

Grade: 1

Discovery Charter School: Lesson Plans

		ELA: Module 3/Math: Module 3	Lunch Time: 11:00-11:30		
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 8/ Week 1/Day 1	Unit 8/ Week 2/Day 2	Unit 8/ Week 2/Day 3	Unit 8/ Week 2/Day 4	Unit 8/ Week 2/Day 5	
Standards:	Standards:	Standards:	Standards:	Standards:	
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 and glued 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 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	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	Student Notebook, Baby Echo, Large Sound Cards, Standard Sound Cards, Vowel Extension Poster	
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:	
Drill sounds/ warm-up: R controlled vowel poster	Drill sounds/ warm-up				
Introduce new concepts:teach digraph blends	Word play	Teach trick words: Reading, her, over, number	Word of the day: bluffs	Storytime	
Teach letter key word sounds: er, ir, ur	Make it fun	Teach trick words: Spelling	Word Talk	Unit 8 Test	
Word of the day: shred	Dictation (Comp book)	Dictation (dry erase)	Echo find letters and words	Dictation (Dry Erase)	
Echo find letters and words			Dictation Comp book		
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	
Participation	Participation	Participation	Participation	Participation	
Literacy Block (ELA)	Literacy Block (RELA)	Literacy Block (RELA)	Literacy Block (RELA)	Literacy Block (RELA)	
Time: 9:45-12:30	Time: 9:45-12:31	Time: 9:45-12:32	Time: 9:45-12:32	Time: 9:45-12:33	
Standards:	Standards:	Standards:	Standards:	Standards:	
CC.1.1.1.C, CC.1.1.1.B, CC.1.4.1.F, CC.1.1.1.E					
SECOND GRADE PREP					
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:	

SW discuss persuasive writing this week and choose someone they wish to write a persuasive letter.	SWBAT write a persuasive piece.	SWBAT write a persuasive piece.	SWBAT write a persuasive piece.	SWBAT complete reading comprehension worksheets	
Materials:	Materials:	Materials:	Materials:	Materials:	
Eno board, pencils, writing materials	Eno board, pencils, writing materials	Eno board, pencils, writing materials	Eno board, pencils, writing materials	Differentiated reading comprehension worksheets	
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:	
SW be reminded of the I wanna iguana activity from last week. Discuss what it means to persuade someone and play different links and videos.	SW review yesterdays lesson. SW be reminded of their request/persuasive piece thus far. SW use their brainstorming sheet to complete their rough draft.	Teacher will review yesterdays lesson with the class.	SW share out their final drafts with the class. SW listen at the carpet. After the presentations, students will hand deliver their letters to the designated DCS staff members.	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.	
SW read the story Dear Dragon and be reminded of the proper format for a letter.	SW peer correct each others work.	Students will complete their final persuasive letter.			
SW brainstorm something they wish to ask someone at Discovery whether that is a speical movie day, longer recess, icecream at lunch, etc.					
Assessment	Assessment	Assessment	Assessment	Assessment	
Brainstorm worksheet	Rough draft	Final draft	Letters presentations	Reading comps	
Links:	Links:	Links:	Links:	Links:	
				https://www.teacherspayteachers.com	
				https://www.teacherspayteachers.com	
				https://www.teacherspayteachers.com	
				https://www.teacherspayteachers.com	
				https://www.teacherspayteachers.com	
				https://www.teacherspayteachers.com/Product/FREE-Sounds-of-ED-Reading-Comprehension-Passage-2086265	
Math	Math	Math	Math	Math	
Time: 12:15-1:19	Time: 12:15-1:19	Time: 12:15-1:16	Time: 12:15-1:16	Time: 12:15-1:17	
Module 3/Lesson 6	Module 3 Topic B Quiz	Module 3/Lesson 7	Module 3/Lesson 8	Test Prep	

Standards:	Standards:	Standards:	Standards:	Standards:	
1.MD.1 1.MD.2	1.MD.1 1.MD.2	1.MD.1 1.MD.2	1.MD.1 1.MD.2	1.MD.1 1.MD.2	
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:	
Order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving compare with difference unknown word problems.	SW complete module 3 Topic B Quiz.	Measure the same objects from Topic B with different non-standard units simultaneously to see the need to measure with a consistent unit.	Understand the need to use the same units when comparing measurements with others.	SW complete math review centers that focus on skills learned thus far in Module 2 Topic C.	
Materials:	Materials:	Materials:	Materials:	Materials:	
pencils, workbooks, numeral cards 0-10, counters, timer, personal white board, Projector, unsharpened pencil (19 cm), new crayon(9 cm), small paper clip(3 cm), dry erase marker(12 cm), jumbo craft stick(15 cm), new colored pencil (17 cm), centimeter cubes , Bag with centimeter cubes, bag with various classroom objects	pencils, Topic B quiz	pencils, workbooks, hide zero cards, Addition Within 20 Sprint, Chart paper, 3 new pencils of different colors (e.g., red, blue, yellow) from the same brand and size, mixed set of large and small paper clips, Bag of 20 large paper clips and 20 small paper clips	pencils, workbook, timer, personal white board, 1 die per pair, Chart with measuring rules, 1 lunch bag of 2 new crayons, 10 linking cubes, and 10 centimeter cubes per pair	centers that focus on topics learned in Topic C	
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:	
Lesson begins with 3 fluency activities: Addition With Cards, Speed Writing By Twos, and Cold Call-Number Sentence Swap. SW complete an Application Problem. During Concept Development, SW order projected objects from shortest to longest. Talk about their reasoning behind their order. Next align the endpoints and have students reorder again.Next, measure the objects and then order them again. Talk about what they noticed during this process. Repeat the process with different items. SW complete a problem set. A debrief and exit ticket will conclude the lesson.	SW complete Module 3 Topic B quiz	Lesson will begin with three fluency activities: Beep Counting, Sprint Within 20, Addition Strategies Review. SW complete an Application Problem. During Concept Development, SW measure items with different size paper clips. Notice how an object may appear smaller/larger with different sized clips. Repeat with multiple items. SW complete a problem set. A debrief and exit ticket will conclude the lesson.	Lesson will begin with three fluency drills: Speed Writing, Race and Roll Addition, and Cold Call-Addition and Subtraction Within 20. SW complete an Application Problem. During Concept Development, SW review objects we have used to measure so far and have students measure objects using the tool of their choice.Talk about depending on which object we use, we can get different measurements even though it is the same size. Have students measure classroom objects using all of the measuring tools and compare. SW complete a problem set. A debrief and exit ticket will conclude the lesson.	Teacher will have four different review centers that focus on skills learned in Module 3 Topic C. Students will rotate centers. Students will be split into leveled groups (Newell: High, McGee:Mid, Conaboy: Low) and the centers will be geared towards the needs of each group.	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	
Exit Ticket	Topic C Quiz	Exit Ticket	Exit Ticket	Completion of Centers	
Links:	Links:	Links:	Links:	Links:	
https://embarc.online/mod/page/view	https://www.teacherspayteachers.com		www.zearn.org	www.zearn.org	

