

Standard(s)	<p>FOCUS:RF1.3c, RF1.3f, RF1.4a, RF1.4c, RL1.5, L1.4c, RL1.5, W1.6</p> <p>ONGOING: RI1.4, RI1.7, RL1.7, RL1.7, RL1.9,RL1.10, L1.1a through L1.1j RI1.3, RI.1.5, RI1.6, RI1.8, W.1.8, W1.3</p> <p>Tested: RF1.3c, FR1.3f, RF1.4c, RL1.5, L1.4c, RL1.5 RF1.3b, RF1.3e, RF.1.3g, RF1.4b</p>
Learning Target(s) <small>(based on the language of the standard)</small>	<ul style="list-style-type: none"> ● RF.1.3b - decode regularly spelled one-syllable words. ● RF 1.3c know final -e and common vowel team conventions or representing long vowel sounds. ● RF 1.3f - Decode words with inflectional endings. ● RF.1.3.g - Recognize and read grade-appropriate irregularly spelled words. ● RF 1.4a Read grade level text with purpose and understanding. ● RF.1.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary. ● RL.1.5 explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ● L.1.4c Identify frequently occurring root words and their inflectional endings (look-looks, looked, looking) ● W.1.6 with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Procedures <small>(with general times)</small>	<p>Tuesday-Thursday: Having introduced the opening skills for the supportive text “The Big Trip”, the teacher will select and practice focus skills in small groups.</p> <p>Friday: weekly test and saxon phonics</p> <p>Monday- Whole group instruction to introduce the new text, spelling words, words to know, and related selection vocabulary.</p> <p>Tuesday - Thursday - Teacher chosen small group activities to practice weekly focus skill and allow for differentiation.</p> <p>Friday: Weekly test on Little Rabbit’s Tale and Read Across America with teacher planned language activities to celebrate Dr. Suess’s contribution to children’s literature.</p> <p>Writing Focus: (The Big Trip)Students will work toward writing a narrative this week about going on a trip. Students will recount two or more appropriate events, including some details regarding what happened, use some temporal words to signal event order, and provide some sense of closure. (W.1.3)</p> <p>Comprehension and Vocabulary Focus: Students will read and</p>

	<p>discuss the folktale “Little Rabbit’s Tale.” Students will focus on using key details and illustrations to the text to retell the story, describe characters, and be able to identify the central message or lesson of the text.</p> <p>Using the read aloud “Chicken Little”, students will be introduced to the following oral vocabulary words: meadow, calf, wade, rippled, flooded, swarm. Using the vocabulary reader “The Weather” students will practice reading and comprehending the Words to Know (want, old, try, use, more, wash, mother, door.</p> <p>Selection vocabulary as it relates to the text: apple, beaver, goose, happily ever after, says, sky, told, and oh.</p> <p>Language Focus: Students will understand and use frequently occurring prepositions that tell when and where. Students will review the verb “be” (is, are, was, were).</p> <p>Phonics: Students will use the story selection spelling words to blend, read, and build compound words. Saxon Phonics and Michael Heggerty book will be used as a supplemental program to teach/reinforce phonological awareness and phonics skills.</p> <p>Small Group Instruction:</p> <p>Use leveled reader to differentiate reading instruction, increase student fluency, comprehension, and word recognition.</p> <p>Teacher will use the instructional planning report to work on individual weaknesses.</p> <p>Use oral vocabulary lessons from Curious with Words and the Read Aloud text.</p> <p>Provide independent practice of skills through use of listening centers, computer, independent reading, practice workbooks, and hands-on activities when appropriate.</p>
<p>Example of an Assessment Item Related to the Standard</p>	<p>Spell the following word that follows the ea or ee vowel team.</p> <ol style="list-style-type: none"> 1. Spell the word <i>please</i>. _____ 2. <i>What happens next in the story after Beaver tells Goose that the sky is falling?</i> _____ <i>(short answer).</i>

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BSD Lesson Plans
2017-18
School: Mamie Martin Elementary