

Teacher: Kendra LeMay	Date: November 13, 2014
Subject: ELA/Writing	Grade Level: 1
Title of Lesson: Carlos and His Teacher	Lesson Length: 40 minutes

<b>Overview of the Lesson</b>
<b>Lesson Summary:</b> In this lesson, the students will be practicing their sight words and guided reading.
<b>Lesson Objectives:</b> <i>The students will be able to...</i> a) The students will be able to read the story <u>Carlos and His Teacher</u> and use key details and illustrations to describe the story.
<b>Materials/Equipment to be Used in Teaching the Lesson:</b> <ul style="list-style-type: none"> <li>• White board with lines</li> <li>• Hard white boards</li> <li>• Dry erase markers</li> <li>• Pencils</li> <li>• Crayons</li> <li>• Book: <u>Carlos and His Teacher</u></li> <li>• Sight word flash cards</li> </ul>
<b>Massachusetts Framework Standards:</b> <i>1.RL.1</i> Ask and answer questions about key details in a text. <i>1.RL.2</i> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <i>1.RF.1a</i> Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence.
<b>Enduring Understandings:</b> These are the ideas students will remember "forever." <ul style="list-style-type: none"> <li>• <b>Big Ideas:</b> Main idea and details</li> <li>• <b>Concept Ideas:</b> decoding</li> </ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the main idea of <u>Carlos and His Teacher</u>?</li> <li>• What are some details that support the main idea?</li> </ul>
<b>Content</b>
<b>Factual Content:</b> <ul style="list-style-type: none"> <li>• The students will learn how to find the main idea and details that support it.</li> </ul>
<b>Vocabulary:</b>
<b>Tier 1:</b> play, read, share
<b>Tier 2:</b> add, paint
<b>Tier 3:</b> and, his
<b>Critical Thinking Skills – Reading, Writing, Speech, Listening, Other...</b>
<b>Critical Thinking Skills –</b> The students will understand the main idea of the book. The students will pick out 4 key

# First Grade Lesson Plan Examples

**Jeff Zwiers, Sara Hamerla**



## First Grade Lesson Plan Examples:

**The Mathematics Lesson-Planning Handbook, Grades K-2** Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning s lesson plan Or maybe you feel it isn t tailored enough for your students needs What do you do For that and more help is here The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you re planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students Organizing the Early Literacy Classroom Sharon Walpole, Michael C. McKenna, 2016-06-29 Filled with clear explanations and doable strategies this book helps PreK 2 teachers juggle the demands of planning effective instruction and creating a literacy rich classroom environment Realistic vignettes illustrate how to set goals develop standards based curricula and assessments establish routines and organize the classroom space and the daily schedule The authors demonstrate the nuts and bolts of building an exemplary classroom library and professional teaching library collaborating as a team with other teachers and specialists preparing report cards and communicating with families Several reproducible forms can be downloaded and printed in a convenient 8 1 2 x 11 size *Essentials of*

*Elementary Social Studies* William B. Russell III, Stewart Waters, 2017-12-06 *Essentials of Elementary Social Studies* is a teacher friendly text that provides comprehensive treatment of classroom planning instruction and strategies Praised for its dynamic approaches and a writing style that is conversational personal and professional this text enables and encourages teachers to effectively teach elementary social studies using creative and active learning strategies This fifth edition has been significantly refined with new and relevant topics and strategies needed for effectively teaching elementary social studies New features include In keeping with the book s emphasis on planning and teaching an updated chapter on lesson plans This chapter is designed to provide elementary teachers with new classroom tested lesson plans and includes two classroom tested lessons for each grade level K 6 An expanded chapter on planning This provides additional discussion about long range planning and includes examples of lesson plans with details to help students be better prepared An updated chapter on technology designed to better prepare elementary teachers to effectively incorporate technology into social studies instruction Attention is given to digital history media literacy teaching with film and music popular apps and numerous other types of impactful technology An expanded discussion of the Common Core Standards and C3 Framework and how it affects teachers An updated chapter titled *Experiencing Social Studies* This chapter focuses on topics such as teaching with drama role play field trips and service learning A new eResource containing links to helpful websites and suggestions for further reading

*Making Connections in Elementary and Middle School Social Studies* Andrew P. Johnson, 2009-10-15 *Making Connections in Elementary and Middle School Social Studies* Second Edition is the best text for teaching primary school teachers how to integrate social studies into other content areas This book is a comprehensive reader friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies' thematic pedagogical and disciplinary standards Praised for its wealth of strategies that go beyond social studies teaching e including classroom strategies pedagogical techniques activities and lesson plan ideas this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas

**Kid's Eye View of Science** Susan Kovalik, Karen D. Olsen, 2010-09-08 Examines learning science from multiple perspectives including the child s perspective guides readers through the steps of igniting students natural sense of wonder incorporating brain research integrating science concepts with other subjects and applying science to daily life demonstrates how to teach science conceptually through the lens of big ideas such as change interdependence and adaptation

**Developing Ocular Motor and Visual Perceptual Skills** Kenneth Lane, 2024-06-01 With over 20 years of experience Dr Kenneth A Lane has designed *Developing Ocular Motor and Visual Perceptual Skills An Activity Workbook* to help occupational therapists optometrists and other professionals develop the ocular motor and visual perceptual skills of learning disabled children To establish a framework for understanding each chapter begins with the scientific theories used to develop the activity forms Insightful suggestions are included on how to solidify the program s success The easy to follow

activity forms are then presented along with numerous illustrations that help develop ocular motor and visual perceptual skills. The forms are divided into as many as five levels of difficulty so both children and teenagers can benefit from each activity. Developing Ocular Motor and Visual Perceptual Skills contains daily lesson plans and practical tips on how to successfully start an activities program. Other helpful features include a glossary of terms and a reference list of individuals and organizations that work with learning disabled children to develop these skills. The first of its kind, Developing Ocular Motor and Visual Perceptual Skills utilizes a learning approach by linking the theories with the remediation activities to help learning disabled children improve their perceptual and fine motor skills. All professionals looking to assess and enhance a variety of fine motor and visual perception deficiencies will welcome this workbook into their practices. Topics include: Complexity of reading, Ocular motor, Gross motor, Visual motor perception, Visual memory, Laterality, Reversals.

*SYSTEMATIC INSTRUCTION IN READING FOR SPANISH-SPEAKING STUDENTS* Elva Duran, 2013-04-01. Students whose first language is not English are the fastest growing group in public schools in all regions of the United States. Almost 10 million children between the ages of five and 17 live in the homes and communities in which a language other than English is spoken and presently most schools in the U.S. are under educating many English learners. The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change. The initial chapter introduces direct instruction to be used with reading and literacy programs. Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction, listening and speaking with Spanish speaking students and offers what a comprehensive language development program should look like. Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish. Chapter 6 offers lesson plan suggestions for Spanish speaking students while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction. Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs. Finally, Chapter 10 discusses two way bilingual immersion and shares actual classroom schedules and lessons. This unique text will help in the preparation of primary grade teachers throughout the U.S. so that they may be successful with Hispanic students entering the public schools with little or no English background. It will also be a useful tool for school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic students. Teaching Reading Across the Day, Grades K-8 Jennifer Serravallo, 2024-04-21. Reading well across disciplines and within varied contexts will help students to be versatile, flexible, deep readers who can better learn from their reading, transfer skills across subjects and use strategies to meet the unique demands of reading in each content area. Jennifer Serravallo Research based, easy to use lesson structures for explicit and engaging teaching. In *Teaching Reading Across the Day*, literacy expert Jennifer Serravallo provides nine effective, predictable, research based lesson structures that help busy teachers save planning time.

and focus their teaching and student attention on content rather than procedures Each of the nine lesson structures read aloud phonics and spelling vocabulary focus shared reading close reading guided inquiry reader s theater and conversation has its own chapter and features a wealth of resources that let you see the lessons in action in ELA Science and Social Studies classes including An annotated teaching vignette lesson explanation and research notes Tips for planning structure and timing suggestions and ideas for responsive teaching Detailed planning templates and 22 accompanying online videos covering over 3 hours of classroom footage Jen s reflections key look fors and ideas for next steps The nine lesson structures can be used with any curriculum or core program text and subject making it easier for teachers to maximize explicit and engaging teaching time across the day and simplify planning and preparation Jen incorporates a wide range of compelling research about how best to teach reading to every student in your class and translates the research or the science of teaching reading into high leverage moves you can count on to deliver powerful lessons again and again She also honors the art of teaching reading helping teachers tap into their experience and hone their expertise to make quick effective classroom decisions that take student learning to the next level

*Participant Observation* James P. Spradley, 2016-02-17 Spradley should be read by anyone who wants to gain a true understanding of the process of participant observation This text is a follow up to his ethnographic research handbook *The Ethnographic Interview* and guides readers through the technique of participant observation to research ethnography and culture Spradley shows how to analyze collected data and to write an ethnography The appendices include research questions and writing tasks

**Tasks Before Apps** Monica Burns, 2017-10-09 Content hosting websites videoconferencing apps grade or subject focused social media accounts with such a dizzying array of mechanical and virtual help at our disposal it can be a challenge for educators to know where to even start Educator and technology consultant Monica Burns can relate which is why she wrote this book to share strategies tools and insights that teachers can use regardless of subject or grade level to effectively incorporate technology in the classroom Focusing on the three Cs of technology implementation creation curiosity and collaboration *Tasks Before Apps* offers K 12 teachers Detailed advice for and copious examples of tech infused lessons that help students meet learning goals while also developing vital digital citizenship skills Customizable checklists and graphic organizers for planning tech enabled activities choosing appropriate programs devices and platforms and setting unit and lesson goals Recommendations for and links to apps and online resources that can facilitate and energize learning Reflection and brainstorming questions for use in book clubs and PLC discussions Knowing how to navigate technology wisely how to communicate effectively on posts and message boards locate credible information on search engines and select efficient cost effective equipment is essential for both teachers and students Whether you are a novice or a veteran teach kindergarten students or high school seniors this book is an indispensable guide to furthering academic skills social development and digital aptitude in the classroom

*Diagnosis and Correction of Reading Problems, Second Edition* Darrell Morris, 2013-10-02 This widely adopted text and teacher resource

provides a comprehensive approach to assessing and remediating reading difficulties in grades K-6. Darrell Morris presents rich case studies of beginning and older readers struggling with different types of reading problems. He shows how to administer a thorough diagnostic battery and provide instruction tailored to each student's needs. In addition to one-to-one tutoring strategies, small group and whole class applications are discussed. Reproducible tools, book lists, and other user-friendly materials can be photocopied from the book or downloaded and printed in a convenient 8 1/2 x 11 size. New to This Edition: Detailed explanations of how to adapt the techniques for classroom use. The latest research findings pertaining to reading diagnosis. Updated and expanded book lists. Chapter on historical and theoretical foundations. See also the Morris Informal Reading Inventory, Preprimer through Grade 8, a complementary assessment tool that yields systematic data on K-8 students' reading abilities.

*Curriculum Design for Writing Instruction* Kathy Tuchman Glass, 2004-12-09. Replete with strategies, examples, and reproducibles, this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level.

**Next-Level Digital Tools and Teaching** Rachel Karchmer-Klein, Lauren Boulden, Maureen McDonald, 2022. What we have learned from the many challenges of online teaching and learning during the COVID-19 pandemic is the focus of this authoritative resource. Featuring teachers' experiences and classroom examples, the authors examine what's needed and what works in order to help educators improve current models of technology-integrated instruction in their schools and districts. With a focus on digital tools and planning for any setting, the text provides ready-to-use help for designing technology-integrated lessons, building and managing community, selecting the best digital tools for particular tasks, increasing student engagement, and differentiating instruction. The text also includes a final chapter that looks at how leaders can support schoolwide coordination and infrastructure. Action items at the end of each chapter address the specific needs of individuals, teams, and schools to help them shift from reflection to actual implementation, encouraging collaboration and accountability. Next Level Digital Tools and Teaching is applicable to teaching and learning in face-to-face, online, or hybrid K-12 classroom settings.

**Book Features:** Focuses on problems related to online teaching, specifically critical issues identified during the 2020-2021 school year. Models how to design instruction that leverages technology tools designed to engage students with content in multiple ways. Includes examples of lesson plans, digital tool applications, and ideas for assessing student knowledge in K-12 digital environments. Provides ready-to-download checklists and templates. Offers guidance that will continue to be valuable long after the world recovers from COVID-19 and students return to physical classrooms.

**How Chinese Teach Mathematics and Improve Teaching** Yeping Li, Rongjin Huang, 2013. How Chinese Teach Mathematics and Improve Teaching builds upon existing studies to examine mathematics classroom instruction in China. It combines contributions from Chinese scholars with commentary from key Western scholars to offer a truly systematic examination of some important and distinctive features of mathematics classroom instruction. Viewing classroom instruction as part of teachers' instructional practices, this book goes beyond teachers in classroom.

instructional practice by also examining Chinese teachers approaches and practices in developing and improving teaching Through this unique approach *How Chinese Teach Mathematics and Improve Teaching* expands and unpacks the otherwise fragmented knowledge about Chinese practices in developing and carrying out mathematics classroom instruction

*Developing Preservice Problem-Solving Skills through Case Studies* Debra Eckerman Pitton,2010-07-16 With the current emphasis on assessment and data driven instruction pre service teachers rarely get a chance to consider how they will deal with the dilemmas that may surface in their future classrooms The case studies in this book enable novice educators to consider the possibilities for dealing with issues but it also provides a process for them to hone their instructional skills as the book includes information for developing questions and facilitating the case discussions In this book Debra Eckerman Pitton provides a bridge from the theoretical to the practical using case studies to engage pre service teachers in the analysis of situations and the problem solving they will need to do in the classroom

*The K-3 Guide to Academic Conversations* Jeff Zwiers,Sara Hamerla,2017-10-25 For thousands of years people have been using the skills we describe in this book to engage in conversations with others What isn t as prevalent however is instruction especially in primary grades in which we engage students in productive conversations about academic ideas This book fills that very big need Jeff Zwiers Sara Hamerla Talk about content mastery Primary teachers you won t want to miss this if you re looking for a single resource to foster purposeful content discussions and high quality interpersonal engagement then put Jeff Zwiers and Sara Hamerla s K 3 Guide to Academic Conversations at the top of your reading list Whether your students love to talk or not all must be equipped with key conversation skills such as active listening taking turns posing clarifying supporting with examples and arguing ideas This ready resource comes packed with every imaginable tool you could need to make academic conversations part of your everyday teaching Sample lesson plans and anchor charts Guidelines for creating effective prompts Applications across content areas with corresponding assessments Rubrics and protocols for listening to student speech Transcripts of conversations and questions for reflection Companion website with video and downloadable resources Tens of thousands of students in the upper grades have reaped the benefits of academic conversations high quality face to face interactions increased motivation stronger collaborative argumentation skills and better understanding and retention of content The K 3 Guide to Academic Conversations is that resource for providing your primary students with the same powerful learning opportunities

**Core Practices in Teacher Education** Pam Grossman,Urban Fraefel,2024-01-25 An exploration of teacher education programs around the world finds common focus in the use of core practices to better prepare teachers for the classroom

Instructional Design Leslie J. Briggs,1977 **Handbook of Research on Professional Development for Quality Teaching and Learning** Petty, Teresa,Good, Amy,Putman, S. Michael,2016-06-16 As educational standards continue to transform it has become essential for educators and pre service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations However there is not a clear consensus on



what constitutes teacher effectiveness and quality within the education realm The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process Focusing on teacher effectiveness and support provided to current and pre service educators this publication is a comprehensive reference source for practitioners researchers policy makers graduate students and university faculty

**Early Childhood Special Education Programs and Practices** Karin Fisher, Kate Zimmer, 2024-06-01 Early Childhood Special Education Programs and Practices is a special education textbook that prepares pre and in service teachers with the knowledge skills and dispositions to deliver evidence based instruction to promote positive academic and behavioral outcomes for young children prekindergarten through second grade with development delays and or disabilities Early Childhood Special Education Programs and Practices intertwines inclusive early childhood practices by using real life anecdotes to illustrate evidence based practices EBPs and procedures The authors experts in their fields emphasize high leverage practices EBPs and culturally sustaining pedagogy and align them with the practices skills and competencies recommended by the Council for Exceptional Children s Division for Early Childhood Families administrators and teacher educators of pre and in service early childhood special education and general early childhood education programs alike will find this book useful Included in Early Childhood Special Education Programs and Practices are An overview of early childhood and development of children ages 4 to 8 Strategies for relationship building with students families communities and school personnel Tips on creating a caring and positive classroom environment Chapters devoted to evidence based instruction in core subjects of reading and writing mathematics science and social studies for students with disabilities in pre K to second grade More than 80 images photos tables graphs and case studies to illustrate recommended Practices Also included with the text are online supplemental materials for faculty use in the classroom consisting of an Instructor s Manual and PowerPoint slides Created with the needs of early childhood special educators in mind Early Childhood Special Education Programs and Practices provides pre and in service teachers with the skills and practices they need to serve young children their families and communities across settings

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