

Common Core Standards

Lesson Plan:

- **1.L.1g:** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Print Concepts and Fluency:

- **1.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- **1.RF.4a:** Read on-level text with purpose and understanding.
- **1.RF.4b:** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **1.RF.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Practice Exercises:

- **1.L.1g:** Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- **1.MD.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Active Learning:

- **CC.K-12.MP.5:** Use appropriate tools strategically.
- **CC.K-12.MP.6:** Attend to precision.
- **CC.K-12.MP.7:** Look for and make use of structure.

Printable Book:

- **1.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- **1.RF.4a:** Read on-level text with purpose and understanding.
- **1.RF.4b:** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **1.RF.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Common Core Lesson Plan

“Stay Seated on a Bus”

Grade: 1

Common Core Standards:

- **1.L.1g:** Use frequently occurring conjunctions (e.g., and, but, or, so, because).



Materials Needed:

- “Stay Seated on a Bus” video episode, computer, Wi-Fi connection, “Magic Words” worksheet, whiteboard, dry erase markers

Preparation:

- Familiarize yourself with the lesson, video, and the related fluency passage.
- Gather the needed materials in an appropriate area.

Breaking it Down:

- Watch the video, “Stay Seated on a Bus.”
- Use the fluency passage to reinforce the lesson theme and goals.
- Complete the lesson.

Lesson:

1. After watching the video, write the words “and,” “but,” “or,” “so,” and “because” on the whiteboard. Tell your students that these are your “magic words” that will help make sentences longer!
2. Write, “I stay seated on the bus.” And, “My friend stays seated on the bus.”
3. Chorally read the two sentences together.
4. Model how to put these sentences together using a connecting word.
5. Hand out the “Magic Words” worksheet. Ask your students to choose the correct word to complete the sentence.
6. Write the following sentences on the board. Have students use their magic words to complete the sentences.
 - You need to stay seated ___ you might get hurt.
 - Follow the rules on the bus ___ everyone can stay safe.
 - Listen to the bus driver ___ she is in charge.
 - It’s okay to talk on the bus ___ don’t talk too loud.
 - I’m safe on the bus ___ so are my friends.



Open Dialogue:

- Discuss different situations in which students ride the bus (e.g., field trips, going to school, etc.).
- Have students give examples of what could happen if they do not stay seated on a bus.
- Discuss when it is okay to stand up on a bus (e.g., when the bus driver says it is okay, when the bus has stopped, etc.).

Capping it Off:

- Have students complete the practice math and language exercises.
- Have students color the associated coloring pages. Display within the classroom or have the students take them home to share with their families.
- Have students complete the active learning project.
- Encourage students to refer back to the printable book and fluency passage as needed.
- Reinforce the lesson throughout the year by using reminders and reviewing the episode.



*Magic
Words* 

and

but

or

so

because

