Language Arts

Name: \_Jess Stearns\_\_ Date: \_10/25/2012\_\_ Grade: \_4th Grade Learning Support at a 1st grade level\_

Subject/Topic: \_Storytown Lesson 1 Grade 1 Review Day\_\_

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| **Objectives**: TSWBAT1. Read high frequency words and use them in a sentence
2. Build and blend words with short /a/*a* and other known letter sounds
3. Use prior knowledge and story information to make predictions
4. Understand characteristics of nonfiction
5. Use answering questions as a strategy for comprehension
6. Understand that a sentence is a group of words that tells a complete idea or thought
7. Understand that a sentence begins with a capital letter and ends with a period
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| **Standards**:  1.1A, 1.1C, 1.1E, 1.1F; 1.1.8D, 1.1.8G, 1.1.8H; 1.5E, 1.5F |

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| **Instructional Materials:** 1. Oh, No! Vocabulary game bag
2. Word building letters
3. Paint bag or shaving cream
4. Reading book p. 29 (s), 59 (TM)
5. Predictions worksheet
6. Photocards and lined paper
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| **Introduction:**  Begin by reviewing behavior contract and goals/expectations for the day. Explain that the test will be tomorrow and it’s important to work hard and focus for our review/game day! |

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| **Procedures:** * Word build short /a/*a* with paint bag/shaving cream and word cards. Ask (s) to build 6 short /a/*a*  words
* Play Oh, No! Vocabulary game. Use words in sentence
* Read “Let’s Tap”, review nonfiction characteristics, ask basal’s comprehension questions
* Do prediction worksheet
* Do proofreading on board (make sure sentence doesn’t have period or capital letter)
* Let (s) choose photo card. Instruct to write a complete sentence about it.
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| **Closure:** Ask if there is anything (s) needs help/clarification on. Remind about the test and instruct (s) to read “Let’s Tap” by self before the test tomorrow afternoon |

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| **Assessment/Check for Understanding:**  Performance based assessment with vocab game, making words in paint, and with worksheets and writing sample |

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| **Adaptations/Considerations**: 1. 4th grader learning material on his level (1st)
2. Review goals for his emotional disorder—taking preventative measures
3. Game, shaving cream/paint satisfies VAKT learners
4. Choose writing picture—suits (s) interest and (s) doesn’t like to be pushed too much
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