



Download this lesson plan and **Karen Whitney's** lesson plan template to use as a guide when planning your instruction.

Lesson Plan Template

An organized lesson plan is a valuable aid to the teacher and to the students. A plan created before instruction begins tells the teacher what to teach, how to provide the instruction to accomplish the objective, and lets the students know how to proceed with learning.

- ♦ [A model first-grade lesson plan \(from page 159\)](#)
- ♦ [Karen Whitney's lesson plan template \(from pages 154 and 159\)](#)

Lesson Plan for the Week of: Oct. 4–8		Teacher: S. Jackson			Subject: Reading	Grade: First Grade
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Content Standard(s)	Demonstrate understanding of spoken words, syllables, and sounds.	Ask and answer questions about key details in a text.	With prompting and support, read prose and poetry of appropriate complexity for grade one.	See Monday and Tuesday	Identify basic similarities in and differences between two texts on the same topic.	
Learning Target(s) (What students understand, know, or demonstrate at the end of the lesson)	I can correctly say and write words using oo, ou, and ew.	I can ask and answer questions about key details from the story <i>Visiting Butterflies</i> .	I can decode words in <i>A Butterfly Grows</i> . I can read <i>A Butterfly Grows</i> with fluency and expression.	I can correctly say and write more words using oo, ou, and ew.	I can tell how the stories <i>Visiting Butterflies</i> and <i>A Butterfly Grows</i> are the same and how they are different.	
Instructional Strategies (What you do so students achieve the learning target)	I Do: Introduce sound of the week; show spelling patterns oo, ou, ew. Display sound and spelling words on Smart Board, give examples. Read <i>Moose's Tooth</i>	I Do: Teacher reads aloud <i>Visiting Butterflies</i> with students seated at the carpet. Introduce oral vocabulary: gentle, completely, settle, reflection, lonely, and recognize. Ask students to listen for the words.	I Do: Teacher reads <i>A Butterfly Grows</i> .	I Do: Teacher reviews sound of the week—oo, ou, ew. Display sound and additional spelling words on Smart Board, give examples. Read <i>Moon News</i>	I Do: On chart paper with students record the sequence, events, and key details from each story.	
Assessment (How you use formative and summative tools to know if students met the learning target)	Monitor student independent practice. Give verbal feedback. Note student's progress.	Use Teacher Checklist for each student's responses during independent practice.	Teacher monitors and gives feedback as students practice with a partner.	Monitor student independent practice.	Give verbal feedback during guided practice.	
Evaluation (How you use summative tools to test for reaching the learning target)	Write the following spelling words independently as the teacher dictates: soon, new, noon, zoo, boot, too, moon, blew, soup, you, grew, scoop.	None Today	Use expression and fluency rubric to evaluate each student's independent practice.	Spelling Test: room, spoon, tooth, drew, flew, group, soon, scoop, you, broom	Students identify in writing two similarities and two differences in the two stories.	
Bellwork (What students do upon entering the classroom)	Sight word worksheet review placed on the student's desk.	Write words with oo, ou, and ew on paper placed on student's desks.	Draw a picture of a <u>gentle</u> and <u>lonely</u> butterfly.	Spelling words matching worksheet review placed on the student's desk.	Draw three pictures of how <i>A Butterfly Grows</i> .	
Guided Practice (What students do with your assistance to boost the learning target)	We Do: Blend words together that are written on the Smart Board. Practice with student leaders at the Smart Board. Then practice with a partner.	We Do: Ask students to turn and talk: why the author used the word gentle to describe the butterfly? Share with group. Ask story questions using the rest of the vocab words. Continue to pair then share.	We Do: Echo Reading of <i>A Butterfly Grows</i> . Teacher reads a sentence. Then class rereads the sentence together. Students practice reading with a partner.	We Do: Review blending words routine from Monday, connect sounds to written words. Practice blending words with students. Model then practice.	We Do: Guide students in creating a class T chart recording from student responses how the two stories are the same on one side and on the other side how the stories are different.	
Independent Practice (What students do independently to reinforce the learning target)	You Do: Practice writing spelling words: soon, new, noon, zoo, boot, too, moon, blew, soup, you grew, and scoop on individual whiteboards as teacher says the word orally.	You Do: Teacher calls on each student to answer a question from the story. Teacher differentiates the question for each individual student.	You Do: Students take turns reading independently with expression in a small group while teacher listens.	You Do: Practice writing the spelling words: room, spoon, tooth, drew, flew, group, soon, scoop, you, and broom on white boards as teacher says the word orally.	You Do: Independently write two ways the stories are the same. Write two ways the stories are different.	

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Instructional Strategies (What you do so students achieve the learning target)					
Assessment (How you use formative and summative tools to know if students met the learning target)					
Evaluation (How you use summative tools to test for reaching the learning target)					
Bellwork (What students do upon entering the classroom)					
Guided Practice (What students do with your assistance to boost the learning target)					
Independent Practice (What students do independently to reinforce the learning target)					