMbBo&amp;t=20s">https://www.youtube.com/watch?v=lpk6p0rMbBo&amp;t=20s</a>		<a href="https://www.teacherspayteachers.com/Product/Verb-Tenses-Freebie-Printables-for-Past-Present-and-Future-2275226">https://www.teacherspayteachers.com/Product/Verb-Tenses-Freebie-Printables-for-Past-Present-and-Future-2275226</a>	<a href="https://www.youtube.com/watch?v=lpk6p0rMbBo&amp;t=20s">https://www.youtube.com/watch?v=lpk6p0rMbBo&amp;t=20s</a>	<a href="https://www.youtube.com/watch?v=lpk6p0rMbBo&amp;t=20s">https://www.youtube.com/watch?v=lpk6p0rMbBo&amp;t=20s</a>	
<a href="https://www.teacherspayteachers.com/Product/Story-Map-Graphic-Organizer-2976328">https://www.teacherspayteachers.com/Product/Story-Map-Graphic-Organizer-2976328</a>			<a href="https://www.teacherspayteachers.com/Product/Story-Map-Graphic-Organizer-2976328">https://www.teacherspayteachers.com/Product/Story-Map-Graphic-Organizer-2976328</a>	<a href="https://www.teacherspayteachers.com/Product/Story-Map-Graphic-Organizer-2976328">https://www.teacherspayteachers.com/Product/Story-Map-Graphic-Organizer-2976328</a>	
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	
<b>Time: 12:15-1:15</b>	<b>Time: 12:15-1:15</b>	<b>Time: 12:15-1:15</b>	<b>Time: 12:15-1:15</b>	<b>Time: 12:15-1:15</b>	
<b>Standards: CC.1.MD.4</b>	<b>Standards:</b>	<b>Standards: CC.1.MD.4</b>	<b>Standards: CC.1.MD.4</b>	<b>Standards: CC.1.MD.5</b>	
<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	
SWBAT convert pictographs to tally charts given a set of data.		SWBAT sort rainbow goldfish by color and use the data to create a tally graph, pictograph, and bar graph	SWBAT read/use tally charts, bar graphs and pictographs.	SWBAT read/use tally charts, bar graphs and pictographs.	
<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	
chart paper, previously completed charts, favorite lunch booklets, crayons, pencils		Goldfish crackers, picture graph, tally graph, bar graph, sorting mat, crayons, pencils.	chart paper, lunch survey booklets	chart paper, lunch survey booklets	
<b>Procedure:</b>	<b>Procedure:</b>	<b>Procedure:</b>	<b>Procedure:</b>	<b>Procedure:</b>	

<p>As a class, we will review the previous days lessons- What are the three different types of graphs we have been using? How do we read them? Students can watch BrainPOP Jr. on Pictographs, Bar graphs and Tally Charts. As a class, students will vote on their favorite movies and create a pictograph.</p>		<p>The lesson will begin with reading of One Fish, Two Fish, Red Fish, Blue Fish. After the story, discuss the various types of fish we observed on our field trip to the aquarium. Discuss how many different types and colors of fish we observed. Tell students that they are going to practice sorting different colors of fish with goldfish. SW review the various types of graphs we have learned about (display using eno board). Compare and contrast these graphs- how do we read data on these graphs? Today we are going to collect data, sort it, and create three graphs with our data. SW receive a bag of assorted color goldfish crackers. We are going to graph the colors of the goldfish in our own bags. Ask students what they think the first step of this process should be (sort the data). Have students sort their goldfish into groups based on the color of the fish. The first type of graph we will make is a tally graph. Students will count their goldfish and record the numer using tally marks in the tally graph. Next, tell studentsk we will use the number to represent data on the picture graph. Tell students that they will represent the number of goldfish with smiley faces. After the picture graph is completed model for students how I will use this information to create a bar graph. SW use the data from their picture graph to create and color their own bar graph.</p>	<p>SW review the various types of graphs we have learned about (brainpop videos/game). Compare and contrast these graphs- how do we read data on these graphs? Today we are going to collect data, sort it, and create three graphs with our data. SW receive an envelope with different types of sushi. We are going to graph the sushi. Ask students what they think the first step of this process should be (sort the data). Have students sort their sushi into groups based on types. The first type of graph we will make is a tally chart. Review the song about tally marks. Remind the students that you need to cross the 4 tally marks. The second type of graph we will make will be a picture graph- ask students. What do you think we will use to represent data on the picture graph (pictures- pictures of what?) Model for students how to create their picture graph by drawing circles on the enoBoard. Students can use different colors to match each circle. After the picture graph is completed model for students how I will use this information to create a bar graph. SW use the data from their picture graph and tally chart to create and color their own bar graph.</p>	<p>SW review the various types of graphs we have learned about (brainpop videos/game). Compare and contrast these graphs- how do we read data on these graphs? Today we are going to collect data, sort it, and create three graphs with our data. SW receive a cup of Fruit Loops. We are going to graph the colors of the fruit loops in our own bags. Ask students what they think the first step of this process should be (sort the data). Have students sort their Fruit Loops into groups bases on the color of the cereal. The first type of graph we will make is a tally chart. Review the song about tally marks. Remind the students that you need to cross the 4 tally marks. The second type of graph we will make will be a picture graph- ask students. What do you think we will use to represent data on the picture graph (pictures- pictures of what?) Model for students how to create their picture graph by drawing circles on the enoBoard. Students can use the different colors to match each circle. After the picture graph is completed model for students how I will use this information to create a bar graph. SW use the data from their picture graph and tally chart to create and color their own bar graph.</p>	
<p><b>Assessment:</b> SW complete a tally chart to go along with their pictograph.</p>	<p><b>Assessment:</b></p>	<p><b>Assessment:</b> SW will verbally respond to various problem solving questions related to their bar graph.</p>	<p><b>Assessment:</b> Students will complete all three graphs on their own. They will be asked to answer a set of questions on the back of their graphs based on their data.</p>	<p><b>Assessment:</b> Students will complete all three graphs on their own. They will be asked to answer a set of questions on the back of their graphs based on their data.</p>	



