



BSD Lesson Plans
2018-19
School: Mamie Martin

Teacher: 1 st grade		Date: December 3- 14, 2018	Subject: Reading/L.A.
Standard(s)	RI 1.10. RL 1.9, L1.1b, L1.5a, RL1.5, RL 1.7 , W1.2		
Learning Target(s) (based on the language of the standard)	<ul style="list-style-type: none">-With prompting and support, read informational texts appropriately complex for grade 1.-Compare and contrast the adventures and experiences of characters in stories.-Use common, proper, and possessive nouns.-Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.-Use illustrations and details in a story to describe its characters, setting, or events.-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
Procedures (8-10)	<p><u>Writing Focus:</u> Students will work on producing a descriptive writing that contains key details that focus on a given topic. Students will write about a time that they helped a friend. With guidance from teachers, students will also focus on story elements and retelling the story</p> <p><u>Language Focus:</u> Students will identify and recognize common, proper, and possessive nouns. They will continue to work on writing in complete sentences using adjectives to add detail.</p> <p><u>Reading Focus:</u> Students will read the folktale text “How Leopard Got His Spots” and discuss the use of illustrations in the story to better understand the characters and central</p>		



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message of the story. We will use an anchor chart to identify the sequence of events in the story. We will reread the story to increase fluency and demonstrate expression and stress while reading. Read “The Rain Forest” with the students and compare and contrast both selections. Tell how the places where the animals live are alike and different.

Vocabulary Use: Use the read aloud “Turtle, Frog, and Rat” to introduce oral vocabulary words- view, frisky, adventure, shivered, tumbled, spied. Use the context cards to introduce the words to know- been, brown, know, never, off, out, own, very. Students will orally give me sentences with each word. Students will identify and match homophones. Play a game with word cards and try to find its homophone match. Discuss clothes that you wear in the winter then play a season sort game online.

Phonics Instruction: Use the story selection on words with digraphs ch, tch, possessive, and phonogram -atch. **Saxon Phonics and yellow Micheal Heggerty book** is used as a supplemental program to teach/reinforce phonological awareness and phonics skills.

Science: We will use books and other media to study leopards in the story. We will discuss what they eat and where they live. (MS Frameworks G1 Competency 3e)

Small Group Instruction:

Use leveled reader to increase student fluency, comprehension, and word recognition.

Use oral vocabulary lessons from Curious with Words.



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	<p>Provide independent practice of skills through use of listening centers, Moby Maxx, independent reading, practice workbooks, and hands-on activities when appropriate.</p> <p>When finished with lesson, we will start on the Christmas unit and crafts.</p>
Daily Grade Assignments (classwork/homework)	Saxon Homework, Weekly Saxon Assessment, and Journeys Spelling test
Example of an Assessment Item Related to the Standard	<p>Circle which noun best completes the sentence.</p> <p>_____ bone is gone.</p> <p>Alex's Alexs</p>