

## Lesson Planning Guide

**Teacher Name:** L. Hughes

**Grade:** 1st grade

<p><b>Unit Title:</b> Literacy - Module 8 - week 3 of Tell Me a Story</p>	
<p><b>Date Taught:</b> Mar 1, 2022</p>	
<p><b>Desired Results</b></p>	
<p><b>Tennessee Standards:</b>            1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p>	
<p><b>Whole Group:</b>            1.FL.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).            1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. —d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. —e. Decode two-syllable words following basic patterns by breaking the words into syllables.            1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p><b>Independent Work:</b>            1.FL.PC.1 Demonstrate understanding of the organization and basic features of print.            1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.            1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.</p>	
<p><b>Small Group:</b>            1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in s story using key details.            1.RI.KID.1 Ask and answer questions about key details in a text.            1.RI.KID2 Identify the main topic (for this lesson, problem and solution) and retell key details of a text.</p>	
<p><b>Understandings (Big Ideas):</b></p>	<p><b>Essential Questions Give Purpose (How or Why?):</b></p>
<p><b>The Gathering Spot (whole group lesson):</b>            I can segment/break apart and count phonemes/sounds.            I can read aloud fluently paying attention to punctuation and commas (phrasing/prosody).            I can segment/break apart and count syllables/"beats".            I can recognize that every syllable has a vowel sound and use this knowledge to read longer words.</p>	<p><b>The Gathering Spot (whole group lesson):</b></p> <ol style="list-style-type: none"> <li>1. What lessons can we learn from stories? (Module 8 essential question)</li> <li>2. What are our big rocks?</li> <li>3. How do our big rocks connect to the essential question?</li> <li>4. Why are we learning about phonemes, phrasing and syllables?</li> <li>5. How do I become a better reader and writer?</li> </ol>

<p><b>Solo Hero Work (independent work at desk):</b> I can work independently and use strategies to complete my work. I can read and illustrate words with an 'ar.' (an 'r' controlled vowel) I can write 5 star sentences.</p> <p><b>Book Clubs (small, reading groups):</b> I can make connections between a book, story web, and b,m,e graphic organizer. I can identify the problem and solution in a story. I can ask and answer questions about the key details in a text.</p>	<ol style="list-style-type: none"> <li>6. Why am I learning about problem and solution?</li> <li>7. Why do I need to make sure I write 5 star sentences?</li> <li>8. How will practicing my spelling pattern help me?</li> </ol>
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**Know/Vocabulary  
(Definitions, Facts, Names, Dates, Academic Vocabulary, Procedural Knowledge):**

<p><b>Learner's vocabulary:</b></p> <p><b>Gathering Spot:</b> segment phonemes (break apart words into individual sounds) count phonemes (count individual sounds in words) count syllables (listen for and count 'beats' in words) punctuation phrasing (using/heeding punctuation and commas to help us become better readers) Big Rocks (Leader In Me curriculum) Choral reading (connected to the mindset of 'belonging' from our literacy curriculum)</p> <p><b>Solo Hero:</b> 'ar' spelling words, 'r' controlled vowel words illustrate/illustration 5 Star Sentences (neat handwriting, begins with capital letter, finger spaces, ends with correct punctuation, complete thoughts) 'Golden Bow' (time with the teacher is a gift - do not disturb unless it's an emergency)</p> <p><b>Book Clubs:</b> story web beginning, middle, end problem/solution when &amp; where (setting), who (characters), what (significant events) - narrative elements</p>	<p><b>Words to know:</b> high-frequency words of the week (reviewed at IA's small group time) - brown, car, far, few, funny, hard, myself, new, old, once, right, thank, words</p> <p>'ar' spelling words ('r' controlled vowels) - these words have been sorted earlier in the week and are located in spelling notebooks for the student to use for the independent work of the day. farm, arm, yard, art, har, bar, barn, bark, card, yarn</p> <p><b>Procedural Knowledge:</b> Students answer in whole group by showing a thumb in front of chest instead of waving a raised hand.</p> <p>Solo Hero work is to be completed by one's self. If there is help needed, then they are to get support from a friend. Restrooms, extra pencils or other materials needed during this time are fully accessible for the student to be independent. The routines, procedures and expectations are well established and revisited as necessary.</p> <p>'Golden Bow' on the teachers' tables during small group time indicate 'Do not disturb'...book clubs are a special time for the students at the teachers tables, a gift! Please, do not take their gift away!</p>
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**Assessment Evidence**

<b>(Evidence that will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standard met)</b>		
<b>Pre-Assessments</b>	<b>Formative Assessments:</b>	<b>Summative Assessments:</b>
Pre-assessments: -Writing Assessment -DRA -Easy CBM (letter sounds, word reading, passage reading) -High-frequency word checklist -In-class observations	I will assess the students at each lesson by observing: -participation -problem solving/resilience when a mistake is made -how much support is needed -what kind of support is needed  Also... -Exit ticket for counting 2 syllable words (checklist) -Student work (story web and B, M, E graphic organizer writing) -Writing Assessment (partially summative) -Student work (illustrating spelling words; using spelling words in 5 star sentences)	-DRA -Easy CBM (letter sounds, word reading, passage reading)  *I discuss student performance and progress with students' parents, my IA (instructional assistant) and SPED support person in a productive, solutions oriented way. Communication with these key people supports students more effectively.
<b>Learning Activities</b>		
<b>Materials</b>		
<b>Print and Manipulatives:</b>	<b>Multimedia, Electronic, and Internet Resources:</b>	
-word lists from teacher manual for phoneme counting and syllable work (HMH Teacher's manual) - <i>The Red Knit Cap Girl and the Reading Tree</i> , by Naoko Stoop -Story web -B, M, E graphic organizer -Spelling word illustration and sentence writing pg. -Other supports for differentiation (listed below in differentiation section)	-Interactive TV -Online curriculum resources (StartRight reader #4; story on pg. 173; <i>Big Red Barn</i> )	
<b>Planned Learning Activities/Experiences/Reflection:</b>		
*TTW=the teacher will; TSW=the students will  <b><u>The Gathering Spot (Whole Group):</u></b> TTW begin by framing the learning to give purpose and motivate students. "Why are we learning...? What are our big rocks for our morning time together? How will being a better reader help us as adults, in our futures?" TSW interact and answer. Word work and phonics practice... <b>Phonemes:</b> TTW remind students that they know how to segment, break apart, words into their individual sounds. TTW give an example, "Listen as I do the first one: past. The sounds in past are /p/ /a/ /s/ /t/. Now it's your turn." TSW complete a few words and then TTW add a step of counting the phonemes. TTW ask,		

“How many sounds are in the word past? I count each sound, which is four.” [holding up a finger for each sound] TSW complete a few words. TTW support, correct and redirect as necessary.

**Phrasing:**

TTW explain that good readers pay attention to punctuation. TSW review punctuation marks and a comma’s purpose. TTW access a reading passage from the students’ Start Right Readers and read incorrectly. TTW then read it using correct phrasing. TSW read it correctly chorally and practice later with a partner in small group.

**Syllables:**

TTW explain to students that they will use what they have learned about vowels and consonants to read longer words. TTW explain that they will first listen for and count the syllables, or ‘beats’, of a word. TTW ask students if they remember what syllables are, and have them explain. TSW give examples. TTW model splitting up a two-syllable word on the whiteboard. TSW, with teacher support, practice recognizing the connection of two vowels and two syllables when splitting words. TSW remember the difference between vowels and consonants by singing our vowel song *A,E,I,O,U* (to the tune of BINGO).

**Closing:**

TTW describe the exit ticket off the Gathering Spot, which will be counting syllables of a given word. TTW explain Solo Hero work to be completed. TSW, as called, come to the teacher and demonstrate segmenting a two-syllable word. TTW make a brief note on a checklist.

**Solo Hero (Independent work):**

TSW, as finishing exit ticket, collect the necessary materials to complete the independent spelling work. TSW reread his/her work, practice recognizing and correcting mistakes and turn it into the finished work basket.

**Book Clubs (Small Group):**

TTW call groups by long vowel name. Students will come prepared and complete a quick ‘Entrance ticket’ of producing a word with the long vowel of their group. TSW, with teacher support, revisit the previously completed story web in connection with a familiar story. TSW discuss, with the teacher and fellow classmates at the table, how to take the information from one graphic organizer (story web) to another graphic organizer (B,M,E sentences and illustrations). TSW, with differentiated support from the teacher, give examples of sentences with details of beginning, middle and end utilizing the problems and solutions of the story. TSW, to close after writing is complete, read another student’s sentences and offer compliments and any suggestions for improvement (feedback). Closing for this activity comes later.

**Differentiation for All Learners**

<b>Intervention/Extension</b>	<b>Learning Styles/Needs</b>	<b>Interest/Real World Applications</b>
<p><b>Intervention (support beyond the norm):</b> The following students, according to assessments and observations, will be highly monitored and supported for progress with letter recognition and sound production, time on task, and effort. These students</p>	<p>Students, in class, experience songs and rhymes that support the needs of the learning within the classroom family. As needed, we have brain breaks and deep breathing breaks to help refocus our learning.</p>	<p>Connections of daily objectives to Leader In Me vocabulary of ‘Big rocks.’  Framing the learning will occur by focusing on the big picture of ‘why are we doing this’ using a graphic organizer (thinking web) that has been created, referred</p>

<p>are also receiving concentrated lessons in small groups and extra support throughout the day as needed: B.G. H.P.</p> <p>The following students will be moderately monitored and supported with letter sounds, according to assessments and observations: B.P. S.J. Z.W.</p> <p><b>Extension:</b> For literacy small groups, students are homogeneously (ability) grouped according to assessments and observations. This allows for more focused, differentiated lessons and materials to be used to meet the needs of each group.</p> <p>On the other hand, there are times within the day the students are paired heterogeneously (mixed ability) to allow for peer support. This is two fold, students who need support are getting a peer above performance level as a model, and the peer that is above is being challenged with content knowledge and life skills to be able to support the other student.</p> <p>The following students are considered advanced with reading, according to assessments and observations, and are given differentiated materials and expectations depending on lesson and focus. O.C.</p>	<p>Multiple presentations of content of verbal and visual, discussion, content on interactive screen, whiteboard content, and on paper.</p> <p>Setting changes from whole group to independent work to small group. Modeling, echoing, repetition, guiding questions, etc. will be employed as needed in each setting. Productive struggle is valued and supported according to student needs.</p> <p><b>SPED:</b> Differentiated supports are provided to the following students to aid their experience and learning within the classroom setting: B.P. M.M. B.G. E.J. -triangle pencils, hand over hand, highlighted writing to trace -timers -extra tub with appropriately focused activities for extra practice according to need (tactile letter cards; fine motor focused objects, etc.) -extra times throughout day to support specific needs -modified tasks and expectations -increased one-on-one support when in small group and throughout day from teacher, IA or, when available, SPED assistant</p> <p><b>Behavior supports:</b> The following students require extra supports to aid in making better choices with personal</p>	<p>to and kept throughout the module.</p> <p>Intentional connections will be made from using skills being learned in class to the skills we need for a successful future career and life, outside of the walls of the classroom/school building.</p>
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<p>O.I. S.R. X.A.</p>	<p>space, impulsivity and keeping on task. E.T. B.P. E.J. B.G. -carpet squares for whole group -walking breaks outside of classroom by IA -proximity seating for desk and/or whole group -timer -modified daily reflection log (folder to communicate daily behavior to parent)</p>	
<p><b>Remediation:</b> Natural fits work best. Therefore, TSW, in upcoming lessons, have opportunities to revisit counting and segmenting two-syllable words. Also, TSW be completing, in connection with problem/solution, a writing about a time when someone helped them solve a problem.</p>		