

STRUCTURAL PATTERNS (READING)

Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Structural patterns
2. Reading

Teacher Guide

Objectives

Pupils should be able to;

1. Read simple passages with fluency.
2. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
3. Answer simple questions orally and in writing.

Information/Instruction

1. Ask students to think about the books they like to read or have read in the past.
2. Have students turn and talk to share about one of their favorite books.
3. Prompt students to share the name of the book, to give a summary of what

Day 1/Lesson 1- 20 Mins

1. Explain to your students that they will be reading a classic story (a good story from your textbook/workbook)
2. Tell them that they will first read the story as a whole group; then, they will read with partners.
3. Explain to the class that at the end of the lesson, that you will ask them questions about the story.
4. Remind your students that as they read the story, they should pay close attention to the events in the story as they happen.
5. Explain to your students that when they understand what they read, this is called **comprehension**.
6. Read the story as a whole group.
7. If there is a word that your students do not know, have them circle the word with the highlighter so that you can come back to the words and review them.
8. At the end of the story, review the words that students highlighted, and ask them questions about the story.

Guided Practice

Day 2 Lesson 2- 15 mins

1. Take a newspaper and scan through it.
2. Look for words that are familiar to you and highlight them as you read.
3. Once you have five words highlighted, look at the paper again for words that are **"unfamiliar"** to you (words that seem like they'd be unfamiliar to your students).
4. Highlight five of them as you see them.
5. Use the dictionary to look up the unfamiliar words.
6. Write down the unfamiliar words and their definition on lined paper.
7. Tell students that they'll be repeating what you did, but they'll also choose one unfamiliar and three familiar words to start writing a new story.
8. Students can work in pairs to find words and help each other look them up in the dictionary.
9. Once they have their familiar and unfamiliar words ready, they should work independently on their story.

Materials Required

- Story Book
- Newspaper
- Workbooks

Additional Resources

- <https://www.education.com/lesson-plans/first-grade/ela/reading/>
- <https://www.education.com/lesson-plan/read-and-retell-a-classic/>
- <http://www.jumpstart.com/teachers/lesson-plans/english-lesson-plans>
- <https://www.brighthubeducation.com/lesson-plans-grades-1-2/124602-teachers-guide-to-first-grade-lesson-plans-and-activities/>
-
-
-

Additional Notes

the book is about, and to share why they like it.

Teacher Guide

9. As you circulate the room, ask your students guiding questions.
10. Potential questions include: Who are the characters in the story?
11. When your students are done with this activity, have them pair up with someone and retell the story.
12. Make sure each partner gets a turn to tell the story.

Day 3 Lesson 3: 20 Mins

1. Read a book or a comprehension passage with the class, as they begin to read, tell the students to raise their hands when they come across a mystery word.
2. Write down each mystery word on the board.
3. Pause after writing and ask the class to think about the word and what it might mean. Record their thinking.
4. Demonstrate how you would use the glossary in the book to check the meaning of the word.
5. Also demonstrate how you would use a dictionary (if there wasn't a glossary).
6. Write down the correct meaning of each word.

Assessment Activity

1. Assess students' understanding by noticing how they are identifying and forming past-tense verbs in their writing.
-

Guided Practice

Day 4 Lesson 4: 15 Mins

1. Have the class read a short story from a book.
2. Explain to the class that they will be answering the **5 W's** about the story that they just read.
3. Let them write sentences in their work books illustrating the **who, what, where, when, and why** of the story.
4. As students work on their 5 W's walk around the classroom, look at their worksheets to assess their understanding of the 5 W's.
5. Ask student volunteers to share their **5 W** answers with the class.

Assessment Activity

1. During guided practice and independent working time, rotate around the room to check that students are reading well.
-

	Teacher Guide	Guided Practice
Summary		
1.		