

Lesson Plan Notebook

Topic	Place Value
Lesson	9
Grade Level	1 st grade
Rationale	The primary goal is to assist students in interpreting two-digit numbers as either tens and some ones or as all ones.
Where/How would this lesson fit in to the overall unit plan?	This lesson would occur after an introduction to place value has taken place. Students will understand the concept of a “tens” and an “ones” place in regards to reading numbers. Students will briefly be introduced to
Estimated length of time to teach this lesson	25-30 minutes.
Common Core State Standards (CCSS) / GLCE	N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – The purpose of this unit is to model and study the place values of numbers up to 40 in a variety of ways. Students will focus on the role of place value when adding and subtracting numbers and how to manipulate them. - <u>Lesson Objective</u> – Students will be able to decipher two-digit numbers by labeling them as “tens and some ones” or by referring to them as all ones. Students will break apart and put numbers back together based on their place value. - <u>Performance Objective</u> – As a result of the lesson, students will count tens and ones in various picture representations and either label them as tens and ones or as all ones. Students will also match various pictures together that are shown in different ways (i.e. written out, using linking cubes, etc.)
Materials Needed	Problem set for Lesson 3 (attached) Pencil
Anticipatory Set (the “hook”)	To begin the lesson, review what place value is. Explain to students that they will be using their magic counting fingers today to show place value in two-digit numbers. Ask students various numbers (1-10) and show them using their fingers how to figure it out (i.e. 9 ones = 9 fingers). After, ask students a two-digit number. How could we show this when we only have ten fingers? For example, ask students how they would show the number 34. Call up four students to demonstrate. Have three students hold up their ten fingers and the last student holds up four. Ask students how many tens and ones need to be made to make 34. Afterwards, ask students how many ones it would take to make 34 (i.e. 3 tens and 4 ones or 34 ones). Provide a few more examples similar to this so students get in the right mindset to then complete their problem set.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – I will provide the necessary examples (see anticipatory set) for students to understand the concept that they will be learning (place value of tens and ones). Afterwards, I will guide students through the problem set for this lesson and complete as a class. - <u>CfU</u> – Since the students will be working as a class, I will use name sticks to call on students randomly to check their understanding. If a student is still struggling with the concept, I will guide him or her through the problem to see if they understand. I will periodically ask the students to give “thumbs up” or “thumbs down” to quickly assess those who are understanding the concept and those who will need extra practice or assistance. - <u>Guided Practice</u> – The problem set for this lesson will be the students’ guided practice. I will be assisting the students through this problem set while also asking for their participation as well. This will help in the students showing me what exactly they know about this place value concept as well as hold themselves accountable for completing the worksheet correctly. - <u>Closure</u> – To wrap-up the lesson, I will ask students if there are any further questions or concerns regarding this lesson. Is there anything that does not make sense or need to be cleared up? If time allows, provide the students with the exit ticket (for Lesson 3 – see attached) which will allow me to see how well the students understood the concept when they are given it in a slightly different form and are asked to do it independently. - <u>Independent Practice</u> – Lesson 3 homework will be assigned and to be returned the next day to be checked (see attached).
Assessment	This lesson is simply a quick formative assessment for me to see how students are doing with place value as a concept thus far. Since it is still rather early in the unit, I do not expect students to have a very solid foundation about how to do everything correctly the first time. I will assess the students based on the problem set and their participation as we go through it. Afterwards, I will also assess the students based on the exit ticket that is assigned for post-lesson review and allows me to answer any further questions or clear up confusion for the students who are still not understanding.

Self-evaluation/
Reflection

How effective was my anticipatory set? Was using fingers and actual students effective or were the other students distracted by them or the fact that they had not been chosen? How could I better get this concept across using manipulatives? Was I at an okay rate in completing the problem set with the students (i.e. did I move too slowly or quickly?). Did this allow students enough time to think and figure out the problem at hand, or were they simply copying what I write down? How can I better individualize and assess the students (especially those who may be more fearful or worried to speak out in front of the rest of the class if they do not understand something)? What modifications or further direction could I apply so that the students are able to work more independently on the problem set in the future (so I have the opportunity to assess these students further)?

Topic	Unit: Ordering and Comparing Length Measurements as Numbers Topic: Measuring with centimeter cubes in standard unit names
Lesson	10
Grade Level	1 st grade
Rationale	The primary goal is to further the students' knowledge of measurement using the centimeter cubes as a tool of measurement. This lesson will reinforce the students' knowledge of measuring in centimeters using another tool (versus a ruler or standard type of measurement tool).
Where/How would this lesson fit in to the overall unit plan?	This lesson will be taught after the students have been introduced to measurement and have used different tools to try to measure. Once the students have gained this knowledge, they will then begin to use more standard forms of measurement (i.e. centimeter cubes)
Estimated length of time to teach this lesson	35-40 minutes.
Common Core State Standards (CCSS)	CCSS.MATH.CONTENT.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	- <u>Unit Objective</u> – The purpose of this unit is to compare and contrast different lengths of objects and items using various measurement tools. Students will be introduced to the idea of “longer than” versus “shorter than” to compare objects based on length. Students will also use “centimeters” as the length of measurements. - <u>Lesson Objective</u> – Students will know how to rename and measure with centimeter cubes, using their standard unit name of centimeters (<i>Common Core Mathematics</i> , Grade 1, Module 3, Lesson 5) - <u>Performance Objective</u> – As a result of the lesson, students will be able to use centimeter cubes to compare and contrast lengths of various objects.
Materials Needed	Centimeter cubes (at least 20 per student) String Scissors Centimeter ruler *All of these items should be in a Ziploc bag beforehand for each student. Lesson 5 Problem Set (attached) Lesson 5 Homework (attached)
Anticipatory Set (the “hook”)	To begin the lesson, the students will all be at their desks. I will explain a story saying that my mother wants to buy me a bracelet while she is on vacation. However, she wants to make sure the bracelet fits my wrist. I will ask the students what I could do to measure my wrist and allow them time to talk and think it over. After they have had time, I will then help them reach the conclusion that I would need a string and could measure that string using centimeter cubes afterwards. I will explain to them what a ruler is and how that measures the same way as the centimeter cubes they have been working with. I will demonstrate to the class how the number of centimeter cubes line up with the same number on the ruler (from the centimeter side). Afterwards, I will explain to students that this is how we will be measuring from now on (i.e. rather than say “centimeter cubes” we will just use the unit of measurement as “centimeters”).
Procedures/Activities: -Teacher Input - <u>C</u> hecking for <u>U</u> nderstanding -Guided Practice -Closure -Independent Practice	- <u>Teacher Input</u> – I will provide the problem set and the basic directions to the students once I have finished the anticipatory set (the students also have a “sprint” to do before beginning the problem set. This is a time for the students to work on their basic addition and subtraction skills up to twenty timed for a minute and a half. They will complete two of these “sprints”). The students will be working on various problems and measurements using their centimeter cubes and then comparing various objects to one another to see which are longer and shorter in comparison. - <u>CfU</u> – Once I have explained the directions to the problem set, I will allow the students time to work on their own (by dictating how far along they should go before we will stop to check the answers). This will allow me to time to work with the students who need the extra help or assistance in measuring the objects. - <u>Guided Practice</u> – The actual completion of the problem set (*attached) is the guided practice. This will allow students time to work individually, with their peers, or with myself in order to further learn the concept of measurement and centimeters based on the manipulatives they are given. - <u>Closure</u> – To wrap-up the lesson, I will finish reviewing the problem set with the students and ask for any further questions. I will review what a “centimeter” is versus a “centimeter cube” and how they are the same. - <u>Independent Practice</u> – Homework will be assigned in the form of a worksheet. It directly relates to the Problem Set that the students have completed in class.

Assessment	The students will independently work on the Problem Set at various parts. This is a quick formative assessment for me to see how well the students are grasping the concept of a “centimeter” versus a “centimeter cube” and also making sure that they know how to properly and correctly measure various objects (i.e. making sure to line up the endpoints, measuring the entire object, etc.). By having the ability to walk around the room while the students are individually working, I will be able to quickly and formally assess how students are grasping the concept.
Self-evaluation/ Reflection	Once I have finished the lesson, I will ask myself how effective it was. I will directly address the students to see if there are any further problems or questions that they do not understand, especially since we are now using an actual form of measurement (centimeters). Was allowing them time to work individually effective? Or was this simply a time for the students to talk and act silly rather than work on the work? Was my pace too slow or too fast when explaining the directions or the problems? Was there enough guidance and extra support in the room (did I devote enough time to assist the student s who needed it)? For the students who do require extra assistance in mathematics, was I able to sit down and explain the directions further and longer enough so that they were able to assess how well they did? Was the way that this lesson laid out help contribute to the students’ overall understanding of the measurement unit?

Topic	Unit: Writer's Workshop ("How To") Topic: How To Eat an Oreo Cookie
Lesson	11
Grade Level	1 st grade
Rationale	The primary goal is to assist students in their "How To" unit of writing. This lesson will focus on student's capabilities of writing in a logical sequence along with using critical thinking skills. This will enhance students' printing skills also.
Where/How would this lesson fit in to the overall unit plan?	This lesson will be taught after the introduction of the "How To" unit. Students have gained exposure to published "How To" books along with having the opportunity to begin writing their own based on their own personal skills and abilities.
Estimated length of time to teach this lesson	25-30 minutes.
Common Core State Standards (CCSS)	CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	- <u>Unit Objective</u> – Students will learn how to write a "How To" piece of writing with at least four steps, including using correct transitional words in each step. - <u>Lesson Objective</u> – Students will know how to make a personalized "How To Eat an Oreo Cookie" writing piece based on personal preferences. - <u>Performance Objective</u> – As a result of the lesson, students will produce a written "How To Eat an Oreo Cookie" piece that includes illustrations that correlate with the steps.
Materials Needed	"How To Eat an Oreo Cookie" handout https://docs.google.com/a/rc.edu/file/d/0B0bn51-8JcKsZG5pNXp2QXc2X2s/edit Pencil Crayons and/or colored pencils "Transition Words or Phrases to use in a How To" handout (optional for individual copies) https://docs.google.com/a/rc.edu/file/d/0B0bn51-8JcKsUGJyVUE0dTdFMVkJ/edit **page 8 Oreo cookies (optional)
Anticipatory Set (the "hook")	To begin the lesson, the students will all be on the carpet. I will review what we have been working on for the last few weeks in Writer's Workshop (beginning the "How To" unit). Next, I will discuss with the students about how they personally eat a cookie (in particular, Oreos). I will have different students share how they eat an Oreo. I will introduce the "How To Eat an Oreo Cookie" handout (along with an example that I have completed) and explain to students that today, we will be writing our own personalized book about how each of us eats Oreos.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	- <u>Teacher Input</u> – The class and I will work together at the beginning (during the anticipatory set) to discuss how we eat Oreos and get the students thinking about the steps they take before, during, and after eating one. I will introduce the handout and explain the directions for writing this particular "How To" and what the students need to think about before and during their writing time. Students will be required to cut-out the handout that is given, write the steps for their own personal way of eating an Oreo, and then staple and color (if enough time is allotted) the book and illustrations. - <u>CfU</u> – Once I have explained the directions, I will walk around and observe and assist the students who need extra help or may not understand how to get started with their writing piece. - <u>Guided Practice</u> – The actual writing of the "How To Eat an Oreo Cookie" is the practice for the students. This provides them with extra practice in writing another "How To" (with a common topic among the entire class) to allow them to see the variations in writing and the step-by-step process among their peers. - <u>Closure</u> – To wrap-up the lesson, I will provide students with an Oreo cookie and advise them to eat it how they wrote it down (*this is an optional step depending on the health and allergies of the students in the room). Students will have the opportunity to share their "How To" either with the whole class or in small groups. - <u>Independent Practice</u> – No homework will be given related to this lesson.
Assessment	The students will independently work on writing their "How To" books. While this is a formative assessment, this does provide students with extra practice in writing a "How To" with a class-wide topic. Students will get affirmations on their understanding of a step-by-step process when writing this type of piece. Students will also gain more practice in using transitional words in their writing pieces.
Self-evaluation/ Reflection	After the lesson, I will ask myself how effective the lesson was. Was this effective for the students? Was choosing a class-wide topic worthwhile for the variation of writers in the room? For the struggling students, was there enough guidance and extra support in the room (did I devote enough time to assist them)? Was this a topic that the students were interested in and were excited to write about? For the students who required extra assistance, was this something that they were able to

	understand and at least work on independently for portions of it? Lastly, did this contribute to the students' overall understanding of the "How To" unit?
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Topic	Unit: Phonics Topic: Spelling
Lesson	12
Grade Level	1 st grade
Rationale	The primary goal is to assist students in working on weekly spelling word lists (of different word families) through various games and other practice skills.
Where/How would this lesson fit in to the overall unit plan?	This lesson would be taught at some point (during the middle of the week preferably) on a weekly basis to assist students in practicing all spelling words before the spelling test is given at the end of the week on Friday.
Estimated length of time to teach this lesson	20-25 minutes.
Content Standard	Conventions of Standard English: CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Common Core State Standards (CCSS)	CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	- <u>Unit Objective</u> – Students will practice spelling words of particular word families on a weekly basis (this lesson will focus on –ad and –ill words) through various practice (writing, games, etc.). - <u>Lesson Objective</u> – Students will know how to practice spelling words on a weekly basis in a variety of ways. - <u>Performance Objective</u> – As a result of the lesson, students will be able to practice spelling words ending in –ab.
Materials Needed	SmartBoard Lesson Pencil Lined paper
Anticipatory Set (the “hook”)	To begin the lesson, the students will all be in their seats as a whole group. I will ask students to remind me what their word family is this week and what all of their spelling words end in (i.e. in this lesson it is “ab”). Next, I will explain to students that today we will be working with this word family along with the one from last week (-ill) through different games and writing practice.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	- <u>Teacher Input</u> – From the beginning of the lesson, students will be together as a whole group working on the SmartBoard lesson. Various students will come up with my assistance to the SmartBoard to write words and answer questions. - <u>CfU</u> –The lesson will start with student sorting their spelling words from the week before (-ill) and this week (-ab) based on their ending sound. Next, students will do a word sort to put the letters in the correct order and spell a word. After, students will figure out which spelling word fits best into various sentences. - <u>Guided Practice</u> – Once the various practice games are finished, students will then write down sentences with each of their spelling words. I will emphasize that not every word in their sentences have to be spelled correctly (but an effort needs to be made to spell them). However, the spelling word must be spelled correctly. - <u>Closure</u> – To wrap-up the lesson, I will have students either share their sentence or come to the SmartBoard and write their sentence down and read it to the rest of the class if they choose. I will also have students listen to a song version of the book <i>Hop on Pop</i> by Dr. Seuss. https://www.youtube.com/watch?v=6uhX-GJbWa8 - <u>Independent Practice</u> – No homework will be given related to this lesson.
Assessment	The students will independently work on writing sentences for their spelling words for this week. This will help me to see that students are able to use the words properly in a sentence (i.e. understand what each word means) and also be able to spell them correctly. This is another way for students to practice writing these spelling words down and will help them on their spelling test later in the week.
Self-evaluation/ Reflection	I was pleased with how the overall lesson went. The students were very engaged in both the whole-group and independent portions of the lesson. The content did seem familiar to them, so it was a great review for them as far as recognizing vowels in words and understanding the concept that all words contain at least one vowel. I would like to develop more ways to gain attention back to me when the class begins to lose concentration or becomes distracted by other

	<p>things. Another change that I would modify the lesson with is to have more of a closure/wrap-up at the end if I had had more time. I would have reviewed the independent chart I had given the students and talked about any similarities or differences they had found in the vowels and which vowel was the most recurring in that list of high-frequency words I had provided them. Another modification I would have made is to have had more time to spend with the special needs student in the room (who has Cerebral Palsy) and worked more with her. Overall though, I was happy with how the lesson went and think that the students enjoyed it also.</p>
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Topic	Unit: Phonics Topic: Noticing Vowels in Words
Lesson	13
Grade Level	1 st grade
Rationale	The primary goal is to help students know the names of all of the vowels in the alphabet (A, E, I, O, U, and sometimes Y) and understanding the concept that every word in the English language has at least one vowel in it.
Where/How would this lesson fit in to the overall unit plan?	This lesson would be taught once students were familiar with all of the names in their class and are able to correctly at least their own name down on paper. Students should have some sort of understanding of what a “consonant” and a “vowel” are in regards to letters.
Estimated length of time to teach this lesson	25-30 minutes.
Content Standard	Conventions of Standard English: CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Common Core State Standards (CCSS)	CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters. CCSS.ELA-LITERACY.L.1.1.B Use common, proper, and possessive nouns.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – Students will understand the differences between a “vowel” and a “consonant” and be able to properly apply various phonics skills. - <u>Lesson Objective</u> – Students will know how to define a “vowel” and a “consonant” in regards to letters. Students will recognize that all names have at least one vowel in them. - <u>Performance Objective</u> – As a result of the lesson, students will be able to correctly write their name down and distinguish what vowels are inside of their name.
Materials Needed	Poster-size graph paper Name chart (every student in the class) Markers Index cards List of high-frequency words (attached)
Anticipatory Set (the “hook”)	To begin the lesson, I will have the students together as a whole-group. At the bottom of the poster-size graph paper, I will have each of the vowels listed below. I will ask students what they know about these letters in particular. I will ask leading questions if they cannot come up with the word “vowel” and will define if necessary. I will tell students that today, we will be finding the vowels in our names.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – From the beginning of the lesson, students will be together as a whole group. I will define or review the meaning of what a “vowel” is and explain that a vowel is in each and every one of the students’ names. The class and I will work together to figure out what vowels are in the names of each student. - <u>CfU</u> –The lesson will start with the students writing their first name above each vowel that is found in it on the graph one-by-one. I will model this first by showing them with my own name and displaying it in more than one area (because my name has more than one vowel in it). I will be able to see if students understand what vowels are in each of their names based on where they write their name in the chart. - <u>Guided Practice</u> – Once the chart is finished with each students’ first name, I will have each student go back and work on figuring out which high-frequency words (based on the list that I have given them) contain which vowels (similar to the activity we previously did with their own names). They will write in each word on the chart. - <u>Closure</u> – To finish the lesson, I will ask students which high-frequency words go in each vowel category. - <u>Independent Practice</u> – No homework will be given related to this lesson.
Assessment	The students will independently work on the high-frequency words chart and sorting them into the different vowels on the graph. I will be able to assess how well students understood what a vowel is and how some words may contain more than one vowel based on if they are writing it in more than one vowel line.
Self-evaluation/ Reflection	Once the lesson is finished, I will base my self-evaluation on how well I was able to manage the classroom and the student interaction during the whole group and independent working time. Did students already have an understanding of what a “vowel” was versus a “consonant”? Did they understand that some words contain more than one vowel (and therefore had to be written

	<p>in more than one category?) Was the lesson modified enough (with the help of a para-professional in the room) for those who may have some sort of learning impairment or disability? Once the lesson is finished, I will be able to gauge if I should have changed or modified any portion of the lesson to better fit the needs of the students in the class and allow the lesson to run smoother in the future.</p>
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High-Frequency Word List (for Lesson 13)

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Topic	Unit: Phonics Topic: Spelling (“Hickory Dickory Dock”)
Lesson	14
Grade Level	1 st grade
Rationale	Students will determine beginning and end sounds along with identifying various word families in different formats.
Where/How would this lesson fit in to the overall unit plan?	This lesson would be taught at some point when the students have a spelling list containing the “/ock/” ending sound and given before Friday (the day of the spelling test) to assist students in another form of practicing their spelling words for the week.
Estimated length of time to teach this lesson	20-25 minutes.
Content Standard / Common Core State Standards (CCSS)	Conventions of Standard English: CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – Students will practice spelling words (as they change weekly based on ending sounds) in a variety of ways. - <u>Lesson Objective</u> – Students will determine the different rhyming sounds that can be found in the nursery rhyme, “Hickory Dickory Dock” using both blends and consonants. - <u>Performance Objective</u> – As a result of the lesson, students will be able to practice spelling words ending in /ock/.
Materials Needed	http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/hickorydickory.pdf (handout – pages 1 and 4, 1 per student) Pencil
Anticipatory Set (the “hook”)	To begin the lesson, the students will all be sitting together on the carpet. I will ask students to explain what a nursery rhyme is and if they can give any examples of a nursery rhyme. Once students have provided a few examples and are aware of what a nursery rhyme is, I will explain to them that today, we will be working with the nursery rhyme, “Hickory, Dickory, Dock” to go along with our /ock/ ending sounds in our spelling words this week. We will be discovering rhyming words that can be found in the poem.
Procedures/Activities: -Teacher Input - <u>C</u> hecking for <u>U</u> nderstanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – The teacher will provide input and explanation of what the students will be doing with the poem. The teacher will read aloud the poem once to students so they understand what they will be doing. - <u>CfU</u> – Read the poem, “Hickory Dickory Dock”. After students have finished, ask them to identify the words that rhyme in it. Point out the first letter of the rhyming words and have them blend the words together (ex. /d/. Blend that with the rest of the word /ock/). Once the previous direction has been repeated with all of the rhyming words, have students come up with different words that have the same ending (word families) and write them down. They will then act out the rhyme with the different words that have been incorporated in. - <u>Guided Practice</u> – The guided practice will be the students who work together to fill in the poem with the various rhyming words. The acting out portion will also be part of the guided practice as it will give students a chance to show what they have learned and that they understand the meaning of the words in the rhyme. - <u>Closure</u> – To wrap-up the lesson, students will share their various acting out portions in small groups. I will walk around and listen in and ask one student from each small group to share with the rest of the class so that the rest of their peers can hear what they have done. - <u>Independent Practice</u> – No homework will be given related to this lesson.
Assessment	I will assess the student learning outcomes as they are working individually. I will see how well the students are understanding that the same ending sounds are seen throughout the poem, but it is simply the beginning sound that is changing every time. Once more practice has given, a written test will be given to determine if students are capable of blending and developing words in various word families both orally and visually (and beginning and ending sounds).
Self-evaluation/ Reflection	Once students have completed the lesson, the teacher will review what the goals of the lesson were and if students achieved it to the best of their abilities. Was this rhyme successfully used to help students learn how to blend consonants and words to make new word families? Once the whole-group discussion has ended, were students able to move on their own and correctly use the newly formed vocabulary that came from the word families correctly in sentences? If the teacher is able to respond, “yes” to these questions, then they have successfully completed the lesson and targeted their specific learning outcomes for the students.

Topic	Unit: Place Value Topic: Building with Base-10 Blocks
Lesson	15
Grade Level	1 st grade
Rationale	The primary goal is to assist students in their place value knowledge along with learning about the real names of each type of block (i.e. flats, longs, and cubes).
Where/How would this lesson fit in to the overall unit plan?	This lesson would be taught once students have had a chance to work with the manipulatives and have an idea about how much each one is worth (i.e. one hundred, ten, and one).
Estimated length of time to teach this lesson	15-20 minutes.
Content Standard (GLCE)	Explore place value N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.*
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – Students will use place value to determine the variations in manipulatives and where numbers are placed inside a larger number. - <u>Lesson Objective</u> – Students will know how to determine various place value placements up to one hundred along with manipulating base-10 blocks to determine value. - <u>Performance Objective</u> – As a result of the lesson, students will be able to determine the differences between flats, longs, and cubes using and manipulating base-10 blocks and say the number that goes along with it (i.e. 2 flats, 9 longs, and 2 cubes = 292 cubes total).
Materials Needed	Base-10 blocks (flats, longs, and cubes – number needed can be determined by class size) Pencil “Building with Base-10 blocks” paper
Anticipatory Set (the “hook”)	To begin the lesson, I will hold up a flat, long, and cube and ask students to name what each one is and what it is worth. Once I have reviewed that with students, I will explain to them that today, they will be building whatever they choose with these base-10 blocks. However, as they are building they will have to write down how many of each block they used (i.e. how many flats, how many longs, how many cubes). Afterwards, they will need to write how many total blocks they used altogether to make their building.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – The teacher will explain the assignment to students and review the worth of each base-10 block. Once the students understand the assignment, they will work independently or in partners to begin building. - <u>CfU</u> – Students will either choose to work independently or with a partner to build something using the base-10 blocks. When students are finished building, they will have to write out how many flats, longs, and cubes they have used in what they have built. Both students must participate in figuring this out and will also have to write down how many total blocks they used in their building. - <u>Guided Practice</u> – Once the students have made what they planned to build using the manipulatives, they will then write down the number of flats, longs, and cubes they have used along with the total number of blocks altogether. This will give me a chance to see how well they understand the place value and adding up to a three-digit number. - <u>Closure</u> – To wrap-up the lesson, students will be able to walk around and see what other students have built with the manipulatives. Students will have a chance to guess how many of each (flat, long, and cubes) were used to make that building. - <u>Independent Practice</u> – No homework will be given related to this lesson.
Assessment	Students will be assessed on their creativity with building using the base-10 blocks along with incorporating buildings that require the use of all three types of blocks. The worksheet the students are required to complete will help me to assess how well they understand the differences between each type of block and how many were used of each one (based on accuracy) as I walk around and observe what the students are building.
Self-evaluation/ Reflection	How well did I explain each type of block? Were students able to understand the amount of each base-10 block? Did the students require more direction as far as how what to build? Were they focusing on the worksheet along with the building, or were they more distracted by their peers? Was enough time given for the students to manipulate and fill out the worksheet? Should the worksheet have required more of the students (i.e. drawing a sketch of what they made, writing out the numbers, etc.)? Was this lesson both fun and effective to enhance students’ knowledge of place value and using base-10 blocks?

Topic	Unit: Using bar graphs Topic: The Joys of Jelly Beans (sorting)
Lesson	16
Grade Level	1 st grade
Rationale	Students will use a manipulative (jelly beans) to work on making a bar graph along with sorting by colors.
Where/How would this lesson fit in to the overall unit plan?	This lesson could be taught once students have an understanding of what a bar graph is and how to make it when there are multiple items of the same kind. This lesson could also preferably be done around Easter time as it refers to a candy often more popularized during this month (Easter).
Estimated length of time to teach this lesson	20-25 minutes.
Content Standard / Common Core State Standards (CCSS)	Estimate and measure length M.UN.01.02 Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – Students will learn how to use a bar graph based on the data that is found in various manipulatives grouped together. - <u>Lesson Objective</u> – Using jelly beans, students will sort out a group of jelly beans by color and then make a bar graph representing the number of jelly beans per color. - <u>Performance Objective</u> – As a result of the lesson, students will be able to accurately draw and make a bar graph representing the various colors of jelly beans found in a randomized bag.
Materials Needed	Jelly beans (variety sort – at least 15-20 different colored jelly beans) Plastic Ziploc bag (snack or sandwich size) The Joys of Jelly Beans sorting sheet / bar graph (attached) Pencil Crayons or colored pencils
Anticipatory Set (the “hook”)	To begin the lesson, review with the students what a bar graph is. Provide an example if necessary. Explain to students that today, we will be working on making a bar graph based on various colors of jelly beans. If they are able to complete this bar graph correctly, they may even be able to eat some of the jelly beans at the end!
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – The teacher will provide input and explanation of what the students will be doing with the sort along with explaining or reviewing what a bar graph actually is. The teacher will provide the jelly beans and the worksheets for the students. - <u>CfU</u> – Each student will receive a Ziploc bag of jelly beans along with the sorting sheet and bar graph outline. The students will be required to first sort the jelly beans out based on the colors that are provided on the sorting sheet (red, green, black, white, orange, pink, yellow, purple). Make sure to explain to students that if they do not have a color that is on there, then to just leave that blank. Once they have sorted, they will then color up the bar graph the number of each color of jelly bean that they have. The students will color that bar on the graph whatever color the jelly bean is (i.e. if they have 3 pink jelly beans, they will color that bar 3 high using a pink color). Once students have completed this with every color jelly bean they have in their bag, they will then be allowed to eat a portion of the jelly beans. - <u>Guided Practice</u> – The guided practice is the actual sorting of the jelly beans along with producing an accurate bar graph of the data. - <u>Closure</u> – To wrap-up the lesson, students will be able to share what they noticed about their own personal bar graphs and how they may even compare to other students in the class (i.e. one student’s bag may have 8 white jelly beans while another student may not have any). Allow discussion to occur among the students to hear each one’s thoughts and ideas about this. - <u>Independent Practice</u> – No homework will be given related to this lesson.
Assessment	I will assess the student learning outcomes as they are working individually. As students are sorting, I will be able to assess if they are accurately sorting and representing the data as it appears (i.e. are they placing the correct colored jelly beans in the right category). This will also give me a chance to assess if their data is correctly represented from their bar graph and if their data matches up with the number of jelly beans that are inside of the bag. I will assess students as I am assisting throughout the lesson and then will formally be able to assess how well they did later on upon a second glance of their worksheets.
Self-evaluation/ Reflection	Was food a good idea to use to teach this concept? Were there any students that were allergic or unable to participate in the lesson due to an allergy? How could I relate this bar graph concept to a different, non-food item while also keeping the students’ attention? Were there any misconceptions about how to represent the bar graph once the students had sorted? Was

	enough time given and was able to accurately disperse myself around the room so that I was available to all students to answer questions or concerns? Next time, would I allow the students to eat the jelly beans once they have finished or should I have them all write down how many jelly beans are on each colored category?
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Topic	Unit: Poetry writing Topic: Recycling Acrostic Poem
Lesson	17
Grade Level	1 st grade
Rationale	The primary goal is to enhance student knowledge of acrostic poems while also addressing a larger issue and tying it in with an upcoming holiday (Earth Day).
Where/How would this lesson fit in to the overall unit plan?	This lesson will occur either close to or the week of Earth Day as it deals with recycling. Students will have had exposure to some type of poetry beforehand and understand what an acrostic poem is.
Estimated length of time to teach this lesson	15-20 minutes.
Content Standard (CCSS)	CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	- <u>Unit Objective</u> – Students will write various types of poetry concerning both information and fictional pieces and topics. - <u>Lesson Objective</u> – Students will learn and write about recycling through one form poetry (acrostic). - <u>Performance Objective</u> – As a result of the lesson, students will write an acrostic poem about recycling, using and brainstorming words that revolve around Earth Day and recycling.
Materials Needed	Acrostic poem (recycling – attached) Colored pencils / crayons Pencil
Anticipatory Set (the “hook”)	To begin the lesson, review with the students what an acrostic poem is. Provide a quick example if necessary. Since this lesson will be done sometime around Earth Day, explain to students that today, we will be writing about a task that can be done to help make the earth more beautiful: recycling. Using the letters of the word “recycle”, we will come up with words that start with each letter and draw a small picture with each one.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	- <u>Teacher Input</u> – The class will brainstorm a list of words that have to do with recycling (and have the letters of “recycle” that begin with it). The teacher will provide examples to the students who still need further direction. - <u>CfU</u> –Using the “recycling acrostic poem” worksheet, students will use words from the list of brainstormed words (or from their own ideas) to write in a word for each letter in the word “recycle”. The words chosen will surround ideas about recycling and how to help the earth. Afterwards, students will draw a picture that fits each word or phrase they chose to use per each letter. - <u>Guided Practice</u> – The actual writing of the poem will be the guided practice for the students to see how creative they can be with the words or phrases that they choose to use and the pictures that they draw. This will help me to see if they understand words that surround the idea of recycling and Earth Day. It will not only enhance the student’s knowledge, but will also help me to see how much they understand or any preconceived ideas they have about this holiday. - <u>Closure</u> – To wrap-up the lesson, students will share their poems in small groups and explain the pictures that they drew to go along with it. - <u>Independent Practice</u> – No homework will be given related to this lesson.
Assessment	Students will be assessed on not only their printing, but also the words that they choose to include in the poem. Whether it is words chosen from the brainstormed list, or words they came up with on their own, they will be assessed on how well they understand what an acrostic poem is and how it can be used to describe an even bigger concept overall (recycling).
Self-evaluation/ Reflection	Was the idea of an acrostic poem explained clearly enough to students? Did they understand that each smaller word spelled out with the letters of the word “recycle” surrounded the larger concept of “recycling”? Was enough time provided for students to complete the poem? Was I able to provide enough time and assistance to those who needed it (i.e. the special need student in the room)? Was there enough of a creative outlet for students to make the poem their own? How well were students engaged in the lesson?

Topic	Unit: Science (Earth Day activity) Topic: Trash-To-Treasure badge
Lesson	18
Grade Level	1 st grade
Rationale	The primary goal is to enhance student knowledge about Earth Day and how we as people who live on the earth can help save the earth and continue to make it beautiful through the choices that we make.
Where/How would this lesson fit in to the overall unit plan?	This lesson will occur the week of Earth Day (April 22).
Estimated length of time to teach this lesson	15-20 minutes.
Content Standard (CCSS)	CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text. CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	- Unit Objective – Students learn more about Earth Day and how we can help to reduce, reuse, and recycle the amount of waste that is produced every year on the earth. - Lesson Objective – Students will learn more about the various products that can be recycled in order to help make the earth a cleaner and waste-free place. - Performance Objective – As a result of the lesson, students will make a badge that explains the different recycling products that can be recycled and reused again to help the earth become a cleaner and waste-free place to live.
Materials Needed	“Trash-To-Treasure Mobile” (worksheet – attached) Green colored paper Colored pencils/crayons Black marker Glue Scissors
Anticipatory Set (the “hook”)	To begin the lesson, ask students what types of things can be recycled and reused again. Brainstorm a list of ideas that they come up with. Explain to students that so we can remember some of the main things that can be recycled, we are going to make a badge to wear so that we will not forget it, especially on Earth Day.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	- Teacher Input – As mentioned in the anticipatory set, the class will brainstorm a list of things that can be recycled in their own homes and things that they often see being recycled. Afterwards, students will then begin the project. - CfU – While students are working, I will walk around the room to monitor student progress assist those who need it. - Guided Practice – Using green construction paper, students will first color and then cut out each one of the circles on the worksheet. Once they are cut out, students will then choose how to glue each circle however they artistically choose. Once they are all glued on, students will take a black marker and write “We help the Earth by...” and make sure that it is written somewhere above or before each picture. At the end, the picture of the earth should be at the end so students can write a phrase that says how they help the earth (i.e. “We love the earth!”). - Independent Practice – No homework will be given related to this lesson.
Assessment	Students will be assessed on their completion of the project along with their creativity. This lesson not only focuses on the student’s ability to comprehend more information about Earth Day and recycling, but it is also with fine motor skills as far as cutting and coloring out the circles on the paper. This will assist students in furthering their knowledge about recycling products along with Earth Day.
Self-evaluation/ Reflection	How effective was the lesson? Were students actively engaged? Did this help to further their knowledge about recycling and how it can help the earth? Was this lesson appropriately targeted for the students who need the extra assistance and still struggle with the fine motor skills of cutting, writing, and coloring? Did the students have enough time to complete this assignment in the best way that they are able? How well was this assignment explained to assist students in their knowledge of recyclable products?

Topic	Unit: Science (Earth Day activity) Topic: Hooray for the Earth! Mini-book
Lesson	19
Grade Level	1 st grade
Rationale	The primary goal is to enhance student knowledge about Earth Day and how we as people who live on the earth can help save the earth and continue to make it beautiful through the choices that we make through reading a mini-book about all of the things that make up the earth and how we can preserve it.
Where/How would this lesson fit in to the overall unit plan?	This lesson will occur the week of Earth Day (April 22).
Estimated length of time to teach this lesson	15-20 minutes.
Content Standard (CCSS)	CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – Students learn more about Earth Day and how we can help to reduce, reuse, and recycle the amount of waste that is produced every year on the earth. - <u>Lesson Objective</u> – Students will learn about the various products and landforms found on earth and what makes it up. They will also learn about how we can help to preserve and save our planet. - <u>Performance Objective</u> – As a result of the lesson, students will read about the landforms and places that make up the earth independently. Students will color and cut out a mini-book that explains this and what we as humans have to be thankful for.
Materials Needed	“Hooray for the Earth!” mini-book (attached) Scissors Colored pencils / crayons Stapler
Anticipatory Set (the “hook”)	Begin the lesson by asking students what kinds of things can be found on the earth (i.e. major landforms, places, etc.). Discuss with the students how the earth is our planet that we live on and that different things make it up, but all of it still needs to be preserved. Explain to students that today, they will be independently attempting to read a mini-book that is all about the earth and afterwards they will make it into a book and color it.
Procedures/Activities: -Teacher Input - <u>Checking for Understanding</u> -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – As mentioned in the anticipatory set, the class will brainstorm a list of things that can be found on the earth. This will get students in the mindset of thinking about the earth and the things that we can do to be grateful to live here, but also how we can help to preserve it for many more years to come. - <u>CfU</u> – While students are working, I will walk around the room to monitor student progress and assist those who need it. - <u>Guided Practice</u> – Students will begin by reading the mini-book, “Hooray for the Earth!”. Since the book is yet to be put together, they will then color each page. Afterwards, students will cut out each page of the book. They will be required to then put each of the pages in order and staple it to make it look like a real “book”. - <u>Closure</u> – Once all of the students have completed putting the book together and coloring it, I will then have each student read one of the pages of the book and we will discuss its necessity on Earth and why it is important to preserve them. - <u>Independent Practice</u> – No homework will be given related to this lesson.
Assessment	Students will be assessed on their completion of the project along with their creativity. This lesson not only focuses on the student’s ability to learn more about Earth Day and the importance of preserving the earth, but it also focuses on fine motor skills for the students (cutting and coloring). Students will be required to try their best to read independently the book in its entirety. I will be able to assess as I am walking around the room and the students are working at their own pace to see how well they are reading it and completing the assignment.
Self-evaluation/ Reflection	How effective was the lesson? Were students actively engaged? Did this help to further their knowledge about the earth, its landforms, and how it can help the earth preserve itself? Was this lesson appropriately targeted for the students who need the extra assistance and still struggle with the fine motor skills of cutting and coloring? How well was this assignment explained to assist students in their knowledge of recyclable products? Was the closure effective for students who were not able to read the book in its entirety, or should I have made the assessment and closure more individualized so I could have listened to each student read aloud and assist those who needed it?

Topic	Unit: Spelling Topic: Weekly spelling word practice
Lesson	20
Grade Level	1 st grade
Rationale	The primary goal is to assist students in practicing the weekly word lists and word families before the spelling test that occurs every Friday.
Where/How would this lesson fit in to the overall unit plan?	This lesson will occur sometime between Monday-Thursday (before the weekly spelling test).
Estimated length of time to teach this lesson	10-15 minutes.
Content Standard (CCSS)	CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – Students will practice the word families assigned each week for the spelling test through a variety of games, practice, and activities. - <u>Lesson Objective</u> – Students will practice the word family assigned for the weekly spelling test through a game setting in which they will orally practice spelling the words. - <u>Performance Objective</u> – As a result of the lesson, students will be able to spell each one of the words on the word list both orally and written down through a similar “spelling bee” type game.
Materials Needed	Spelling word list (*this will change based on the week) Area in the classroom for the entire class to stand up (with room in between each student) List of other sight words / previous spelling lists
Anticipatory Set (the “hook”)	Begin the lesson by explaining to students that in order to practice for their spelling test this Friday, we will be playing a game that is very similar to a spelling bee. Explain what a spelling bee is for students who do not understand. Once students have an idea of what they are going to do, begin to explain the game in its entirety.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – The teacher will provide the word list and the other various spelling lists for the students to practice with as they are participating in the game. - <u>CfU</u> – It will be very easy to tell as I ask each student one by one how to spell a spelling word. I will be able to quickly assess and tell how well students understand this word family. - <u>Guided Practice</u> – All students will stand up in the gathered meeting area (in this case, each student has their own individual square on the carpet, so they will stand there). I will start in the first row by going through the spelling list. Each student will be required to spell one spelling word from the word list. If they are incorrect, they will sit down and wait until this round is finished and I will move on to the next student. Other rules include that they must stay quiet and in their designated carpet square. If they choose to speak out or spell the word, they will be disqualified for the next round to play. Once I have gotten through one whole round (i.e. I have asked each one of the students to spell a word from the current spelling list) I will then move on to previous spelling word lists from weeks prior or sight words that they have worked on. I will continue going around in a circular motion to each student until the last student is standing and has correctly spelled the word. - <u>Closure</u> – The last student standing will be the winner of that round. The game will continue for two or three more rounds, incorporating both the spelling word list from the current week along with the week’s prior. - <u>Independent Practice</u> – Students will be required to study and practice the weekly spelling word list for the test on Friday.
Assessment	It will be easy to assess how well the students are able to spell the word lists based on this spelling bee type game. Each student will have the opportunity to spell a word from the weekly list and if they get it incorrect, they will wait until the next round to try again. This is a great time to assess how well the students have been practicing and what word families are stumping them or they need extra assistance or practice on.
Self-evaluation/ Reflection	Were the students engaged in this game? How well did students react if they spelling a word correctly and were asked to sit down (i.e. cooperative learning and winning and losing may be a necessary discussion if this is towards the beginning of the year)? Was this an effective way to assist students in practicing the spelling words? How could I change the game so that some students who may not be the best spellers can have more than one opportunity to spell a word? Will I differentiate the game or the words for those students who seemingly are able to spell the words without difficulty?

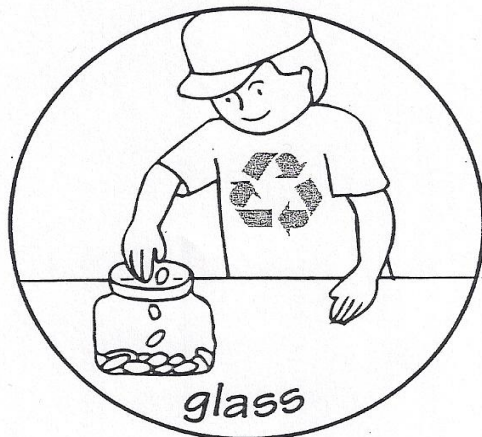
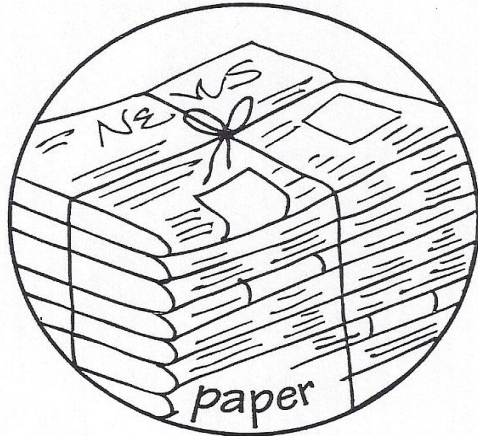
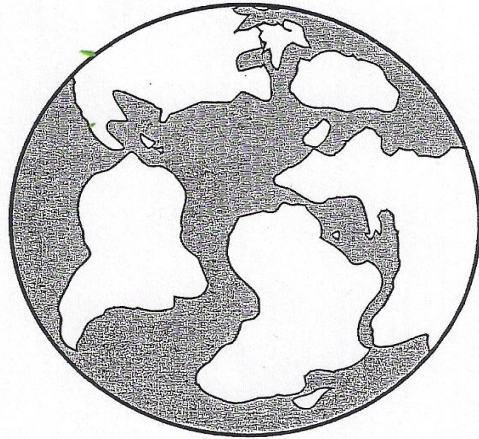
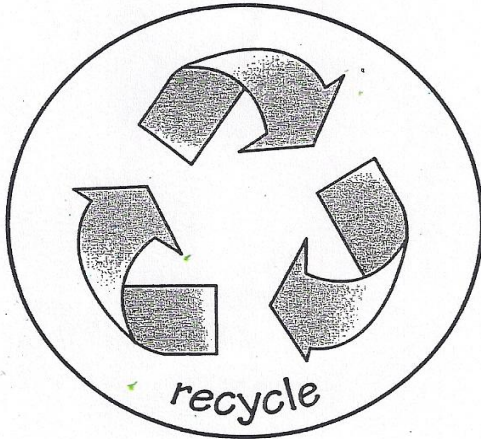
*Lessons 1-8 can be found in the Capstone Unit

Attachments for lessons

Name _____ Recycling Fun

Trash-To-Treasure Mobile

Color.
Cut.
Glue.



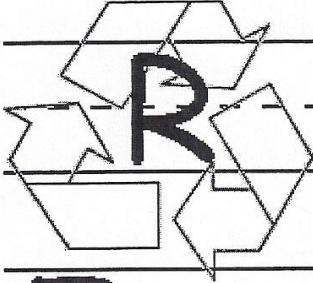
Lesson 18

Recycling Acrostic Poem

Write a poem about Earth Day. Start each line with a letter from the word "recycle."

Name _____

Date _____



E

C

Y

C

L

E

Lesson 17

Lesson 16

The Joys of Jelly Beans

Sorting Sheet

red

green

black

white

orange

pink

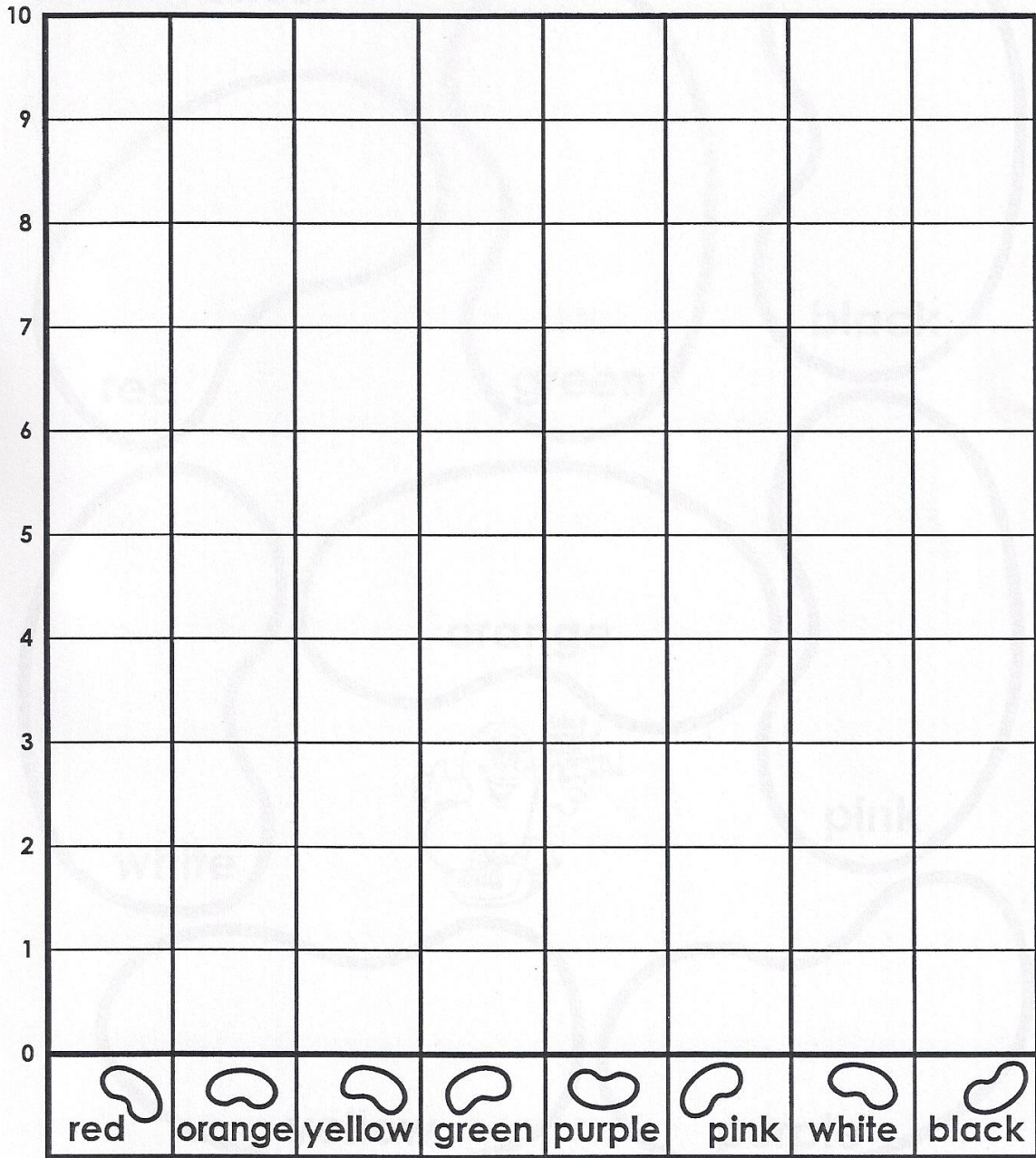
yellow

purple

Make a record of each number counted.

**Also for Lesson 16

The Joy of Jelly Beans

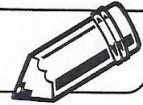


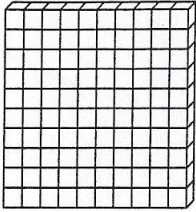


Name _____

Date _____

LESSON
4•7

Building with Base-10 Blocks



	 Flats	 Longs	 Cubes
1.	2	8	4
2.			
3.			
4.			

Lesson 15

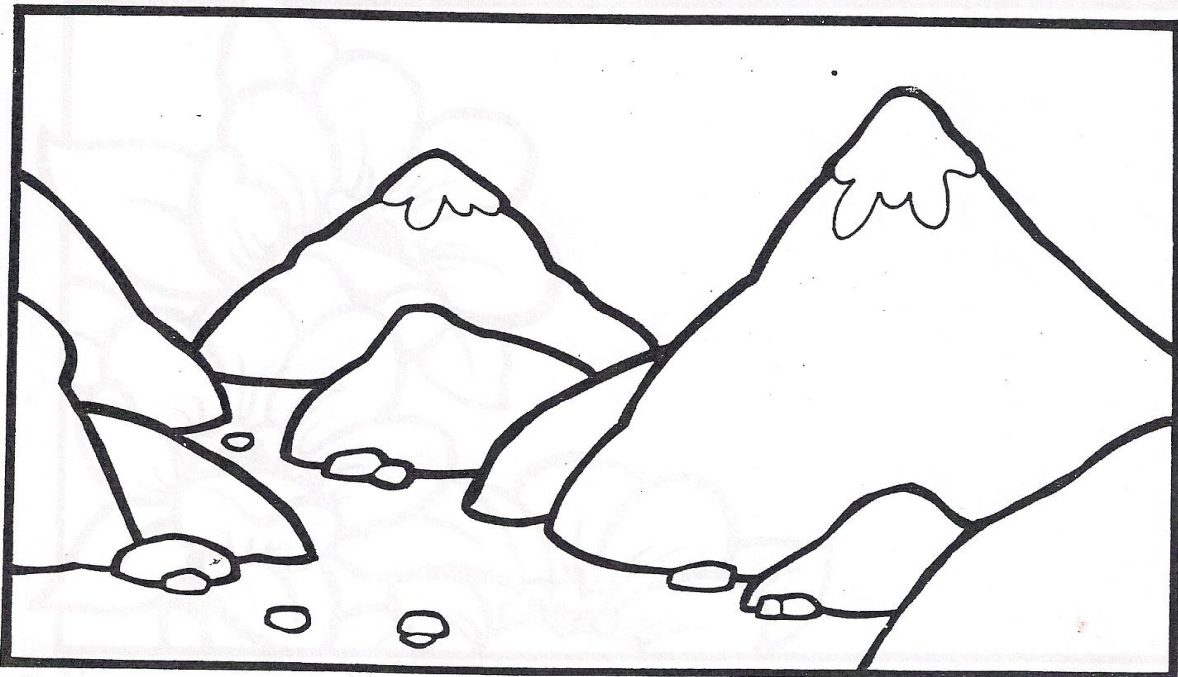
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Lesson 19 (next 3 pages)

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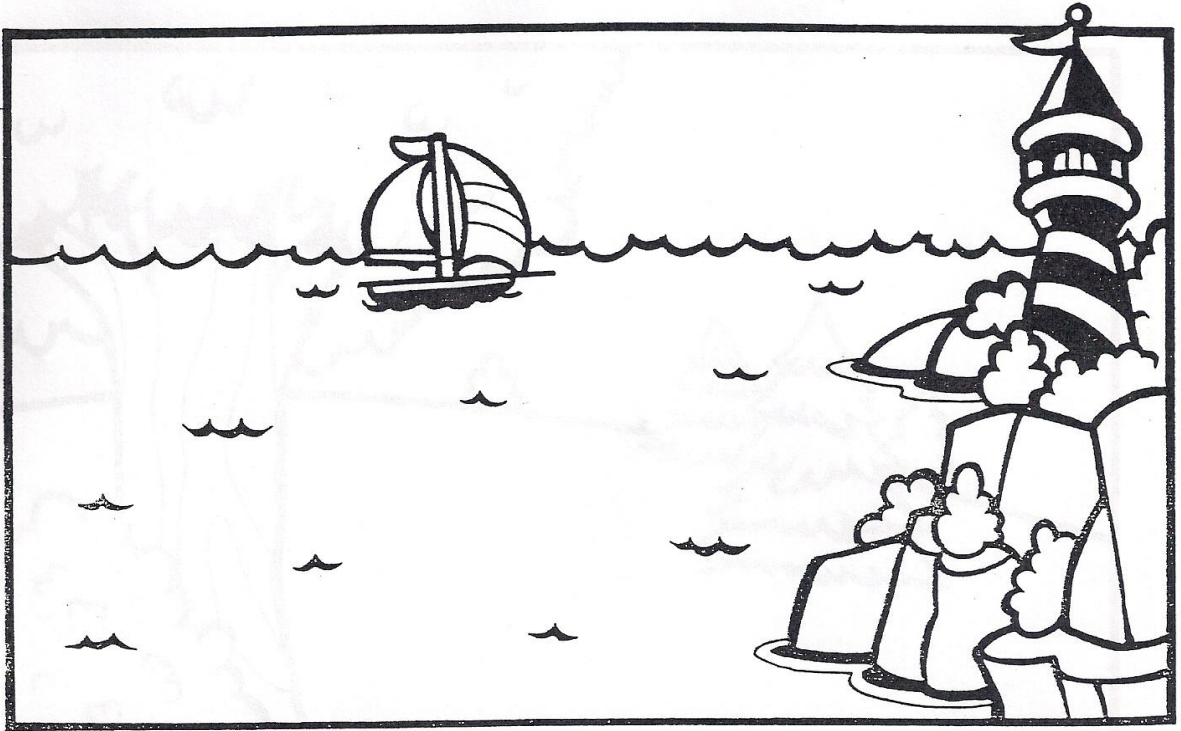
Hooray for the Earth!



2

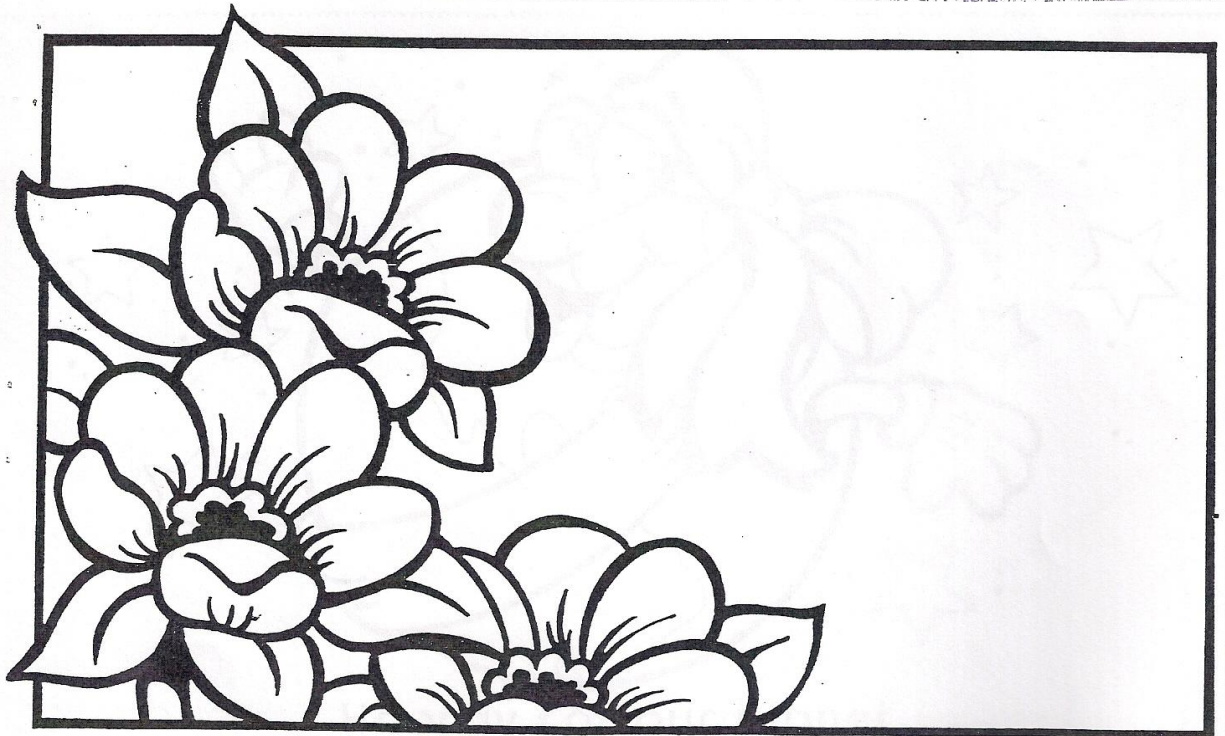
Hooray for the mountains.

Hooray for the Earth! written by Rozanne Lanczak Williams



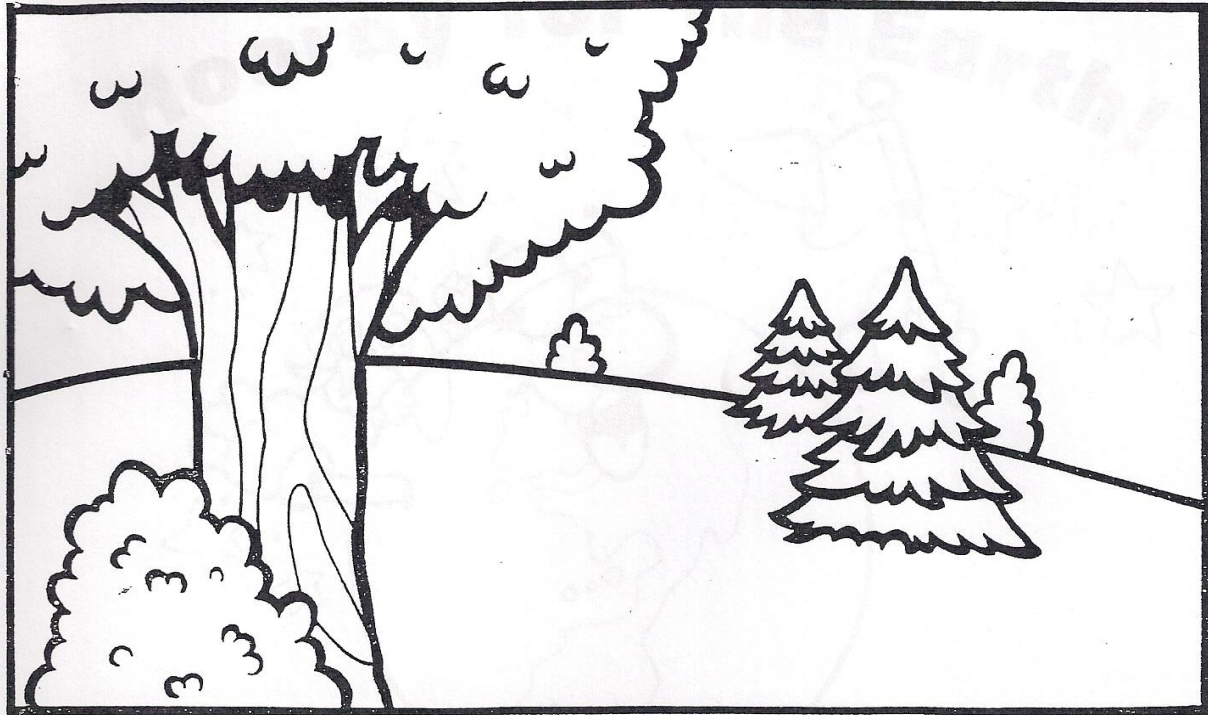
Hooray for the seas.

3



4

Hooray for the flowers.



Hooray for the trees.

5



Hooray for our planet.

Hooray for our home.

6