**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION) | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Book – “The Tortoise and the Hare”  Parts of the book –  Open  Close  Front  Back  Spine  Turn the page – wave  Student move all body movements | As book is being read, 2 groups of students (tortoises and hares) move about the room when their character is discussed  2 students are given a portion of the story and have to act it out.  Class has to tell if this happened at the beginning, middle or end. | Hop about room like hare  Crawl about the room like tortoise | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Correctly identifying the beginning, middle and end of the story.  Learned the characters and differences.  Accurately identifying the part of the story from the charade |

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[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Specific Movement for each vocabulary word | Retell story by acting it out  Use movements as story is read  TPR Storytelling | Story elements song with movements | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Grade 1: Reading: Literature: Key Ideas and Details: in wheelchair, in inclusion class - typical**

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Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Lifting arms  Moving wheelchair forward and backwards | Sequencing, moving wheelchair, divided into groups  Stander, walker | Wobbly Man – music  Available movement  Instruct on floor | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Answer comprehensive questions  Answer comprehensive questions  Answer comprehensive questions |

**Grade 1: Reading: Literature: Key Ideas and Details:**

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Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Boom, Boom, Ch-  Crossover and clap wile chanting alphabet | Read book of choice, discuss beginning, middle, and end.  Together as a class students repeat repetitive lines (include movement).  Discuss GoMap (map that shows movement via shapes)  Stand up, Hand Up, Pair Up | Teacher Choice  Movement to Home Baseline | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Understanding parts of the story  Go Map  Anytime teacher/students assess |

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| * Go Noodle Energizer   + Moosetube * Activate Knowledge through a movie/tv show that everyone has seen?   + Ask what the overall message is | * Graphic organizers   + Beginning – touch head   + Middle – touch stomach   + End – touch toes   + Guided practice   + Ask students to show various parts of beginning, middle, and end with a class read aloud * Individual Practice   + Pair read a story & find the beginning middle and end   + Draw a picture or act it out | * Two minute Kiss your Brain Song * Individually have students read a short story and write a sentence for beginning, middle, and end - assessment | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Retelling stories   * Monitoring * Assessment * Graphic Organizer   Daily until Mastery  BOY, MOY, EOY |

**Grade 1: Reading: Literature: Key Ideas**

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details: The Snowy Day**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK**  **2 Minutes or Less Every 10-15 minutes** | **PROGRESS MONITORING** | |
| * Energizers - Over, under, around and through   + “….a steep mountain”   + “….a steep hill”   + <5 minutes | * Read aloud The Snowy Day   + Fingertracking or   + Following along with students coming to the active board or projectable book * Materials   + The Snowy Day   + Coast, hats, gloves * Act out   + “crunch, crunch, crunch in the snow   + Packing snow balls round and firm | * Snowball battle with balled up paper and a parachute * Now be a snow angel in the snow * Jumping jacks to look like a snow angel * Materials:   + Paper   + parachute | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Follow Directions  Probes behavior chart or Class Dojo  Probe 2x/week  Chart/Dojo daily  Total School Environment |

**Grade 1: Reading: Literature: Key Ideas**

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details:**

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Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY**  **(5 min)** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK**  **2 Minutes or Less Every 10-15 minutes** | **PROGRESS MONITORING** | |
| Frogs in the pond   * Teaching children (frogs) to jump around, staying away from the alligator, who will chomp them | On a number line, children will move to a greater number by jumping to it  One student jumps to a number (5) 2nd frog jumps to a number (7) and 3rd frog jumps to 10  4th student (the alligator) chomps the larger number  Materials:   * Number line (tape on the floor) | Verbalized the song/chant while walking in a circle  Alligator, alligator chomp! Chomp! Chomp! | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Grade 1: Reading: Literature: Key Ideas**

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details: Rainbow Fish Story**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY**  **(5 min)** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK**  **2 Minutes or Less Every 10-15 minutes** | **PROGRESS MONITORING** | |
| Fish Faces, swimming, go underwater, fish congo line, casting/reeling in fish | * Story is read * Teacher “casts” question * Student answers by “reeling in answer” * “Scales” are used in fish bowl = squeeze tongs to move about room & share scales | Swim & fish faces for a minute  A timer or blowing bubbles | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Grade 1: Reading: Literature: Key Ideas**

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details: Brown Bear, Brown Bear**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text. Comprehends and reads

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson. Reacts to stories read

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY**  **(5 min)** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK**  **2 Minutes or Less Every 10-15 minutes** | **PROGRESS MONITORING** | |
| Head, Shoulders, Knees, and Toes | * Included props, act out animals, change voice for characters | Turn and talk music and movement sensory box with textured toys squishy balls, vibrator | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Grade 1: Reading: Literature: Key Ideas**

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MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text. W-H Questions with The Gingerbread Man/Baby

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| “What does the wolf say” to the tune of “what does the fox say” = hand motions | Read 1st passage   * Straw House * Hare students act out how a strawhouse is built   Read 2nd passage   * Sticks – students as a group model bldg. a house with sticks   Read 3rd passage   * Bricks – students act out as a group   3 groups – retelling story using their (prep time) | Clapping rhythm where students repeat led by the teacher.  End with a self hug.  Deep breath once seated.  Students presentations | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Throwing colored balls in a circle  Answering the question –  Which type of materials would you use to build your house?  Why? |

**Grade 1: Reading: Literature: Key Ideas**

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MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details: Qualify – It’s a bear story!**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text. W-H Questions with The Gingerbread Man/Baby

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Going on a Bear Hunt  Fast, fast, fast | Acting out the story  As story is ready, children do a key motion for a key detail | Movements to key elements of the story | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Comprehension – characteristics, settings, major events  Illustration of book with key element  By teacher after literacy after 3 days (read, read, tell) |

**Grade 1: Reading: Literature: Key Ideas**

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details: Read Johnny Appleseed Book**

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Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Apple – toss – like egg toss – back up a step each toss/catch cycle | Students start bodies as seeds in ground and gesturally move body through tree growing cycle.  Now the apple trees (students) toss apple to answer questions about key details from text, retell story, or describe characters, etc. | Yoga poses – tree, blowing with wind to incorporate trunk rotation balance challenge, large muscle group contractions | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Engagement story retell sequence  Observation cut/paste/construct apple cycle book  During activity by teacher |

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Animal walks/movements  Specific to story (eg 3 Little Pigs) | Act out story in reading group – like charades | Sing/dance to story  (hand movements, etc) | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Correct story sequence  Using pictures or sentence strips  1 time/week as part of morning work assessed by reg. ed. teacher |

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Run & stop (quiet as a mouse) for a few cycles | * Charades – act out part of book and guess * Large drawing on smart board character, setting, etc * Hop through event sequence of the story | * Sky writing or drawing words from story * Make a short song movements about the story * Seasonal themes – “fall like a snowflake” | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Parts of a story  Cause – effect  Journal daily worksheets  Bi-weekly |

**Grade 1: Reading: Literature: Key Ideas**

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details: Green Eggs and Ham**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text/pictures

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Dancing to Kidz Bop with freeze element | I do: Call out words from text while kids do windmills.  When hear rhyming words = freeze | All kids do constant motion while color words are said and displayed, and then do specific movement when “Green” is said/shown | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | ID Rhyming words  Checklist  Match rhyming words in 2 columns |

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT**  **Guided Practice** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Use directionality to find “mittens” for our “kitten who lost her mittens” ie go under table to cllect mittens | Read story then go back & say okay  your turn & when you hear about her loosing a mitten, you have to get up & hang a mitten (fine motor) | They can handle mittens/take back down  Using a pince grip to transfer one mitten off the line then take on basket  Can turn pages & look at pictures | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Behavior – following direction concepts, understanding, fine motor  Data sheets  Directional concepts throughout the day |

**Grade 1: Reading: Literature: Key Ideas**

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)Describe characters, settings, and major events in a story, using key details

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION) | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| 1. Clapping rhythmic patterns prior to reading. 2. Tossing the answer ball around the group | Read Aloud: HOP on POP by Dr. Suess  - Pick a action to do when following rhyming words being read aloud  - Answer Wh- question about context (ex: adding other rhyming words to context “What word rhymes with pup?”)  - Turn and talk following directions from teacher to answer questions about details of the story (ex: find the person to your left and tell the main character) | Do a yoga pose or picture imitation demonstrating a character or activity in the book. | Define the behavioral or functional knowledge, action/skill, or ability that will be measured.  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | -Does the student understand rhyming words, key details, and main characters?    - Tally  - Student worksheet  - Teacher notes  - Monitor reading assessments for rhyming words 2x month in small group |

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Incorporating Movement into Classroom Instruction - Spring 2016**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION) | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Jump the elements of the story- 5 jumps character setting problem solution | Progressive retell of the story using a ball toss to individual to tell parts. | Play “concentration”- Clap “tap tap tap”, chant answer to category –character, setting, problem details solutuion | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  As playing concentration have a data sheet to monitor students responses.  Describe the data collection method/tool:  Data sheet  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Incorporating Movement into Classroom Instruction - Spring 2016**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details: Green Eggs and Ham**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION) | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Go Noodle;  Maybe? Row boat, climb tree, | Throw/toss ball around room talking about settings/favorite place to eat green eggs and ham | Chanting “I don’t like them, Sam I am” | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Incorporating Movement into Classroom Instruction - Spring 2016**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION)  Book – “If You Give a Mouse a Cookie” | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Sesame Street cookie monster dance – activity that is loosely related but does not require cognitive overload | Role play portions of the story or allow the students to create a new animal and food pair and tell that story | Doing a movement sequence to replicate the steps to making a cookie – identifying what materials are need, where to find them, and acting out the sequence | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Incorporating Movement into Classroom Instruction - Spring 2016**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Just Dance at the carpet | \*Charades – using character/information from book  \*Pair keywords with specific movement actions | Jumping jacks  Animal walks | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details: The Giving Tree**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION) | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Day 1 and 2: Show cover of book and ask students to act like a tree blowing in the wind. Play music that changes speed and have students mimic tree moving at speech of song.  Day 1: Picture walk of the text. Choose one page from the text to act out (i.e. pick apples). | Day 1: Teacher reads aloud text while students sit on the floor. Available seating options include (wiggle cushions, stability balls, rocking chairs, hokey stools, carpet square, beanbag, etc.).  Ring bell to initiate transition. Provide each group with a basket for apples. Leave different colored weighted apples around the room. Assign each group a color. As students transition, they fill their basket with their assigned colored apples.  In their groups, students work together to read the story aloud.  Day 2: Teacher rereads story. Each time the words “boy climbs branches” is heard, students act like they are climbing a tree.  Students sketch to stretch by drawing the sequence of how the tree changes in the story. | Day 1: Pull students back together as a group. Project fluency phrases from the passage on the Smartboard. Assign actions to key words:  Tree-stretch arm above their head  Apple-reach up to pick apples  Branch-arms out wide  Day 2: Repeat exercise with same activity, but different phrases from the text. | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Given a word bank, students will complete a CLOZED passage summarizing the text.  Students will respond in writing to given questions, using text evidence. |

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Green Eggs & Ham  Teach movements you are going to use while reading the story ex: green eggs= pretend to flip an egg ; | Read the story and students will do movements to specific words discussed in warm up activity | Yoga moves since the instruction has movements | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Ability to answer questions  Collect responses, observe responses  During current enhancement, teacher will monitor all students. |

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.  Dance (12 Powerful Words – Larry Bell) | [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.  Walking While Listening to a Story Read Out Loud | [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.  Simon Says | Define the behavioral or functional knowledge, action/skill, or ability that will be measured : Comprehension/Recall  Describe the data collection method/tool: Checklist, Verbal Summary, Exit Ticket  Describe how often, what time of day, where, and by whom student progress will be assessed: During ELA Block/Classroom, Teacher/Peer Assessment, 2+ times |  |

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.  Dance (12 Powerful Words – Larry Bell) | [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.  Walking While Listening to a Story Read Out Loud | [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.  Simon Says | Define the behavioral or functional knowledge, action/skill, or ability that will be measured : Comprehension/Recall  Describe the data collection method/tool: Checklist, Verbal Summary, Exit Ticket  Describe how often, what time of day, where, and by whom student progress will be assessed: During ELA Block/Classroom, Teacher/Peer Assessment, 2+ times |  |

**Grade 1: Reading: Literature: Key Ideas and Details:**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| 12 Powerful Words Hip Hop Video with Movement | Introduction of elements of a story by modeling the 3 little pigs story and the characters (ex. Wolf “huffs and puffs”, movements to demonstrate building the house, hammering movements) | Movements will mimic 12 powerful words when students are asked questions to review the elements of fiction and the plot of the story | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Grade 1: Reading: Literature: Key Ideas and Details: Kindergarten**

[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION) | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Movement review of story parts  -characters  -setting  -beginning  -middle  -end | -Charades to act out story  -Movements associated with words as read aloud  Sign language to identify beginning sound for words | -GoNoodles  -Point of view videos such as riding a roller coaster  -Yoga  -Balloon beach ball | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | -Complete actions by end of week without prompting  -blurting out  -on task  -Observation/tally mark log  -regular classroom data  -Baseline  -Daily check-ins  -Weekly-going over numbers  -Reporting period-comparative to intervention and long term progress |