

2012 NSLB Summer Institute Lesson Plan Template

Name: Phyllis Grayson	Name of Unit: It's New to Me	Date: July 20, 2012	Grade Level: 1st
Objective(s)	Procedures	Materials	Evaluation
<p>ELA RF 1.1a-Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p> <p>ELA RF 1.2- Demonstrate understanding of spoken words, syllables, and sounds</p>	<p><b>Opening:</b></p> <p><b>Anticipatory Set:</b> Students will be asked to think about a time when they were afraid to do something even though others were doing it. They will share their reflections with each other.</p> <p><b>Input:</b> The teacher will explain to students the importance of understanding their feelings and being able to express them to others. The teacher will introduce the story "<i>Sam and the Bag</i>" by Alison Jefferies to the students and explain that it is about a character who was afraid to join his friends in a game. We will discuss different feelings (happy, sad, excited, etc.) The teacher will review /a/ sound by having students listen for and identify the sound they hear at the beginning of such words as <b>and, at, ant, apple, Annie, act, ax, and add</b>. The teacher will introduce the spelling words by having students to sort the words into categories as the words are pronounced; words with two letters, and words with three letters.</p> <p><b>Modeling:</b> The teacher will model how to build words using the spelling words for the week. The teacher will write the letter <b>a</b> on</p>	<p>Students will need paper, pencils, crayons, and spelling word list</p> <p>The teacher will need a whiteboard, markers, list of spelling words</p> <p><b>Online Websites</b>  <a href="http://www.harcortreading.com">www.harcortreading.com</a></p> <p><b>A+ activities</b>  <b>AR activities</b></p>	<p>Students will be evaluated orally based on responses to questions,</p> <p>Check student journals for sentences</p>

2012 NSLB Summer Institute Lesson Plan Template

the board having students to give the sound for that letter, then an **m** will be placed next to the **a** and the students will give the sound for **m**. They will listen to the teacher blend the sounds together to make the word **am**. They will repeat the word. An **h** will be placed in front to make the word **ham** which will be sounded out and repeated by the students. The **m** will be replaced with a **d** to create the word **had** and this will continue until all **short a** words are built.

**Check for understanding:** Sentences will be written on the board containing words with the /a/ sound. Students will read the sentences and identify the words with the /a/ sound. Students will also be asked what makes each group of words a sentence as a review and reminder that sentences must start with a capital letter and end with a punctuation mark to review sentence structure.

**Work Period:** The student will review sentences, and identify short /a/ sounds in words.

**Guided practice:** The teacher and students will create a list of things that they like to do.(List title **I like to...**) After the teacher models how to create a sentence from the list, the students will then choose two things

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	<p>they like to do and compose a sentence for each thing using capital letters and punctuation correctly. Students will also use as many short /a/ words as possible and underline them in their sentences. DOK 2</p> <p><b>Closing</b> : Students will answer the following essential questions: What is the importance of understanding and expressing their feelings? And; How do I determine if a group of words is a sentence or not? We will review the spelling words emphasizing the /a/ sound.</p> <p><b>Independent practice:</b> Centers- Students will read instructional level books with a focus on determining characters' feelings. They will also work on handwriting skills by copying their spelling words from the board. They will listen to text on tape or review sight words with a partner.</p> <p><b><u>Enrichment</u></b> students will create a short story about something they like to do.</p> <p><b><u>Remediation</u></b> students will work on recognizing short vowel sounds and blending letters to form words</p>		
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For each lesson plan, do the following:

1. Identify the domain
2. Align the standards
3. Address diversity
4. Infuse technology