**Tiger Academy Lesson Plan**

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| Instructor:  Milton/Hughes | Grade Level – 1st | Date: 11/9-11/13/15 | Day(s) M, T, W, Th, F  Notes:  Tuesday: Veterans Day Program  Wednesday: Veterans Day  No School |

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| **Subject/Content:**  **Reading/Grammar/Foundational Skills** | **Instructional Focus:**  **target Whole Group Reading Target:**  **Comprehension Skill:** Author’s Purpose  **Foundational Skills**: Short I, Consonant x/ks, short o; plural -s  **Genre:** Nonfiction  **Writing**: Opinion Writing  **Conventions:** Commas in a series, verb tense( past, present, future) Capitalization, adjectives, Possessive Pronouns; Personal Pronouns  **Unit 2 Module A Lessons** |
| Standard(s):  **Reading Standards:**    LAFS.1.RI.3.8  Identify the reason an author gives to support points in a text.  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  **LAFS.1.RI.2.5**  Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  **Grammar:**  LAFS.1.L.1.1Demonstrate command of conventions of standard English grammar and writing and speaking.  Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Foundational skills: LAFS.1.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Distinguish long from short vowel sounds in spoken single-syllable words. 2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).   . | Grammar /Conventions   * Verb Tense * Pronouns |
| **Materials/Resources:**  **Reading Materials:**   * **Supporting Text: The Recess Queen** * **Anchor Text: Fine Fine School** * **Reader’s Writer’s Journal** * **Leveled Readers**   **Online Resources**   * [**www.raz-kids.com**](http://www.raz-kids.com) * [**www.readworks.org**](http://www.readworks.org) **( reading passage, ( Informational)** * [**www.starfall.com**](http://www.starfall.com) **(**[**http://www.starfall.com/n/skills/y-vowel/load.htm**](http://www.starfall.com/n/skills/y-vowel/load.htm)**)** * [**www.pearsonrealize.com**](http://www.pearsonrealize.com) | |
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| **Essential Question:**  **How can use details from the story to determine the author’s message or purpose?**  **How do readers retell text to demonstrate understanding of the central message?**  **H.O.T Questions:**  **How can use context clues help me understand unknown words?** | |
| Monday: (Lesson 11)  Scholars will recall learning from last week by asking our Essential Question,” How can using details form the story help to determine the author’s purpose? learning from this week  Good writers use convicting reason to support opinion. They choose precise and specific words to help readers understand how they think or feel about a topic or book conclude reading.  Explore Poetry: Display the poem “Countdown to Recess” page 61. Class will read poem and identify rhyming pairs  Turn/Talk Question(s)   * Why does Jean jump rope with Katie Sue?   Close Reading Evidence   * Look at the picture on page 48. What does this picture tell you about how Jean fells? Describe the details in the picture hat support our thoughts. * Page 49: Bouncity, kickity and swingy are all written in bold and capitals, why?   Text Talk  Explain rhythm and rhyme: rhyming is words have the same the sound at the end as in mean and Jean. Rhythm is pattern made up of sounds and words( like a beat or song)  Teacher focus on rhythm and rhyme : Page 51, “ I like ice cream, I like tea, I want Jean to jump with me!  What words rhyme and what is the rhythm of the poem.    Practice: page. 106 Readers and Writers Journal.  Class will break into reading groups.  *Teacher’s Grouping activities may change based on scholars’ needs and teacher observations.*  .Milton’s Reading Group   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | |  |  |  |  |  | | Standard:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Standard:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Standards:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Standard:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Standard:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | Skill: Use nonfiction leveled text to ask and answer questions. | Skill: Use nonfiction leveled text to ask and answer questions. | Skill: Use nonfiction leveled text to ask and answer questions. | Skill: Use nonfiction leveled text to ask and answer questions. | Skill: Use nonfiction leveled text to ask and answer questions. | | Task: ( Leveled Text) | Task: : Read Leveled Text | Task: Read Leveled Text | Task: : Read Leveled Text | Task: Read Leveled Text |   Hughes’ Reading Groups   |  |  |  | | --- | --- | --- | | Achieving/Developing  ( Jellyfish) | Meeting  (Orcas) | Exceeding  (Sharks) | |  |  |  | | Standard:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Standard:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Standards:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | Skill: Use nonfiction leveled text to ask and answer questions. | Skill: Use nonfiction leveled text to ask and answer questions. | Skill: Use nonfiction leveled text to ask and answer questions. | | Task: ( Leveled Text) | Task: : Read Leveled Text | Task: Read Leveled Text |     After Guided Reading/Authentic Groups:  Class will join together to focus on verb tense.  Closing: Scholars will revisit our Essential Question.  Tuesday ( Lesson 12):  We are going to think about how some of the characters changed from the beginning of the story to the end of the story. These changes can help us figure out the story’s central message or lesson.  Read pp.51-60 of the,” The Recess Queen” pause of words and phrases that children may recognize or know how to decode.  Turn/Talk Question(s)   * How does Katie Sue change the mood of the playground in the story?   Close Reading Evidence   * What is the setting on pages 58 and 59? * What details the author use to support the opinion that the playground is now a great place? * What would Mean Jean most likely do if someone asked her for a turn with the basketball?   Text Talk  Teacher models central message: Let’s begin by looking back at how Mean Jean treats other kids at the beginning of the story. She is very bossy and mean to them.  Practice: Scholars will discuss why characters change and what causes them to change.  Class will break into reading groups.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Achieving** | **Meeting** | **Exceeding** |  | | Standard: | Standard:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Standard:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Standards:  LAFS.1.RI.2.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |  | | Task: | Skill: Use nonfiction leveled text to ask and answer questions. | Skill: Use nonfiction leveled text to ask and answer questions. | Skill: Use nonfiction leveled text to ask and answer questions. |  |   *\*Please see above chart for detailed break -down of groups*  After Guided Reading/Authentic Groups:  Class will join together to focus short vowels.  Class will join together to close.  Wednesday ( Veterans Day No School):    Thursday(Lesson 13): ( Compare and Contrast Two Texts)  Scholars will review both texts from Unit 2 Module A: *Fine Fine School and The Recess Queen*. Scholars will discuss our essential question: How does a reader retell text to understand the central message?  Remind scholars that a retelling tells who the characters are, where the story takes place, and what happens. Readers use key details and things they already know to discover the central message of a story. Both stories are fictions  Turn/Talk Question(s)   * How does Tillie help the students and teachers in a Fine, Fine School? * How is Katie Sue a good Classroom citizen in the Recess Queen?   Close Reading Evidence   * How do the teachers and children feel when Mr.Keene says that not learning? * How does the author show what they children are worried?   Text Talk  After re-reading both text scholars will compare texts using a graphic organizer    Friday (Performance Based Assessment ):  Scholars will performance their Performance Based Assessment for Unit 2.  Scholars will think about the The Recess Queen and A Fine, Fine School and how characters acted as good classroom citizens. Children will write their opinion about how good classroom citizens act and supply a reason for the opinion.  After scholars complete their Performance Based Writing Assignments- they will complete a reading comprehension  Reading Title: Callie Learns to listen  Grade Level: 1st  Lexile Level: 380l  class will break into reading groups.  Reading Comprehension Test   |  |  |  | | --- | --- | --- | | Meeting | Achieving | Exceeding | | Standards: Varies depending on scholars needs | Standards: Varies depending on scholars needs | Standards: Varies depending on scholars needs | | * I-ready Practice | I-ready Practice | I-ready Practice |   Scholars will join at the carpet to close our reader’s workshop. | |
| **Closing:**  Partner Review  Summary each daily lesson  Reteach Lesson ( if necessary)   * Review words | **Assessment:**  **Reading Comprehension Test**  Performance based Writing  Teacher observations |
| **Differentiated Instruction:**  All Students: Build Words/level readers  Below Level: Focus on high frequency words, Decodable readers | |
| **Safety Net/RtI:**  **RTI Invention: Ongoing inventions are in place for scholars who are preforming below grade. Those inventions include but are not limited to one/one instruction and or small guided groups.** | |
| **Lesson Reflection/Next Steps:** | |