

Discovery Charter School: Lesson Plans				
Grade: 1st	Week: Mar 20-24			Lunch Time: Prep Time:
				**Science Test **Math Test
Monday	Tuesday	Wednesday	Thursday	Friday
Fundations	Fundations	Fundations	Fundations	Fundations
Unit 8/ Week 1/Day 5	Unit 8/ Week 2/Day 1	Unit 8/ Week 2/Day 2	Unit 8/ Week 2/Day 3	Unit 8/ Week 2/Day 4
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,	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 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 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	Drill sounds/ warm-up: R controlled vowel poster	Drill sounds/ warm-up: R controlled vowel poster	Drill sounds/ warm-up: R controlled vowel poster	Drill sounds/ warm-up: R controlled vowel poster
Storytime: "The Pink Dress"	Introduce new concepts:teach digraph blends	Word play	Teach trick words: Reading, her, over, number	Word of the day: bluffs
Dictation: Day 5 check up	Teach letter key word sounds: er, ir, ur	Make it fun	Teach trick words: Spelling	Word Talk
	Word of the day: shred	Dictation (Comp book)	Dictation (dry erase)	Echo find letters and words
	Echo find letters and words			Dictation Comp book
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Participation	Participation	Participation	Participation	Participation
ELA	ELA	ELA	ELA	ELA
Module 2/ Lesson 29	Module 2/ Lesson 30	Module 2/ Lesson 31	Module 2/ Lesson 32	Module 2/ Lesson 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	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
Essential Question:	Essential Question:	Essential Question:	Essential Question:	Essential Question:
<i>What can we discover about animals' unique features?</i>	<i>What can we discover about animals' unique features?</i>	<i>What can we discover about animals' unique features?</i>	<i>What can we discover about animals' unique features?</i>	<i>What can we discover about animals' unique features?</i>
Focusing Question:	Focusing Question:	Focusing Question:	Focusing Question:	Focusing Question:
<i>How do animals use their unique features in unexpected ways?</i>	<i>How do animals use their unique features in unexpected ways?</i>	<i>How do animals use their unique features in unexpected ways?</i>	<i>How do animals use their unique features in unexpected ways?</i>	<i>How do animals use their unique features in unexpected ways?</i>
Content Framing Question:	Content Framing Question:	Content Framing Question:	Content Framing Question:	Content Framing Question:

What does a deeper exploration of text features reveal about the author's points in Never Smile at a Monkey?	What does a deeper exploration of illustrations reveal about the author's points in Never Smile at a Monkey?	Distill: What is the essential meaning of Never Smile at a Monkey?	Know: How does Never Smile at a Monkey build my knowledge?	Know: How do all the Module 2 texts build my knowledge?
Materials:	Materials:	Materials:	Materials:	Materials:
Text Features Anchor Chart, Handout 29A and Handout 29B	<u>Handout 27A: Fluency Homework, Evidence Chart for Focusing Question Task 5, Assessment 30A: Focusing Question Task 5, Topic Sandwich Chart</u>	Essential Meaning Oval Chart, Topic Sandwich Chart, Informative Writing Anchor Chart, Evidence Chart for Focusing Question Task 5	Handout 32A: Informative Writing Checklist, Assessment 32A: New-Read Assessment 2, Knowledge Journal, Handout 27A: Fluency Homework	Handout 33A: Animal Evidence Organizer, Assessment 33A: End-of-Module Task, Topic Sandwich Chart, Knowledge Journal
Procedure/ Learning Goals	Procedure/ Learning Goals	Procedure/ Learning Goals	Procedure/ Learning Goals	Procedure/ Learning Goals
SW Locate and name text features and explain how they help make the author's point in Never Smile at a Monkey. SW Write a conclusion for an informative paragraph. SW Expand sentences using prepositions and prepositional phrases.	SW Analyze how illustrations help make the author's point in Never Smile at a Monkey, Plan an informative paragraph stating the author's point with supporting reasons. Distinguish shades of meaning of the word touch by using sentence-level context.	SW Determine the essential meaning of Never Smile at a Monkey. SW Write an informative paragraph that states the author's point and two supporting reasons from Never Smile at a Monkey. SW Edit writing from the Focusing Question Task for prepositional phrases.	SW Revise conclusion in informative paragraph about Never Smile at a Monkey. SW Identify the reasons an author gives to support points in the informative text Stone Fish and categorize attributes of a stone fish. Distinguish shades of meaning between verbs related to the word touch.	SW Plan informative paragraph about an animal's unique features for the End-of-Module Task. SW Demonstrate understanding of grade-level vocabulary.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will complete a Sentence Frame with a prepositional phrase.	Students complete a Sentence Frame using a word from the text.	SW answer the content framing question in their notebooks.	SW mix and mingle and name one way that they can stay safe around animals.	SW mix and mingle and discuss which text helped them discover the most information about an animal feature.
Links:	Links:	Vocabulary:	Vocabulary:	Vocabulary:
			<i>Touch</i>	
		Links:	Links:	Links:
Math	Math	Math	Math	Math
Module 3/Lesson 4	Module 3/Lesson 5	Module 3/Lesson 6	Module 3 Topic B Review	Module 3 Topic B Quiz
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:
Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps.	Rename and measure with centimeter cubes, using their standard unit name of centimeters.	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 Review	SW complete module 3 Topic B Quiz.
Materials:	Materials:	Materials:	Materials:	Materials:
pencils, workbooks, 1 die per pair, timer, personal white board, hide zero cards, Projector, new crayon (9 cm), unsharpened pencil (19 cm), small glue stick (8 cm), dry erase marker (12 cm), centimeter cubes (S) Bag with 20 centimeter cubes; bag with a new crayon, unsharpened pencil, small glue stick, dry erase marker, jumbo craft stick (15 cm), and small paper clip (3 cm); measurement recording sheet	pencils, workbooks, 1 die per pair, subtraction within 20 sprint, Projector, centimeter cubes, string, scissors, centimeter ruler, Per pair: bag with at least 12 centimeter cubes, centimeter ruler	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 review	pencils, Topic B quiz
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:

Lesson will begin with 3 fluency activities: Race and Roll Addition, Speed Writing by Twos, and Subtraction within 20. SW complete an Application Problem. During Concept Development, SW talk to a partner about how they can measure an item. Use centimeter cubes to measure item making sure to line up at endpoints. Count how many cubes it takes to measure item showing the accurate way to line up the cubes to get an accurate measurement. Repeat for multiple items. SW complete a problem set. A debrief and exit ticket will conclude the lesson.	Lesson begins with three fluency drills: Race and Roll Subtraction, Happy Counting, and Sprint-Subtraction Within 20. SW then complete the Application Problem. During Concept Development, SW try to measure the wrist with centimeter cubes to notice that it does not work. Problem solve to find that a string is the best way to measure your wrist. Now lay out string and measure with centimeter cubes. Introduce a ruler to the students. Compare cubes to measurements on a ruler. Play game with cubes and ruler where students roll dice and keep adding cubes to length. SW complete a problem set. A debrief and exit ticket will conclude the lesson.	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	SW complete Module 3 Topic B quiz
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Topic C quiz	Exit Ticket	Exit Ticket	Topic C Review	Topic C Quiz
Links:	Links:	Links:	Links:	Links:
https://embarc.online/mod/page/view.php?id=6798	https://www.teacherspayteachers.com/Product/3-D-Shape-Attributes-2396672		www.zearn.org	www.zearn.org
			https://www.teacherspayteachers.com/Product/3D-Shape-Sort-Color-Draw-1139152	https://www.teacherspayteachers.com/Product/3D-Shape-Sort-Color-Draw-1139152
	https://embarc.online/mod/page/view.php?id=6797			
	https://www.teacherspayteachers.com/Product/Place-Value-Centers-Freebie-1042471			
Science	Science	Science	Science	Science
Chapter 3 Lesson 2 part 1	Chapter 3 Lesson 2 part 2	Chapter 3 Lesson 3 part 1	Chapter 3 Lesson 3 part 2	Chapter 3 Test
Standards:	Standards:	Standards:	Standards:	Standards:
3.2.1.B6	3.2.1.B6	3.2.1.B6	3.2.1.B6	3.2.1.B6
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
SW describe patterns that cause day and night.	SW describe patterns that cause day and night.	SW analyze how weather changes from season to season	SW analyze how weather changes from season to season	SW complete Chapter 3 test
Materials:	Materials:	Materials:	Materials:	Materials:
pencil, workbook	pencil, workbook	pencil, workbook	pencil, workbook	pencil, workbook
Procedure:	Procedure:	Procedure:	Procedure:	Procedure:
Engage:	Explain:	Engage:	Explain:	SW review concepts learned during Chapter 3.
Complete Invision It: Tell how day and night are different	Review Vocabulary	Complete Invision It: Circle the picture that matches the current season.	Review Vocabulary	SW complete Chapter 3 test
Explain: Introduce vocabulary word-rotation.	Read pages 122-123	Explain: Introduce vocabulary word-season.	Read pages 126-127.	
Complete page 119-121	Complete activities on the above pages.	Read pages 124-125.	Complete activities on the above pages.	
Complete questions on each of the above pages.		Complete activities on the above pages.		
Vocab:	Vocab:	Vocab:	Vocab:	Vocab:
rotation	rotation	season	season	

Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	
Pages 119-121	Pages 122-123	Pages 124-125	Pages 126-127	Pages 126-127	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	
Pages 108-109	Pages 110-111	Pages 112-113	Completion of pages above	Test Completion	