

Content: ELA/Science/Music	Grade/Course: 1 st Grade	Timeline: 2 days
Standard(s): 1.RI.1 Ask and answer questions about key details in a text. 1.RI.2 Identify the main topic and retell key details of a text. 1.RI.7 Use the illustrations and details in a text to describe its key ideas. 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 1.2.2 Observe and describe that there can be differences, such as size or markings, between the individuals within one kind of plant or animal group. 1.2.1 Sing with accuracy in a developmentally appropriate range. 1.2.2 Sing age-appropriate songs from memory.		
Lesson Overview: Students will listen to a story on the life cycle of a chicken. Students will then respond to questions pertaining to the story as well as be expected to describe the life cycle of a chicken. Students will also be introduced to oviparous and viviparous or non-oviparous animals through literature and sorting picture cards.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> describe the life cycle of a chicken with 90% accuracy in written or oral form. identify and sort oviparous and viviparous animals with 80% accuracy. 	
Vocabulary: Albumen, Brooding, Comb, Fertilize, Hatching, Life Cycle, Nest, Oviparous, Shell, Viviparous, Yolk	Focus Question(s): <ul style="list-style-type: none"> How are chicks born? What are some examples of oviparous and viviparous animals? 	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Gather students on the meeting area. Since this lesson begins on the days before the Easter Break, ask students what they will most likely be doing during the break. Most students will likely answer with “eggs”. Lead a discussion with the students about eggs: what they are, what they look like, where they come from, and so forth. Write student responses on the board in a brainstorming web.

Instruction and Strategies:
Day 1:

Read the book, Egg to Chicken by Camilla de la Bedoyere to the students. After each section in the story, teacher will ask the following questions:

- **What is a chicken?**
- **Describe a bird.**
- **How many stages in the life cycle of a chicken?**
- **How do birds make nests?**
- **What is a male and female chicken called?**
- **What is brooding and hatching?**
- **Name the parts of an egg.**

Day 2:

Read the book, Chickens Aren't the Only Ones by Ruth Heller. After the story, ask the following questions:

- **What do we do with eggs?**
- **What group of animals lay eggs in the beginning of the story?**
- **Name some birds that lay eggs.**
- **What other animals lay eggs?**
- **Name all the groups of animals that lay eggs.**
- **What two mammals lay eggs?**
- **What do we call animals that lay eggs?**

Guided Practice:

Day 1:

Pass out handout on the different stages of a life cycle of a chicken. Ask students what is the first stage of a life cycle of a chicken. Listen to their responses and have them write a number 1 on the picture with the hen. Repeat the same directions with stages 2-5. Students will then color the pictures, cut them out and paste them onto the Life Cycle Wheel. Once completed and dried, students will complete cover of the wheel and assemble using a brad fastener. Students will then paste the wheel in their Science Notebooks and write in their own words describing the life cycle of a chicken.

Day 2:

Using a pocket chart, place the headings **Oviparous** and **Viviparous** at the top. Remind students that **oviparous** means *egg-laying or animals that lay eggs* and that **viviparous** means *non egg laying or animals that do not lay eggs*. Call on a student to choose an animal picture card and place it beneath the right heading. Do this until all cards are sorted.

Formative Assessment:

Day 1: Completed assignment.

Day 2: Students will color, cut, and paste handout on Oviparous and Viviparous Animals.

Closure:

Teach students ***Oviparous Animal Song*** to the tune of O Christmas Tree.

Oviparous, Oviparous
How lovely are your eggs

Oviparous, Oviparous
How lovely are your eggs

Some are big and some are brown.
Some are small and some are round.

Oviparous, Oviparous
How lovely are your eggs

Chickens and dinosaurs
Are animals that lay eggs.

_____ **and** _____
Are animals that lay eggs.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Egg to Chicken by Camilla de la Bedoyere, Chickens Aren't the Only Ones by Ruth Heller, Chicken Life Cycle Handouts, Oviparous and Viviparous Handouts, Oviparous and Viviparous Sorting Picture Cards and Headings, Oviparous Animals Song by Jenni Holland

Reflection:

Content: ELA/Social Studies/Music/Art	Grade/Course: 1 st Grade	Timeline: 2 Days
<p>Standard(s):</p> <p>RL.1.1 Ask and answer questions about key details in a text. RI.1.1 Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI. 1.9 Identify basic similarities in and differences between two texts on the same topic. RF. 1.2 Demonstrate understanding of spoken words, syllables, and sounds. R.F.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL. 1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. 1.1.2 Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people. 1.2.1 Identify temporal sequences, such as days, weeks, months, years, and seasons. Use words and phrases related to time correctly (<i>now, in the past, in the future</i>) and recognize the existence of changing historical times and periods (<i>other times, other places</i>). 1.2.3 Read important dates on a calendar and associate them with days of the week. 1.3.2 Define and give examples of continents, land forms, and oceans. 1.1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art. 1.1.3 Identify common instruments visually and aurally in a variety of music.</p>		
<p>Lesson Overview:</p> <p>Students will learn the history and celebrations of Cinco de Mayo and be more informed about the country of Ireland through children’s literature, PowerPoint Presentations, informational text, pictures and printables. Students will also be introduced to syllables.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • state at least three (3) details about Cinco de Mayo with 100% accuracy. • identify symbols associated with Cinco de Mayo. • give at least three (3) facts about the country of Mexico with 100% accuracy. • determine the number of syllables of a vocabulary word with 90% accuracy. 	
<p>Vocabulary: Mexico, Pinata, Sombrero, Candy, Guitarron, Serape, Burro, Fiesta, Flan, Maracas</p>	<p>Focus Question(s):</p> <ul style="list-style-type: none"> • What is the significance of Cinco de Mayo? • What are some similarities and differences between Mexico and Guam? 	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students at the meeting area. Ask students to look at the calendar and have them tell you the date and month of the day. They should respond with "May 5th." Explain to them that the 5th of May is a holiday celebrated in Mexico and also in the United States.

Instruction and Strategies:**Day 1:**

Show students PowerPoint presentation about Cinco de Mayo, going over the information on each slide. After the PowerPoint, read aloud Cinco de Mouse-O by Judy Cox. Ask the following questions after the reading:

- **What type of story is this?**
- **What is the main problem of the story?**
- **How is the problem solved?**
- **What are three (3) words you would use to describe Mouse?**
- **Where does this story take place?**
- **What are some Mexican foods did Mouse eat in the story?**
- **Did Mouse succeed in getting the candy in the pinata?**

Day 2:**ELA**

Gather students at the meeting area. Using a pocket chart, display vocabulary words from the story. Explain to the students that words have syllables, which are the sounds of the vowel that is created when pronouncing the vowel letters and that the number of times you hear the vowel is the number of syllables in a word. Go over each word and ask students how many syllables: (You may want to also have them clap their hands as they are saying each part of the word).

- chorizos
- serape
- dancer
- piñata
- fireworks
- trumpet
- tamale
- sombrero
- mariachi
- taco
- guitarron
- violin
- burro
- fiesta
- flan

Social Studies

Gather students at the meeting area. Reviewing the lesson on Cinco de Mayo, ask students what country celebrates Cinco de Mayo. Responses should be "Mexico." Show students PowerPoint on Mexico, going over the information on each slide.

Guided Practice:

Day 1:

Pass out Sequencing Handouts to each student. Explain that they will read each sentence and put the events in order from the story.

Have students also summarize the story on the handout provided.

Day 2:

ELA

Have students sort vocabulary words into the correct heading of the number of syllables. Students will then copy into their ELA notebooks.

Social Studies

Pass out Map of Mexico handout to each student. Students will follow the directions on the handout and answer the questions based on the map.

Art

Pass out Pinata printables to each student. Explain that they will color both sections, cut, and assemble the piñata.

Formative Assessment:

Day 1: Completed assignments and oral responses.

Day 2: Completed assignments and oral responses.

Closure:

Have students orally present their leprechaun traps and writing to the class.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Pinata printables, Map of Mexico handout, Sequencing Handouts, Cinco de Mouse-O by Judy Cox, Cinco de Mayo PowerPoint, Summarizing Handout

Reflection:

Content: Science/Social Studies/ELA	Grade/Course: 1 st Grade	Timeline: 1-2 weeks
<p>Standard(s):</p> <p>1.4.1 Tell or illustrate how volcanoes and earthquakes change or shape the earth.</p> <p>1.4.2 Investigate by observing and also measuring that the sun warms the land, air, and water.</p> <p>1.4.4 Demonstrate an understanding that the earth is a sphere and revolves around the sun.</p> <p>1.2.1 Identify temporal sequences such as days, weeks, months, years, and seasons. Use words and phrases related to time correctly (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places).</p> <p>1.3.1 Identify and locate cardinal direction, the north pole, the south pole, and the equator.</p> <p>1.3.2 Define and give examples of continents, land forms, and oceans.</p> <p>R.I.1.1 Ask and answer questions about key details of a text.</p> <p>R.I.1.2 Identify the topic and retell key details of a text.</p> <p>R.L.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>Lesson Overview:</p> <p>Students will be introduced to the Earth and the rock cycle process. They will also become aware of the 3 types of rocks formed and found on the Earth's land.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to:</p> <ul style="list-style-type: none"> • define and describe what a globe is. • locate the North Pole, South Pole, and Equator on a globe. • identify 3 types of rocks. • describe how each type of rock is formed. • explain the rock cycle in at least 3 details. 	
<p>Vocabulary: Globe, North Pole, South Pole, Equator, Rock, Sand, Igneous, Sedimentary, Metamorphic, Weathering, Erosion, Heat, Pressure, Fluids, Melting</p>	<p>Focus Question(s): How do rocks change the Earth's land?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Show students a globe. Remind them that a globe is a 3D model of the Earth. Ask them what solid shape is a globe? Students should respond: **sphere**. Explain to them that the Earth revolves around the sun and one revolution equals a year.

Point to the top of the globe. Tell students that it is the **North Pole**. Point to the bottom of the globe and explain that it is the **South Pole**. Point to the middle of the globe and explain to them that there is an imaginary line around the Earth called the **equator**.

Instruction and Strategies:

Day 1:

Have students take out their Science textbooks and turn to page C2. Have them read and say the title of Chapter 1: **Earth's Land**. Go over the four vocabulary words that they will be learning: **rock, sand, fossil, extinct**. Have students turn to page C5 and read the passage on rocks. Have them tell you what a rock is after they read the sentences. Go on to pages C6 and C7 and have students read the section on different kinds of rocks. After the reading, ask them how people use rocks.

Day 2:

Tell students that you will read them a story of the 3 types of rocks and how they are formed this week. Read to the students: just the first section of The Adventures of Three Rocks by Caitlin Hynst, . After the section on **Igneous Rocks**, ask the following questions:

- **What is the first type of rock?**
- **Where do igneous rocks come from?**
- **Explain the process of how igneous rocks are formed.**
- **Give an example of an igneous rock.**

Day 3:

Read the next story about the second type of rock. After the story, ask the following questions:

- **What is the second type of rock called?**
- **How are sedimentary rocks made?**
- **What are some things that might be included in the layers of sedimentary rocks?**
- **Give an example of a sedimentary rock.**

Day 4:

Finish the story on the third type of rock. After the story, ask the following questions:

- **What is the third type of rock called?**
- **What does metamorphic mean?**
- **How are metamorphic rocks formed?**
- **Give an example of a metamorphic rock.**

Day 5:

Review the 3 types of rocks learned. Write them on the board as points of a triangle. Ask students how the rocks are formed: responses should include: weathering, erosion, heat, pressure, fluids, and melting. Write these responses between specific types of rock. Draw arrows in a circle to show students how the rock cycle process looks like.

Day 6:

Show **Rock Types PowerPoint** to students as a review of the lessons learned during the week. Ask questions during the presentation.

Guided Practice:

Day 1: Pass out handout on the Earth. Explain to the students that they will color, cut, and paste items in their Social Studies notebooks. Students will place the cardinal directions of North, South, West, and East correctly on the page, along with the North Pole, South Pole, and Equator.

Day 2: Pass out the **Rock Type** handout to each student. Have them write their name and today's date. Then have them tell you the first type of rock learned today. Responses should be **igneous**. Have students trace the word igneous. Ask them to define or explain how an igneous rock is formed. They will write that on their paper and draw and color what an igneous rock would look like. Collect when igneous rock is completed.

Day 3: Pass out the same **Rock Type** handout to the students. Have them tell you the second type of rock learned today. Responses should be **sedimentary**. Have students trace the word sedimentary. Ask them to define or explain how a sedimentary rock is formed. They will write that on their paper and draw and color

what a sedimentary rock would look like. Collect when sedimentary rock is completed.

Day 4: Pass out the same **Rock Type** handout to the students. Have them tell you the third type of rock learned today. Responses should be **metamorphic**. Have students trace the word metamorphic. Ask them to define or explain how a metamorphic rock is formed. They will write that on their paper and draw and color what a metamorphic rock would look like. Collect when completed.

Day 5: Pass out cut and paste handout to students on rock cycle. Have students color, cut, and paste after they fill in each oval on the process of the rock cycle.

Day 6: Show students how the three types of rocks are formed using edible materials. Display finished product underneath the document camera for better viewing.

Formative Assessment:

Completed assignments and verbal answers throughout lessons.

Closure:

Students will be given Globe and Rock Test.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Harcourt Science by Harcourt School Publishers

Rock Types PowerPoint by Mrs. Serena's Favorite Things

All About Rocks by The Teacher Wife

Rocks and Minerals by Caitlin Hynst

Earth Handout

Reflection:

Content: Health/ELA	Grade/Course: 1 st	Timeline: 1 week
Standard(s): 1.2.1 Identify how the family influences personal health practices. 1.6.1 Identify actions to take toward achieving a health goal. 1.5.1 Describe a health-related situation. 1.5.2 Identify situations when assistance is needed in making health-related decisions. 1.7.1 Describe healthy practices to maintain personal health and wellness. RI.1.1 Ask and answer questions about key details in a text. RI. 1.2 Identify the main topic and retell key details in the text. RI.1.7 Use illustrations and details in a text to describe its key ideas. L.1.5a Sort words into categories to gain a sense of the concepts the categories represent.		
Lesson Overview: One of the most important health decisions a person can make is choosing what to eat. Students will learn more about the five (5) food groups and how food affects the body's growth and development.	Lesson Objective(s): In this lesson, students will be able to: <ul style="list-style-type: none"> • give three (3) examples of grains, protein, dairy, fruits, and vegetables. • correctly sort the five (5) food groups into their categories with 90% accuracy. 	
Vocabulary: energy, food, dairy, grain, protein, fruits, vegetables, MyPlate	Focus Question(s): <ul style="list-style-type: none"> • How does food from each of the five (5) food groups keep us healthy? 	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Gather students at the meeting area. Review the MyPlate diagram with the students. Ask them what the five (5) food groups are again and how they are represented on the picture.

Instruction and Strategies:
Day 1:

Read aloud Grains by Rebecca Rissman and Adrian Vigliano. After the story, ask the following questions:

- ***What are grains?***
- ***What are examples of grains?***
- ***What foods are made from grains?***
- ***How do grains help us?***

Day 2:

Read aloud Protein by Rebecca Rissman and Adrian Vigliano. After the story, ask the following questions:

- ***What foods have protein?***
- ***How does eating protein help us?***

Day 3:

Read aloud Dairy by Rebecca Rissman and Adrian Vigliano. After the story, ask the following questions:

- ***Where does milk come from?***

- **What are foods made from milk?**
- **How does milk and dairy help us?**

Day 4:

Read aloud Vegetables by Rebecca Rissman and Adrian Vigliano. After the story, ask the following questions:

- **What are vegetables?**
- **What are some kinds of vegetables?**
- **Where do vegetables grow?**
- **How do vegetables help us?**

Day 5:

Read aloud Fruits by Rebecca Rissman and Adrian Vigliano. After the story, ask the following questions:

- **What are fruits?**
- **What are some kinds of fruits?**
- **Where do fruits grow?**
- **How do fruits help us?**

Guided Practice

Days 1-5:

In the five (5) days, students will be involved in activities which may include, but are not limited to: PowerPoints, children’s literature, and reproducibles on the five (5) food groups.

Formative Assessment:

Oral quiz on the five (5) food groups and completed assignments.

Closure:

Students will be shown an interactive PowerPoint on the food groups.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

One to one assistance and extra time to complete assignments.

Resources (Textbook and Supplemental):

Being Healthy published by Harcourt Brace Jovanovich
<http://www.choosemyplate.gov/kids/>
Grains by Rebecca Rissman and Adrian Vigliano
Protein by Rebecca Rissman and Adrian Vigliano
Dairy by Rebecca Rissman and Adrian Vigliano
Vegetables by Rebecca Rissman and Adrian Vigliano
Fruits by Rebecca Rissman and Adrian Vigliano
 Food Groups PowerPoint and Printables and Reproducibles

Reflection:

Content: Science/ELA	Grade/Course: 1st Grade	Timeline: 3 days
Standard(s): 1.3.3 Explore and describe how things move in different ways. RI.1.1 Ask and answer questions about key details in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.		
Lesson Overview: In this lesson, students will differentiate types of forces (pushes or pulls) to make objects move.	Lesson Objective(s): In this lesson, students will be able to: <ul style="list-style-type: none"> • demonstrate the motions of push and pull. • match pictures displaying the motions of push and pull with 90% accuracy. 	
Vocabulary: Force, push, pull, curve, straight, circular, zig-zag, diagonal, speed, distance, motion, speed	Focus Question(s): How can you make an object move from one place to another?	

Description of Lesson (Including Instructional Strategies):**Anticipatory Set:**

Have students sit in a large circle. Give one student a ball and instruct him or her to roll or toss the ball to another student. Have students roll or toss the ball to each other until everyone has had a turn. Have them talk to the person next to them, describing how the object moved from one student to another.

Instruction and Strategies:**Day 1:**

Have students read pages F5-F7 in their Harcourt Science Textbook. After the reading, ask them the following questions:

- **What is a force?**
- **What can pushes and pull do?**

Demonstrate the opposite motion of pulling. Have students show a pull by motioning their hands toward themselves (pull is moving the object toward your body). Have students demonstrate each force (force is a push or a pull) using pencils on their desks. (Give students directions such as "Show me a push," "Show me a pull")

Day 2:

Have students read pages F9-F11 in their Harcourt Science Textbook. After the reading, ask them the following questions:

- **What are some ways things move?**
- **How can you tell if one thing is moving faster than another?**

Day 3:

Have students read pages F13-F17 in their Harcourt Science Textbook. After the reading, ask them the following questions:

- **What is motion?**

- What can change the motion of something?

Guided Practice:

Day 1:

Show students PowerPoint Presentation on Push and Pull. After each slide, ask them whether the pictures show a push or a pull. Listen to their answers.

Pass out **Force Sort** handout to each student. Explain that they will color, cut, and paste each picture under the correct heading of either **Push** or **Pull**.

Day 2:

Have students take out their Science Notebooks. On the board, draw several lines that show the movement or **circular, zig-zag, diagonal, straight, and curved**. Explain to the students that they will copy these lines of movement in their notebooks.

Day 3:

Gather the following materials: ramp, plastic ball, tape, and a block. Set up the ramp. Have students predict where the ball will stop. Mark that place with tape. Let the ball roll down the ramp. Ask students if their prediction was right. Place the block where the ball will hit again and let the ball roll. Discuss the experiment with the students and have them write their thoughts in their ELA notebooks.

Formative Assessment:

Day 1: Completed assignment

Day 2: Completed assignment

Day 3: Experiment Participation and discussion

Closure:

Have students show examples of the different types of motion using their hands.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra time, 1 to 1 assistance

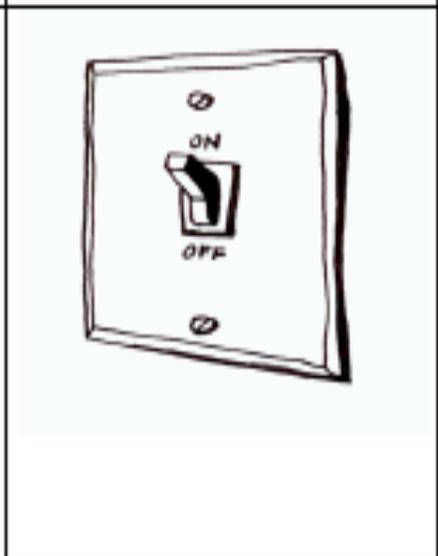
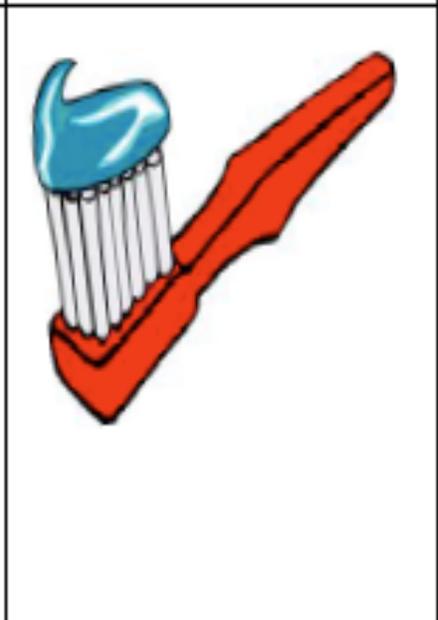
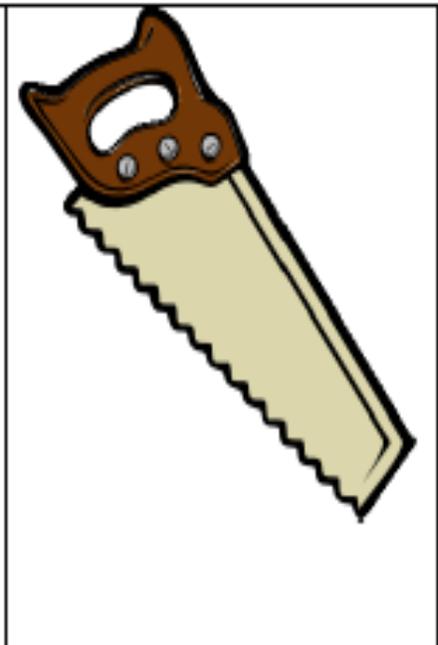
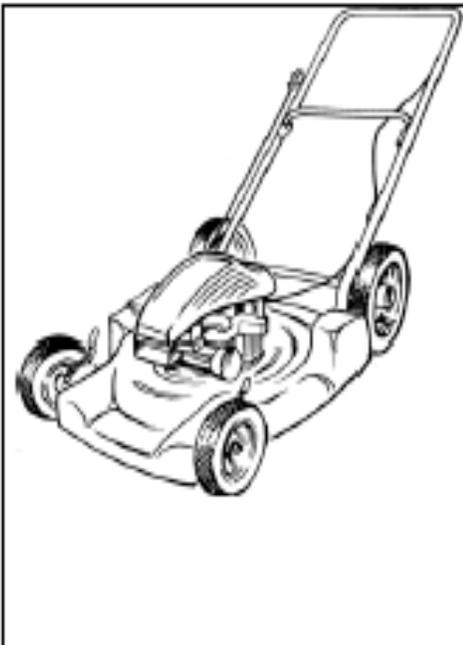
Resources (Textbook and Supplemental):

- Harcourt Science Textbook
- **Push** and **Pull** PowerPoint
- **Force Sort** handout

Reflection:

PICTURE CARDS





Content: ELA/Math	Grade/Course: 1 st Grade	Timeline: 1-2 days
Standard(s): R.L. 1.1. Ask and answer questions about key details of the text. 1G.3 Partition circles and rectangles into two and four equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		
Lesson Overview: Students will be introduced to the concept of parts of a whole (halves and fourths) and demonstrate an understanding of the skill through practice.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • identify the equal shares of circles and rectangles with 90% accuracy • use the phrases half of, fourth of, and quarter of in describing equal shares • understand the concepts of parts of a whole. 	
Vocabulary: Parts, Whole, Halves, Fourths, Divide, Fractions	Focus Question(s): How would you explain the parts of a whole?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students at the meeting area. Read aloud the book, Give Me Half! by Stuart J. Murphy. After the story, ask the students the following questions:

- **Who were the main characters of the story?**
- **What happens when you share one whole pizza with another person?**
- **How much pizza did each get?**
- **How should the pizza be cut if it is to be shared fairly?**
- **What does the word divide mean?**
- **How were the cupcakes and juice divided?**

Instruction and Strategies:

Pass out a sheet of paper to each student. Have them hold the paper up. Tell them to fold the paper in half. Once they do that, have them open up the paper and trace the “invisible” line with a crayon. Ask the students how many parts the sheet of paper has now. Students should respond “two”.

Using the same sheet of paper, have students fold it in half again and trace the next “invisible” line. Ask the students again how many parts the paper has again and responses should be “four”.

Have students take their crayon and label the parts of the paper with $\frac{1}{4}$ for each of the parts. Write the words **halves** and **fourths** on the board. Illustrate what **halves** look like by drawing a square with a line in the middle explaining that there are 2 parts to that one paper.

For **fourths**, draw another square and dividing the diagram into four parts, and pointing out that there are four parts to one paper.

Guided Practice:

Have students take out their Math Notebooks. Explain to them that they will draw a pizza, juice, cupcakes, and cookies. Have them draw lines on how the items should be divided if they were sharing them with another person.

Formative Assessment:

Have students draw other everyday items and show a way to divide them in equal shares in their Math Notebooks.

Closure:

Show students PowerPoint on Equal Shares to reinforce concept of halves and fourths.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental):

Give Me Half! by Stuart Murphy

PowerPoint on Equal Shares found on www.teacherspayteachers.com

Reflection:

Content: ELA/Music	Grade/Course: 1 st Grade	Timeline: 1-2 weeks
Standard(s): RL 1.1 Ask and answer questions about key details in a text RF 1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF 1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. L.1.1 Print all upper-and lowercase letters. L.1.5a Sort words into categories to gain a sense of the concepts the categories represent. 1.2.1 Sing with accuracy in a developmentally appropriate range. 1.2.2 Sing age-appropriate songs from memory.		
Lesson Overview: Students will be introduced to the long vowel sounds: a, e, i, o, u	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • identify long vowels and their sounds with 100% accuracy • sort pictures and/or words with their correct vowel sound with 90% accuracy. • distinguish between the short and long vowel sounds with 90% accuracy. 	
Vocabulary: Long Vowels	Focus Question(s): How will knowing the vowel sounds and letters in words and pictures help me in reading and writing?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students at the meeting area. Ask students what are the five vowels. They should respond: **a e i o u**. Review with them the short vowel sound of each vowel. Explain to them that vowels also have long sounds and that the long sounds of each vowel is just the name of the vowel.

Instruction and Strategies:

Days 1-5:

- Write a lowercase **e** on the board. Explain to the students that this is a magic or sneaky **e**. Tell them this **e** makes the vowel say its name. Write the word **cap** on the board. Have students say the word. Place the **e** at the end. Have students say the word with the **e** at the end, making the **a** sound long. Repeat with words like **pin, cop, cub**.
- Read aloud, Circus Vowels by Jodi McMaster. After the story, show students how two vowels together make the long sound of the first vowel. Demonstrate this by writing the words: **rain, meat, pie, boat, and glue**.
- Explain to students that sometimes the letter **y** can sound like a long vowel. Write the words: **day, key,** and **my** on the board. Underline the **y** in each word and have students tell you what long vowel sound the **y** makes in the word.
- Teach the students **The Long Vowel** song for each of the five vowels. . Tune is sung to “BINGO.”

Day 1:

*There is a vowel that says its name and long a is what we call it. **Play, hay, s-ay, Rain and br-aid, All have long a, Long a** says its name-o.*

Day 2:

*There is a vowel that says its name and long e is what we call it. **Queen, bee, s-eeds, Cheese and mon-key, All have long e, Long e** says its name-o.*

Day 3:

*There is a vowel that says its name and long i is what we call it. **Light, knight, cr-y, Fries and p-ie, All have long i, Long i** says its name-o.*

Day 4:

*There is a vowel that says its name and long o is what we call it. **Coat, boat, thr-ow, Mow and sn-ow, All have long o, Long o** says its name-o.*

Day 5:

*There is a vowel that says its name and long u is what we call it. **Suit, cruise, bl-ue, Juice and gl-ue, All have long u, Long u** says its name-o.*

Guided Practice:

Days 1-5:

Students will be involved in several activities to reinforce and familiarize themselves with the long vowel sounds of each letter. This may include, but are not limited to: sorting long and short vowel sounds, highlighting the long vowel words in a passage, creating flip books with long vowel words or pictures.

Formative Assessment:

Completed assignments and oral responses.

Closure:

Students will be assessed on the vowel identification and sound.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): The Big Book of Phonics Fun by Carson-Dellosa Publishing Company www.teacherspayteachers.com, Circus Vowels by Jodi McMaster, Vowel Sorts found on www.firstgradealacarte.blogspot.com

Reflection:

Content: ELA/Math	Grade/Course: 1 st Grade	Timeline: 2 days
Standard(s): R.L. 1.1. Ask and answer questions about key details of the text. 1.MD.1 Order three objects by length; compare the lengths of two objects by using a third object. 1.MD.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.		
Lesson Overview: Students will be introduced to the concept of measurement and demonstrate an understanding of the skill through practice.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • order and compare three objects by length • practice measuring objects using nonstandard units of measurement. 	
Vocabulary: Measurement, Length, Width, Height	Focus Question(s): How would you explain the length, width, and height of an object?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students on the meeting area. Read aloud the book, Super Sandcastle Saturday by Stuart J. Murphy. After the story, ask the students the following questions:

- **Who were the three main characters of the story?**
- **What kind of contest was Larry the Lifeguard having?**
- **What were some of the tools the children used to measure their sandcastles?**
- **What tool(s) did Larry the Lifeguard use to measure?**
- **How was Juan's castle the tallest when Sarah's castle measured three shovels tall?**
- **How did Laura's castle become deeper than Juan's when hers measured one spoon tall?**
- **How did Sarah's castle beat Laura's castle in length?**

Instruction and Strategies:

Show students the PowerPoint on How and Why We Measure. Go over each slide, focusing on the order of the three objects shown on each slide. Ask students:

- **Which is bigger?**
- **Which is smaller?**
- **Which is biggest?**
- **Which is smallest?**
- **Which is long?**
- **Which is longer?**
- **Which is longest?**
- **Which is taller?**
- **Which is shorter?**

Also ask students if the pictures in each slide are in order from smallest to biggest or shortest to tallest.

Guided Practice:

Have students take out their Math Notebooks.

Tell students to illustrate three objects from smallest to biggest.

Pass out notebook assignment to each student. They will color, cut, and paste pieces in order by length and height.

Pass out second notebook assignment to each student. Explain that they will color, cut, and paste the picture in their notebook and measure the picture using the pieces in their assignment.

Formative Assessment:

Students completed assignments and responses during the Measurement PowerPoint.

Closure:

While students are beginning their assignments, call on each student to sort three objects in order by length or height and to measure an item using nonstandard units of measurement.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction. Manipulatives

Resources (Textbook and Supplemental):

[Super Sandcastle Saturday](#) by Stuart Murphy

[Interactive Notebook Pages for Measurement](#) and PowerPoint from www.teacherspayteachers.com

Reflection:

Content: ELA	Grade/Course: 1 st Grade	Timeline: 1-2 days
<p>Standard(s):</p> <p>RL. 1.1 Ask and answer questions about key details in a text.</p> <p>R.F. 1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF. 1.2 Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>R.F. 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4c Identify frequently occurring root words and their inflectional forms.</p>		
<p>Lesson Overview:</p> <p>Students will be introduced to prefixes through children’s literature, PowerPoint Presentations, games, and centers.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to:</p> <ul style="list-style-type: none"> • identify 3 common prefixes in words with 100% accuracy. • discuss the meanings of 3 common prefixes and provide an example of each. • explain in their own words how prefixes change the meaning of the word 	
<p>Vocabulary: Prefixes</p>	<p>Focus Question(s): How will using prefixes in words help me in Reading and Writing?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students at the meeting area. Show PowerPoint on Introduction to Prefixes to the students. After the PowerPoint, ask the students what a prefix is and to name some prefixes mentioned in the PowerPoint.

Instruction and Strategies:

Read aloud If You Were a Prefix by Marcie Aboff. After the story, ask the following questions:

- **What is a prefix?**
- **Where are prefixes located in a word?**
- **What are some common prefixes?**
- **What do those prefixes mean?**

Guided Practice:

Explain to students that a prefix is a letter or group of letters placed before a word to change its meaning. Write the following words with prefixes from the story on the board:

- **preschool**
- **triangle**

- unlucky
- transformed
- multicolored
- rematch
- copilot
- telephone
- superstar
- extraordinary
- unicycle
- bicycle
- tricycle
- disappear

Go over with the students how the meaning of each word changes with the prefix. Explain the meaning of each prefix:

Tri-Three

Bi-Two

Dis-Not

Re-Again

Un-Not

Pre-Before

Trans-Change

Multi-Many

Co-Help

Tele-Talk or See

Uni-One

Formative Assessment:

Students will create a flip book with 4 panels. They will choose four prefixes, write it on the outside of the flap, and draw a picture and write a word containing the prefix.

Closure:

Have students sing *The Prefix Song* to the tune of **“Mary Had a Little Lamb.”**

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental):

If You Were a Prefix by Marcie Aboff

Prefix PowerPoint from www.teacherspayteachers.com

Reflection:

Content: ELA	Grade/Course: 1 st Grade	Timeline: 1 week
Standard(s): R.L.1.1 Ask and answer questions about key details in a text. R.F.1.1 Demonstrate understanding of the organization and basic features of print. R.F.1.1a Recognize the distinguishing features of a sentence. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2b Use end punctuation in sentences. L.1.2.c Use commas in dates and to separate single words in a series.		
Lesson Overview: Students will become familiar with the various types of punctuation marks found in sentences.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • identify the 3 kinds of punctuation found in sentences. • Identify other punctuation marks used. • explain the difference between a telling and an asking sentence. • determine the correct punctuation for each given sentence. 	
Vocabulary: Punctuation, Period, Question Mark, Explanation Mark, Comma, Hyphen, Apostrophe, Quotation Marks	Focus Question(s): What is the importance of punctuation marks in reading and writing?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Gather students on the meeting area. Read aloud the story, The Punctuation Station by Brian P. Cleary.

Instruction and Strategies:
Day 1:

After the story, ask the following questions:

- **What are punctuation marks?**
- **What is the purpose of punctuation marks?**
- **What punctuation marks are found at the end of sentences?**
- **What other punctuation marks were mentioned in the story?**

Write and draw each of the punctuation mark from the story on the chalkboard. Explain to the students the purpose of each one when they read or write a sentence. Focus specifically on the period (.) and question (?). Tell the students that a period is used in a sentence that tells something and a question mark is used in a sentence that asks something.

Guided Practice:
Day 1:

Pass out index cards to each student. On one side, have them write the word period (.) and draw what a

period (.) looks like. On the other side of the card, have students do the same with a question mark (?). Show handout on sentences using the document camera to the students. Explain to them that you will read each sentence and they must determine what punctuation mark goes at the end of the sentence by holding up one side of the card. Do this for all 10 sentences listed.

Days 2-5:

Students will be involved in activities showing the application and practice of the punctuation marks. These may include, but are not limited to: handouts, PowerPoint Presentations, Pocket Chart activities, and children's literature.

Formative Assessment:

Student responses and completed assignments.

Closure:

Students will be given a summative assessment based on the punctuation marks.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): The Punctuation Station by Brian P. Cleary, handouts, PowerPoint Presentations, Pocket Chart activities, and children's literature on Punctuation

Reflection:

Content: ELA/Physical Education	Grade/Course: 1 st Grade	Timeline: 4-6 weeks
Standard(s): RF 1.3.g Recognize and read grade-appropriate irregularly spelled words. L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2b Use end punctuation for sentences. 1.3.1 Engage in health-related physical fitness activities or games during physical education class, recess, and/or leisure time with one's family and friends. 1.4.3 Perform exercises for muscle groups that are strengthened by specific exercises. 1.4.5 Demonstrate stretches that will improve flexibility. 1.4.6 Participate in an active physical education class to maintain age appropriate intensity and duration for improved physical fitness.		
Lesson Overview: Students will be introduced to several techniques to help remember the fourth set of twenty-five (25) sight words from Fry's Listing.		Lesson Objective(s): In this lesson, students will be able to: <ul style="list-style-type: none"> • read, spell, and write the fourth set of twenty-five (25) sight words with 80% accuracy.
Vocabulary: The fourth set of 25 sight words from the Fry Listing: number, no, way, could, people, my, than, first, water, been, called, who, oil, sit, now, find, long, down, day, did, get, come, made, may, part		Focus Question(s): How will sight words help me in reading and writing?

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Tell the students that they will be learning to read the fourth set of 25 sight words on the Fry List. Explain to them that these sight words are found in books they read. Some can be spelled phonetically (sound out) and there are some that they will just have to remember.

Instruction and Strategies:

Students will be involved in several sight word games and activities that may include, but are not limited to:

- **Around the World**-Students will sit in a circle. One student is chosen to begin the game. The teacher will flash them a card with a sight word printed. The first one who says the word moves on to the next person.
- **Musical Sight Words**-Students pass words around until the music stops. The child holding the card reads the word.
- **Tic-Tac-Toe**-Students will draw the diagram of the game tic-tac-toe and fill it up with the sight words of his/her choice. The teacher will randomly draw a card and say the word aloud. Students who have the word on one of their boxes will mark it with an **X** or an **O**. Three (3) in a row wins!
- **Fitness Sight Words Spelling**-Students will read the sight word and do a variety of exercises as they spell each one.

Guided Practice:

Have students take out their Sight Word Booklets. Starting with the first page (**number**), go over each section of the printable and do a few as a class. They may do the cut and paste on their own.

Using the *Sailboat* technique, have students spell out the sight word on the back of the handout.

n

nu

num

numb

numbe

number

Formative Assessment:

Students will be shown a PowerPoint of the fourth set of twenty-five (25) sight words from the Fry listing. Students will read out loud the word shown on the slide.

Closure:

Students will be assessed on the fourth set of twenty-five (25) sight words.

Independent Practice:

Students will write a sentence using the sight word(s) taught that day in their ELA notebooks.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Sight Word handouts and PowerPoint from

www.teacherspayteachers.com

<http://ezinearticles.com/?Top-30-Fun-Sight-Word-Games-and-Activities&id=74390>

Reflection:

Content: Science/Social Studies/ELA/Art/Music	Grade/Course: 1 st Grade	Timeline: 1 week
<p>Standard(s):</p> <p>1.4.4 Demonstrate an understanding that the Earth is a sphere and revolves around the sun.</p> <p>1.4.5 Recognize a model of the solar system, comprising the Sun and eight planets revolving around it, each in its own orbit.</p> <p>1.2.1 Identify temporal sequences such as days, weeks, months, years, and seasons. Use words and phrases related to time correctly (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places).</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>R.I.1.1 Ask and answer questions about key details in a text.</p> <p>R.I.1.2 Identify the topic and retell key details of a text.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>1.2.7 Create artwork based on observations of actual objects and everyday scenes using paints or pens.</p> <p>1.2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>1.2.2 Sing age-appropriate songs from memory.</p>		
<p>Lesson Overview:</p> <p>Students will develop an understanding of Earth and the solar system through pictures, PowerPoint Presentations, and children’s literature. They will recognize and learn about the planets and their positions in space.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to:</p> <ul style="list-style-type: none"> • identify from a group of pictures the solar system we live on. • describe the solar system providing at least three (3) details. • name the eight (8) planets of the Solar System in order with 80 percent accuracy. • create a model of the solar system. 	
<p>Vocabulary: Outer space, solar system, star, sun, planet, rotate, galaxy, universe, model, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune</p>	<p>Focus Question(s):</p> <ul style="list-style-type: none"> • What is a solar system? • What is the order of the planets from the sun? 	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <p>Gather students at the meeting area. Have them identify several pictures shown on the board. Listen to their responses. Point to the last picture shown. Tell students that the picture is of the Solar System and they will be listening to a story about it. Explain that the Earth is one of the eight (8) planets that belong in the Solar System.</p> <p>Instruction and Strategies:</p> <p>Day 1:</p> <p>Read aloud <u>Solar System</u> by Alexandra Zageris. After the story, ask them the following questions:</p> <ul style="list-style-type: none"> • What makes up the Solar System? • How many planets are there in the Solar System?
--

- **What do the planets do around the Sun?**
- **What two (2) categories are the eight (8) planets split into?**

Day 2:

Read aloud Me and My Place in Space by Joan Sweeney. After the story, ask the following questions:

- **What is the moon?**
- **What is the sun?**
- **What does the sun light and heat up?**
- **What is the planet closest to the sun?**
- **What planet is known as the brightest planet?**
- **What is my place in space?**
- **How is Mars described?**
- **Describe how big Jupiter is.**
- **What are Saturn's rings made of?**
- **Why do you think it does not get warm in Uranus?**
- **Describe Neptune.**
- **What galaxy is our solar system part of?**

Day 3:

Show students PowerPoint Presentation on the Solar System, going over each slide and detail about the planets.

Day 4:

Read aloud or sing aloud ***Solar System Poem*** to the tune of Do-Re-Mi. See attachment.

Day 5:

Students will be shown another PowerPoint Presentation on the Solar System and answer the questions afterwards.

Guided Practice:

Day 1: Review the names of the eight (8) planets with the students in order. List them on the board. Afterwards, pass out Astronaut handout. Explain to the students that they will color, cut the strips, and write the names of the planets in order. Students will also draw the planets on the handout.

Day 2: Review the order of the planets again with the students. Pass out handout to each student. Explain that they will color, cut, and glue the planets in the correct order.

Day 3: Pass out journal paper to students. Tell students that they will write about the planet they like and explain why. Students will also draw a picture.

Day 4: Students will create a model of the Solar System. Pass out materials such as planet patterns, one brad, black construction paper, sun patten, crayons, glue, and scissors for students to use. Guidance will be provided by the teacher as needed.

Day 5: Teach students ***Planets Song*** to the tune of *Twinkle, Twinkle, Little Star*.

Planets Song

*I know the planets one by one.
Starting with the one that's closest to the sun.
Mercury, Venus, Earth, and Mars,
Are the first four among the stars.
Jupiter, Saturn, Uranus, and Neptune
Are the next planets in my tune.
Learning the solar system is so fun,
Now I know the planets one by one.*

Students will complete Solar System model.

Formative Assessment:

Completed assignments and verbal answers throughout lessons.

Closure:

Students will read a passage, ***“What is a Solar System?”*** and answer questions after the reading.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): Solar System by Alexandra Zageris, Astronaut and Planets handout, journal paper, Solar System PowerPoint, Me and My Place in Space by Joan Sweeney, Guam District Curriculum Document, ***What is a Solar System*** reading passage, planet and sun patterns

Reflection:

Content: ELA/Social Studies/Music/Art	Grade/Course: 1 st Grade	Timeline: 2 Days
<p>Standard(s):</p> <p>R.L.1.1 Ask and answer questions about key details in a text. R.I.1.1 Ask and answer questions about key details in a text. R.I.1.2. Identify the main topic and retell key details in a text. R.I.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. R.I.1.7 Use the illustrations and details in a text to describe its key ideas. R.I. 1.9 Identify basic similarities in and differences between two texts on the same topic. R.F.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1.b Use common, proper, and possessive nouns. L.1.1.d Use personal, possessive, and indefinite pronouns. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL. 1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. 1.1.2 Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people. 1.2.1 Identify temporal sequences, such as days, weeks, months, years, and seasons. Use words and phrases related to time correctly (<i>now, in the past, in the future</i>) and recognize the existence of changing historical times and periods (<i>other times, other places</i>). 1.2.3 Read important dates on a calendar and associate them with days of the week. 1.1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art. 1.1.3 Identify common instruments visually and aurally in a variety of music.</p>		
<p>Lesson Overview:</p> <p>Students will learn the history and celebrations of St. Patrick's Day and be more informed about the country of Ireland through children's literature, PowerPoint Presentations, informational text, pictures and printables. Students will also be introduced to pronouns.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> • state at least three (3) details about St. Patrick with 100% accuracy. • identify symbols associated with St. Patrick's Day. • give at least three (3) facts about the country of Ireland with 100% accuracy. • identify and sort various instruments into the correct family with 80% accuracy. • provide the definition of a pronoun. • write at least three (3) sentences using pronouns. 	
<p>Vocabulary: Four Leaf Clover, Shamrock, Leprechaun, Pot of Gold, Rainbow, Island, Parade</p>	<p>Focus Question(s):</p> <ul style="list-style-type: none"> • What is the significance of St. Patrick's Day? • What are some similarities and differences between Ireland and Guam? 	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students at the meeting area. Ask students to look at the calendar and have them tell you the date and month of the day. They should respond with "March 17." Explain to them that the 17th of March is a holiday celebrated in Ireland and also in the United States.

Instruction and Strategies:

Day 1:

Show students PowerPoint presentation about St. Patrick's Day, going over the information on each slide. After the PowerPoint, read aloud The Night Before St. Patrick's Day by Natasha Wing. Ask the following questions after the reading:

- **What color is worn during St. Patrick's Day?**
- **Who are the children in the story?**
- **What did they decorate the den with?**
- **What do leprechauns like?**
- **Why are the children making traps?**
- **What are the children dreaming about?**
- **What did the leprechaun do with the traps and the room?**
- **How do leprechauns vanish?**
- **What was the leprechaun's trick at the end of the story?**

Day 2:

ELA

Gather students at the meeting area. Read aloud, If You Were a Pronoun by Nancy Loewen. After the story, ask the students the following questions:

- **What is a pronoun?**
- **What are some examples of pronouns?**
- **What are some kinds of pronouns?**

Social Studies

Gather students at the meeting area. Reviewing the lesson on St. Patrick's, ask students what country celebrates St. Patrick's Day. Responses should be "Ireland." Show students PowerPoint on Ireland, going over the information on each slide, focusing particularly on the colors and meaning of the flag and the musical instruments.

Music

Show students PowerPoint of several musical instruments. Ask them if they know what kind of instrument it is. Have them listen to an audio playing of the instrument and ask them to identify the instrument.

Guided Practice:

Day 1:

Go over the pages in the book that show the leprechaun traps. Have each student describe each trap and how it would have caught the leprechaun. In their journals, have them illustrate their own trap and write how they would catch a leprechaun.

Pass out **Picture Puzzle-Consonant Blends** handout to students. Have them fill in the correct consonant blend for each picture. They will then color, cut, and paste pieces to form a mystery picture.

Day 2:

ELA

Pass out **Noun or Pronoun** handout to each student. Remind them to write their names and today's date. Explain that they will color the shamrock green if it is a pronoun and color the shamrock yellow if it is a noun. Review with students the definitions of nouns and pronouns.

Art

Pass out pieces of green, white, and orange construction paper to each student. Explain that they will be making the flag of Ireland today.

Music

Pass out **St. Patrick's Instrument Family Sort** handout. Explain to the students that these instruments are from the Brass and Strings Family. Go over each instrument word and ask the students which family do they belong. Have them color, cut, and paste.

Formative Assessment:

Day 1: Completed assignments and oral responses.

Day 2: Completed assignments and oral responses.

Closure:

Have students orally present their leprechaun traps and writing to the class.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental): **Picture Puzzle-Consonant Blends** handout, **St. Patrick's Instrument Family Sort** handout, PowerPoints on St. Patrick's, Ireland, and Musical Instruments, The Night Before St. Patrick's Day by Natasha Wing, **Noun or Pronoun** handout, If You Were a Pronoun by Nancy Loewen

Reflection:

Content: ELA	Grade/Course: 1 st Grade	Timeline: 1-2 days
Standard(s): RL. 1.1 Ask and answer questions about key details in a text. R.F. 1.1 Demonstrate understanding of the organization and basic features of print. RF. 1.2 Demonstrate understanding of spoken words, syllables, and sounds. R.F. 1.3 Know and apply grade-level phonics and word analysis skills in decoding words. L.1.4b Use frequently occurring affixes as a clue to the meaning of a word. L.1.4c Identify frequently occurring root words and their inflectional forms.		
Lesson Overview: Students will be introduced to suffixes through children's literature, PowerPoint Presentations, games, and centers.	Lesson Objective(s): In this lesson, students will be able to: <ul style="list-style-type: none"> • identify 3 suffixes in words with 100% accuracy. • discuss the meanings of 3 suffixes and provide an example of each. • explain in their own words how suffixes change the meaning of the word 	
Vocabulary: Suffixes	Focus Question(s): How will using suffixes in words help me in Reading and Writing?	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

Gather students at the meeting area. Show PowerPoint on Introduction to Suffixes to the students. After the PowerPoint, ask the students what a suffix is and to name some suffixes mentioned in the PowerPoint.

Instruction and Strategies:

Read aloud If You Were a Suffix by Marcie Aboff. After the story, ask the following questions:

- **What is a suffix?**
- **Where are suffixes located in a word?**
- **What are some common suffixes?**
- **What do those suffixes mean?**

Guided Practice:

Explain to students that a suffix is a letter or group of letters added to the end of a word to change its meaning. Write the following words with suffixes from the story on the board:

- joyful, playful, careful, cupful, roomful
- hopeless, careless, fearless, harmless, tasteless
- teacher, banker, baker, farmer, trainer
- bears
- foxes, bushes, horses, fences
- tallest, biggest, smallest, wildest
- jumped, oinked, returned

Go over with the students how the meaning of each word changes with the suffix. Explain the meaning of each suffix:

er-one who does something

s-es-plural

ful-full of

less-without

est-the size of something, the extreme

d-ed-past tense

Formative Assessment:

Students will create a flip book with 4 panels. They will choose four suffixes, write it on the outside of the flap, and draw a picture and write a word containing the suffix.

Closure:

Have students watch PowerPoint on Suffixes and Prefixes.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications:

Extra help if needed. More time or one to one instruction.

Resources (Textbook and Supplemental):

If You Were a Suffix by Marcie Aboff

Prefix and Suffix PowerPoint from www.teacherspayteachers.com

Reflection: