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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** The Blue Ox | | | | |
| **Your name:**  Brittany Hanson | **Age or Grade Level:**  1st Grade | | **Integrated Disciplines/Subjects:**  Shared Reading | **Time frame for Lesson:**  30 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.  LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.  LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.  LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.  LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.  LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.  LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.  LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.  LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.  LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital). | | | | |
| **Objectives:** The student will be able to:   1. Share information and ideas about the concept (How animals help people) 2. Tell what past, present, produce, and transportation mean. 3. Show an action to represent the amazing words (past, present, produce, and transportation). 4. Sing a song and anytime an amazing word is used in the song they will do the action. 5. Explain what the setting of a story is. 6. Tell the characters in a story. | | | | |
| **Assessment:** The teacher will use a formative assessment to check for student understanding. The teacher will say an amazing word that was introduced. Students will complete the action to show they know the meaning of the word. | | | | |
| **Materials:**   * Smart board * Teacher’s Manual | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** The teacher will begin the lesson by introducing students to the question of the week (how do animals help people?) The teacher will then introduce students to the lesson. | | | | |
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| **Teacher will do:**   * The teacher will begin by asking students the concept question of the week (how do animals help people?) * After a discussion on how animals help people, the teacher will introduce the amazing words (past, present, produce, and transportation). * The teacher will help students come up with actions that go along with the amazing words (past, present, produce, and transportation). * Next the teacher will introduce students to the song, “ The Oxen Song.” * The teacher will put the song on the smart board. Students will listen to the song the first time. The second time the teacher will have students sing and do the action for the amazing words in the story (past, present, produce, and transportation). * The teacher will have students listen to the story “The Big Blue Ox.” | | **Student will do:**   * Participate in the group discussions * Do the actions that go along with the amazing words (past, present, produce, and transportation). * Sing the song, “The Oxen Song” while doing the actions for any amazing words in the song. * Answer questions about character and setting. | | |
| **Closure:** Have students tell a neighbor a new amazing word and show the action to that new word. | | | | |
| **Differentiation:**  **ELL:** When introducing the amazing words (past, present, produce, and transportation) put a picture next to each word.  **Resource:** For a student who is having a hard time remembering what past, present, produce and transportation are, you could have these children write the word on an index card and draw the action on the other side.  **HAL:** Have these students blend longer short /O/ words (rocket, copy, jogging, body, oxen, and soccer). Have students decide a category they could group these words into (i.e. things, sports, actions). They then can share with the rest of the class the categories and the words under each category. | | | | |
| **References:**   * “The Oxen” song | | | | |
| **LESSON ANALYSIS** | | | | |
| **Content Knowledge:** In this lesson I want students to understand what the amazing words mean. Students will use an action to help them remember what each amazing word means.  **Teaching Methods/Strategies:** In this lesson there will be technology (smart board), singing a song, and doing actions for amazing words (past, present, produce, and transportation). | | | | |
| **REFLECTION** | | | | |
| This lesson went really well. The students really enjoyed coming up with actions to remember the amazing words/vocab words (past, present, produce, and transportation). Students enjoyed listening to the story on the smart board and answering questions. | | | | |