

Common Core Standards

Lesson Plan:

- **1.L.4c:** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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.4c:** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- **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 the one category than in another.

Active Learning:

- **1.L.4c:** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- **1.OA.5:** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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

“Get a Good Night’s Sleep”

Grade: 1

Common Core Standards:

- **1.L.4c:** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).



Materials Needed:

- “Get a Good Night’s Sleep” video episode, computer, Wi-Fi connection, whiteboard, dry erase markers

Preparation:

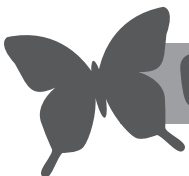
- Familiarize yourself with the lesson, video, and the related fluency passage.
- Gather the needed materials in an appropriate area.

Breaking it Down:

- Watch the video, “Get a Good Night’s Sleep.”
- Use the fluency passage to reinforce the lesson theme and goals.
- Complete the lesson.

Lesson:

1. After watching and discussing the video, write the words “sleepy” and “sleeping” on the whiteboard.
2. Ask the students, “What is different about these words. What is the same?”
3. Tell the students that the root word of “sleepy” and “sleeping” is sleep. Ask students to use “sleepy” and “sleeping” in a sentence.
4. Write the words “dreamed,” “dreaming,” and “dreams.” Discuss these words in the same manner.



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Open Dialogue:

- Have students share about a time they did not go to sleep at their bed time. Have them describe how they felt the next morning.
- Discuss what could happen if you didn’t get a good night’s sleep (e.g., wake up late, can’t concentrate in school, etc.).
- Discuss the benefits of getting a good night’s sleep (e.g., it’s good for your health, able to pay attention in school).
- Discuss the things you can do to help make sure you get to bed on time every night.

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.

