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| **Grade 1** | **Lesson:**  **Class Schedule** | | Reference to English Interconnections Lesson  Changes at School | |
| **Social Studies Standard(s): Standard I Objective 1** | | | | |
| **Content Objective(s):** | | **Language Objective(s):** | | |
| Students will identify what they do each day at school and recognize how each days schedule is different.  *I can recognize the different activities done during the week.* | | Students will say their favorite activity at school.  *I can say my favorite activity at school.* | | |
| **Essential Questions:**  How are things both similar and different at school? | | **Required Academic Vocabulary for Word Wall:**  **Listen:** math, science, social studies, literacy  **Speak:**  **Read:**  **Write:**  **Sentence Frames:** | | |
| **Materials:**   * Chart paper * Markers * Blank drawing paper (1 per student) * Cards with each part of the class schedule written on them with a picture to represent each activity   + Art, opening, self-start, math, literacy, PE, music, computers, science, social studies, lunch, recess, centers… | | **Additional Lesson Vocabulary:**  math, science, social studies, music, art, computers, literacy, opening, calendar, PE… | | |
| **Lesson:** | | | | **Instructional Time: 20 minutes** |
| **Opening:** **(3 minutes)**   * Every class and every school has a different schedule. Please adapt this lesson to the schedule you use in your class. * It is important to go over the daily schedule with your students each day to prepare them for the day. * Have the class calendar ready to use for the beginning of this lesson.   **T: “You come to school on Monday, Tuesday, Wednesday, Thursday and Friday. What time do you come to school?”**  S: *will respond, “at 8:30.”* (or the time the students come to school)  **T: “Yes, we come to school at 8:30. Does that ever change?”**   * Draw a clock on the board with 8:30 drawn on it.   S: *will say, “no.”*  **T: “No, it doesn’t change. What time do you go home?”**  S: *will say, “at 3:30”*  **T: “Does that ever change?”**   * Draw another clock on the board with the dismissal times on it.   S: *will respond, “yes” or “no.”* (some schools have short days)  **T: “You are correct! So, some things in our schedule will change and others will not. Today we are going to review our daily and weekly schedule.”**  **Introduction to New Material (Direct Instruction): (12 minutes)**  **T: “Today I am going to ask you what we do during the day. What is our daily routine for Monday?** (point at Monday on the calendar) **What do we do first?”**   * Use the cards you have with pictures that represent the activity done during the day to give the students options to choose from.   **T: “Do we start the day with calendar or music?”** (show the calendar and music cards)  S: *will respond, “calendar.”*  **T: “Yes, we start the day with calendar. I will put the calendar card on the board next to the time of 8:30.”**  **T: “What do we do next on Monday? Do we go to computers or art or math?”**  S: *will respond, “math.”*  **T: “Yes, we have math at 9:00 AM on Monday. I will put math up next to 9:00.”**   * Go through the rest of the things the class does on Monday and put them up on the board as a list. Then go through each day. * Explain that some things stay the same every day but other activities will change.   **Closing: (2 minutes)**  **T: “Good job today! We review everything we do throughout the week! What is your favorite thing to do? Is it math, science, literacy, music, commuters…? Please tell your neighbor.”**  S: *will turn to their neighbor and say their favorite activity throughout the week.*  **T: “Next time we will talk about changes in our school again. Instead of talking about changes in our daily routine, we will talk about how school has changed from when our grandparents went to school to how it is now!”** | | | | |
| **Assessment:** | | | | |
| **Observation of Class Discussion** | | | | |
| **Extra Ideas:** | | | | |
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