

First Grade Lesson Plan

Title of Lesson: “Box-It Up”

Brief Description of Lesson:

In this activity I modeled to the students how to start their sentences with capital letters and end their sentences with punctuation marks. At the end of the activity the students were able to write and apply the skills taught. The students will learn two important sentence-building skills:

- Creating Interesting Beginnings
- Using End Punctuation

Learning Objectives:

Students will be able to:

- Recognize that the first word of each sentence is capitalized
- Understand that at the conclusion of each sentence belongs a type of ending punctuation.
- Standards that will be addressed: 1.6.2-Write in complete sentences., 1.6.6-Correctly use periods, exclamation points, and question marks at the end of sentences and 1.6.7-Capitalize the first word of a sentence, names of people, and the pronoun I. (

Learning Tasks:

Start off by displaying a sentence and drawing a box around the first word. Then write a second sentence that begins with a different word and ask a student to draw a box around its first word. Draw an arrow from the box to the punctuation at the end of the previous sentence. Write a third sentence that begins with a different word and ask another student to draw the box and arrow. Materials needed: White board, markers, student journals or paper.

Opportunity for Discourse:



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Opportunity for Discourse

- Having students ask questions as well as answer my questions
- Having students come up to the board and outline boxes and connect arrows to previous endings of sentences
- Having students work at their desk in their journals using the same method of boxing and using arrows
- Students were allowed to share their stories with peers at their table to help promote communication and collaboration skills

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Environment Considerations

I would modify this activity by giving struggling students writing paper with the boxes and arrows already drawn out. They would still have to create their sentences but the model boxes and arrows would already be on the piece of paper so that could concentrate more on their stories but still are able to see how the boxes and arrows are used.

Analysis of Learning:

Informal Assessment:

- Observation of group discussions
- Observations of children doing work on the board
- Walking around and observing their writing and answering individual questions

Formal Assessment:

- Collected their writing journals and assessed their writing to see if objectives were met

Analysis of Teaching:

I would have the children come back together after writing in their journals and play the role of the teacher and correct my writing. I will have written a story on the whiteboard and have volunteers come up to the board and draw boxes and arrows to where I forgot to place them. I would do this in the hopes that I would become more

aware of my students understanding on the material and how they are applying the skills that I have taught them.

I found out the modeling has a huge impact on students' learning. In the past I have taught other lessons in which I did not model or demonstrate the skill I wanted my students to learn and have found that their work does not meet my expectations. When students are giving examples and proper guidance they will be able to meet our expectations. They are soaking in every piece of information we deliver and demonstrate to them!