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# Wisconsin 1 Science

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Wisconsin                                                 |
| Grade            | 1 (Elementary)                                            |
| Subject          | Science                                                   |
| Course category  | Core                                                      |
| Standards family | Science                                                   |
| Framework        | Wisconsin Academic Standards                              |
| Issuing agency   | Wisconsin Department of Public Instruction                |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Light Through Materials

### Unit 3: Light and Materials · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                      |
|--------------------|----------------------------------------------------------------------|
| Essential question | What happens when light meets different materials?                   |
| Standards          | <b>Light Through Different Materials -&gt; 1-PS4-1 strand</b> — text |
| Learning target    | "I can sort materials by what they do to light."                     |
| Local dates        | _____ (enter your school dates)                                      |

#### Measurable objectives

- Students will plan and carry out investigations to determine how light is affected when it interacts with various types of materials.
- Students will classify materials by how they affect light.

#### Success criteria (student-friendly)

- "I shine light at the material."
- "I observe what happens."
- "I sort it into a group."

#### Academic vocabulary

transparent, translucent, opaque, material, through

#### Materials and technology

- Torches
- Clear plastic
- Tissue paper
- Card
- Sorting trays

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Product: child classifies materials by their effect on light.

**Family communication**

Test which things at home let light through.

## Day 41 — Light Straight Through

Week 9, Day 1 · Unit 3 · Standards: 1-PS4-1

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | Transparent materials.                           |
| Learning target   | "I can sort materials by what they do to light." |
| Vocabulary in use | transparent, translucent, opaque                 |
| Local date        | _____                                            |

### Learning sequence

Wonder: which let light through? Investigate: clear materials. Observe: light passes, object visible. Explain: transparent. Record: group formed.

### Check for understanding

Student identifies a transparent material.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Light Partly Through

### Week 9, Day 2 · Unit 3 · Standards: 1-PS4-1

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | Translucent materials.                           |
| Learning target   | "I can sort materials by what they do to light." |
| Vocabulary in use | transparent, translucent, opaque                 |
| Local date        | _____                                            |

### Learning sequence

Wonder: what about tissue? Investigate: translucent materials. Observe: light passes, image blurred. Explain: translucent. Record: group formed.

### Check for understanding

Student identifies a translucent material.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — No Light Through

Week 9, Day 3 · Unit 3 · Standards: 1-PS4-1

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | Opaque materials.                                |
| Learning target   | "I can sort materials by what they do to light." |
| Vocabulary in use | transparent, translucent, opaque                 |
| Local date        | _____                                            |

### Learning sequence

Wonder: what blocks it? Investigate: card and wood. Observe: no light passes. Explain: opaque. Record: group formed.

### Check for understanding

Student identifies an opaque material.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Planning Our Own Test

### Week 9, Day 4 · Unit 3 · Standards: 1-PS4-1

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | Planning an investigation.                       |
| Learning target   | "I can sort materials by what they do to light." |
| Vocabulary in use | transparent, translucent, opaque                 |
| Local date        | _____                                            |

### Learning sequence

Wonder: how should we test? Investigate: planning method. Observe: agreeing a fair procedure. Explain: consistency. Record: plan written.

### Check for understanding

Student contributes to a plan for testing materials.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Sorting Everything We Have

### Week 9, Day 5 · Unit 3 · Standards: 1-PS4-1

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | Applying classification.                         |
| Learning target   | "I can sort materials by what they do to light." |
| Vocabulary in use | transparent, translucent, opaque                 |
| Local date        | _____                                            |

### Learning sequence

Wonder: where does each belong? Investigate: testing many materials. Observe: results. Explain: three groups. Record: sorted display.

### Check for understanding

Student classifies several materials correctly.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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Wisconsin Department of Public Instruction. Wisconsin Academic Standards. Retrieved 2026-07-27 from <https://dpi.wi.gov/standards>