



# Cumberland County Schools

## Objective 2.09 – Understanding Instructions

**Lesson Title:** Understanding Instructions  
**Curriculum Area:** English Language Arts  
**Grade:** First  
**Time:** 30 minutes

### I. PLAN

#### A. NCSCS Goal 2:

The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

#### B. NCSCS Objective:

**2.09:** Read and understand simple written instructions.

#### C. CCS Task Analysis:

**2.09:** Read and understand simple written instructions.

**TLW:** Complete tasks that are given in written form.

**TLW:** Explain written directions to a partner or teacher.

#### D. CCS Pacing Guide:

Quarter: Second

Week(s): 1-6

#### E. Lesson Background:

Category: Interpretation

Marzano Level: Applying

#### F. Materials:

- “Whole Language Holidays” instrumental tape by Kathryn Cloonan
- *Pumpkin Pumpkin* by Jeanne Titherington
- *I Like Pumpkins* by Jerry Smath
- Overhead/chalkboard
- Sentence strips
- Post-it notes
- Pocket charts
- Whiteboards
- Scissors
- Glue
- Construction paper
- Model
- Tracing shapes
- Tape/CD player
- Crayons

#### G. Prerequisite Skills:

- Knowledge of sight vocabulary, visual cueing system, phonetic analysis, and the ability to determine meaning from the text
- Knowledge of cooperative learning games: Think, Pair, Share and Inside-Outside Circle (Kagan)

#### H. Essential Question(s):

- How can I apply the reading strategies to comprehend and interpret written instructions?

## II. IMPLEMENT

### A. Anticipatory Set:

Sing the song "Once I Had a Pumpkin" to the tune of "Did You Ever See a Lassie?" (from the tape "Whole Language Holidays" by Kathryn Cloonan)

Lyrics:

Once I had a pumpkin, a pumpkin, a pumpkin  
Once I had a pumpkin with no face at all.  
With no eyes and no nose and no mouth and no teeth.  
Once I had a pumpkin with no face at all.

Then I made a Jack-o-Lantern, Jack-o-Lantern, Jack-o-Lantern.  
Then I made a Jack-o-Lantern..with a big funny face.  
With big eyes and a big nose and a big mouth and big teeth.  
Then I made a Jack-o-Lantern..with a big funny face.

Then read the book Pumpkin Pumpkin or I Like Pumpkins

### B. Teacher Input:

The three-cueing system consists of three strategies (visual, syntax, semantics) used in developing meaning from the text. Developing readers must apply these strategies to become fluent readers. The teacher might explain the cueing system to the students in the following manner: "Look at the letters and get your mouth ready (visual). Does what you say make sense and does it sound right (syntax and semantics)?"

"Today we will practice using our reading strategies to find the word that makes sense in the sentence. Look at this sentence on the board. It's missing a word." The students will see the following: *Christy sees a \_\_\_\_\_ in the forest.* The teacher will cover the blank with post-it notes. The word that students will use to fill in the blank, **tree**, will be underneath the post-it notes. Two post-it notes will be used: one will cover **tr** and the other will cover **ee**. The whole group will read the sentence as the teacher tracks the print. The teacher will then think aloud through the process she wants the students to use. "I have to think of something that I would see in the forest. It could be a hunter. *Christy sees a hunter in the forest.* That makes sense. That sounds right. It could be a tree. *Christy sees a tree in the forest.* That makes sense. That sounds right. It could be a bear. *Christy sees a bear in the forest.* That makes sense. That sounds right."

#### Rehearsal: Think-Pair-Share:

Student A will read the sentence to Student B. Student B will insert the word *hunter* in the sentence. Student A will say, "Does that make sense? Does it sound right?" Student B will say, "Yes, it makes sense and sounds right." Students will reverse roles until all words are used.

#### Teacher Input:

The teacher will say, "The questions I now have to consider are as follows: Does the word make sense? Does it sound right? I also have to see if the word looks right. What do I need to do? I need to uncover the word." The teacher will remove the first post-it note, revealing **tr**. He/she will sound out the **tr** sound. The teacher will say, "Which word matches that sound? Does **hunter** make the **tr** sound? No. Does **bear** make the **tr** sound? No. Does **tree** make the **tr** sound? Yes! I'm thinking that **tree** might be the right word because it makes sense, it sounds right, and it looks right. But I also know that **track** also starts with **tr** and **trap** starts with **tr**." The teacher will write **track** and **trap** on the board. He/she will say, "I have to look at the rest of the word to see if it matches what I see and what I say." The teacher will remove the second post-it note to reveal the word **tree**. The teacher will read the entire sentence. He/she will say, "I'm thinking this word makes sense, sounds right, and looks right."

#### Rehearsal: Inside-Outside Circle:

The inside circle will be "A". The outside circle will be "B." Student A will say, "I have to match what I see to what I say." The student will read the sentence. "Christy sees a **tr\_\_** in the forest." Then student B will say, "It can only be **tree** because **bear** and **hunter** don't start with **tr**. It could also be the word **track** or **trap** because both words make sense in the sentence, they sound right, and they

both match what I see.” Student A will say, “I have to see the end of the word to determine which of the three possibilities (tree, track, trap) it might be. When I uncover the word, I see **ee** and that says **tree**. It cannot be **track** or **trap** because those words do not match the letters I see or what the letters say.”

**C. Guided Practice – Attachment A:**

Students will be working in pairs. Each pair will be given a sentence strip that will contain a sentence with which the pair will work. The sentence strips will be numbered to coincide with each student pair. The teacher will use post-it notes to cover the words that students will guess. The pairs will begin the process that the teacher modeled earlier in the lesson. The teacher will check the words that the students pose as possible solutions for each sentence. Once students have enough possibilities, the teacher will uncover the first part of the word in the sentence for each pair. The students will then continue with the process of choosing words that could complete their assigned sentence. The teacher will check the words and then give the sentence strip to the pair to uncover the last part of the word. Students then choose the correct word for their assigned sentence based on how it looks, sounds, and whether or not it makes sense in the sentence.

Sample Sentences:

These sentences will reveal instructions for the students to follow in creating a jack-o-lantern. The **bold** word is the covered word.

1. I will **trace** the circle.
2. Next, I will **color** it orange.
3. Then, I will **cut** it out.
4. I will trace and cut out a **green** stem.
5. I will **glue** the circle onto the blue paper.
6. I will glue the **stem** on top of the orange circle.
7. I will trace **three** yellow triangle shapes.
8. I will cut out the yellow **triangles**.
9. I will paste the triangles as eyes and a **nose**.
10. I will draw a **happy** mouth on the face.

The teacher will display the finished jack-o-lantern activity.

**D. Closure:**

Each pair will share their sentence, filling in the missing word.

**E. Independent Practice: Differentiated Assignment – Attachment A:**

**Advanced Learners:**

Students will create a glyph (picture representation of data). The teacher will say, “If you have brothers or sisters, cut out round eyes. If not, cut out triangle eyes. If you have a pet, cut a green stem. If not, cut a brown stem. If you like to read, make a smiling face. If not, make a frowning face. If you like pumpkin pie, cut out a circle nose. If not, cut out a square nose. Cut the number of teeth for the month in which you were born. Write a paragraph explaining the meaning of the glyph.”

**Proficient Learners:**

Students will follow the 10 steps listed in attachment A.

**Strategic Learners:**

The teacher will have pre-cut materials on hand. The sentences should be no more than 6 words, as indicated below. Students will follow the steps to complete the activity.

1. Glue the circle onto the paper.
2. Put a stem on top of the circle.
3. Paste two triangles as eyes.
4. Paste one triangle as a nose.
5. Draw a happy mouth.

**Intensive Learners:**

The teacher will have pre-cut materials on hand. The sentences should be no more than 6 words, as indicated below. Use rebus pictures in sentences.

1. Glue the circle onto the paper.
2. Put a stem on top of the circle.
3. Paste two triangles as eyes.
4. Paste one triangle as a nose.
5. Draw a happy mouth.

**III. ASSESS:**

- A. **Products:**
- B. **Diagnostic (see background):**
- C. **Pre-Assessment:**
- D. **Post Assessment (EOG format plus 2 open-ended):**

**IV. RESOURCES:**

- A. **Websites:**
  - [www.songs4children.com](http://www.songs4children.com)
  - [www.kaganonline.com](http://www.kaganonline.com)
  - [www.drjean.org](http://www.drjean.org)
- B. **Materials:**

*Phonics: Grade One* by Patricia Cunningham
- C. **Professional Development Opportunities:**

# Following Instructions

(To be placed on sentence strips)

1. I will **trace** the circle.
2. Next, I will **color** it orange.
3. Then, I will **cut** it out.
4. I will trace and cut out a **green** stem.
5. I will **glue** the circle onto the blue paper.
6. I will glue the **stem** on top of the orange circle.
7. I will trace **three** yellow triangle shapes.
8. I will cut out the yellow **triangles**.
9. I will paste the triangles as eyes and a **nose**.
10. I will draw a **happy** mouth on the face.