

Common Core Standards

Lesson Plan:

- **K.W.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Print Concepts and Fluency:

- **K.RF.1a:** Follow words from left to right, top to bottom, and page-by-page.
- **K.RF.1b:** Recognize that spoken words are represented in written language by specific sequences of letters.
- **K.RF.1c:** Understand that words are separated by spaces in print.
- **K.RF.4:** Read emergent-reader texts with purpose and understanding.

Practice Exercises:

- **K.L.1e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off).
- **K.CC.1:** Count to 100 by ones and by tens.

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:

- **K.RF.1a:** Follow words from left to right, top to bottom, and page-by-page.
- **K.RF.1b:** Recognize that spoken words are represented in written language by specific sequences of letters.
- **K.RF.1c:** Understand that words are separated by spaces in print.



Common Core Lesson Plan

“Stay Seated on a Bus”

Grade: K

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- **K.W.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



Materials Needed:

- “Stay Seated on a Bus” video episode, computer, Wi-Fi connection, yellow butcher paper, white construction paper, black construction paper, tape, pencils, crayons, whiteboard, dry erase marker

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. Use the yellow butcher paper and black construction paper to make a “bus” to hang in the classroom or hallway.
2. After watching the video, hand out the blue pieces of construction paper. Tell the students they are going to write about how to stay safe on a bus.
3. On the whiteboard, write “I will stay safe on the bus by _____.” Ask your students to give you endings to this sentence. Write their suggestions on the board and read them out loud.
4. Have each student write this sentence starter on their blue construction paper and choose an ending.
5. Encourage students to add drawings explaining their bus rule.
6. As students finish, tape the white construction paper to the bus to look like the “windows.” If there are too many, tape them on top of each other and you can “open” the first window to see the window underneath.



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“Stay Seated on a Bus”

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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.

