

Teacher: J. Stilwell	Date(s): September 2-5, 2014
Grade Level: First	Content: Reading Unit: First 30 Days

STAGE 1: Desired Results ~ What will students learn?	
<p>SOL/Learning Objective Specify behaviors, conditions, and criteria. Indicate the verbs used in the Curriculum Framework.</p> <p>6 Create 5 Evaluate 4 Analyze 3 Apply 2 Understand 1 Remember</p>	<p>Sept. 2-3 Standards: 1.3 The student will adapt or change oral language to fit the situation. a) Initiate conversation with peers and adults. d) Follow simple two-step oral directions.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • I can follow oral directions given by my teacher in sets of two with 80% of the time. • I can initiate a conversation with my teacher and my friends about what I am learning and provide a retelling of that learning with 80% accuracy. <p>Sept. 4-5 Standards: 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • I can tell and retell events or procedures in order using complete sentences with 80% accuracy.
<p>Essential Questions & Understandings/Big Ideas Look for Essential Questions that are overarching or topical and help guide the unit plan. These questions promote conceptual thinking and add coherence to a series of lessons. An idea is "big" if it helps make sense of seemingly isolated facts.</p>	<ul style="list-style-type: none"> • How do I move from one area of the classroom to another? What does that look like? • How do I speak to my friends and teacher in whole group? What does that sound like? • What are good listening habits? Why is it important to have good listening habits? • How will Reader's Workshop help me become a better reader? • What would Reader's Workshop look like to a visitor?
<p>Key Vocabulary Use Curriculum Framework and other adopted resources.</p>	<p>Content Vocabulary: two-step directions, conversation, peers, procedure, routine Sight words:</p>
STAGE 2: Assessment Evidence ~ What is evidence of mastery?	
<p>Assessment Part 1 Start with the end in mind! Consider a sample question or performance task students will need to do as evidence of mastery of this objective.</p>	<ul style="list-style-type: none"> • How do I move from one area of the classroom to another? What does that look like? • What would Reader's Workshop look like to a visitor? • What are good listening habits?

<p>Possible misconceptions or learning gaps <i>Complete the above task yourself; think about what might be hardest for students to grasp?</i></p>	<p>Gaps: in listening skills; by communicating in complete sentences; in following two-step directions</p>	
<p>STAGE 3: Learning Plan ~ What are the strategies and activities you plan to use?</p>		
<p>Snapshot / Warm-up <i>Activate prior knowledge and get students thinking & motivated for today's lesson.</i></p> <p>Practice the routines and rituals of Read Aloud. Strategy: Making connections.</p>	<p>Read Aloud: (10 minutes) Model Metacognitive Strategy: M: = T: Mrs. Watson Wants Your Teeth, McGhee W: Sumi's First Day of School, Pak* Th: Brand New Pencils, Brand New Books, De Groat* F: The Teacher from the Black Lagoon, * Ask: *How are these books alike or different?</p>	
<p>Teaching and Learning Activities ~ Whole Group Emphasis</p>		
<p>Whole Group Classroom Instruction: Mini-Lesson (20 minutes) Comprehension Strategy: NA <i>First 30 Days of School: Routines and Rituals</i> M: = T: Getting Ready for whole-group instruction. Page 19 W: Develop good listening habits. Page 20 Th: Concept of reader's workshop. Page 21 F: Rules for reader's workshop. Page 22</p>		
<p>Teaching Stations (60 minutes /20 minutes per group): <i>Needs-based small group emphasis on direct instruction. Choose books based on students reading levels.</i></p>		
<p>Group 1: (L) - Text M: T: NA W: Th: F:</p>	<p>Group 2: (M) -Text M: T: W: NA Th: F:</p>	<p>Group 3: (H) - Text M: T: W: NA Th: F:</p>
<p>Work Stations (Held simultaneously with Teaching Station-60 minutes): <i>Practice new skills, apply strategies to new materials, and review previously taught skills. Differentiate activities based on students' needs!</i></p>		
<p>Work Station 1: NA</p>	<p>Word Work: M: Open Sort NA T: Partner Sort W: Timed Sort Th: Independent Sort F: Assess Practice sight words on Word Wall</p>	<p>Work Station 2: NA</p>
<p>Individual Student Conferences: (10 minutes)</p>		
<p>M: T: NA W: Th: F:</p>		
<p>Phonics Workshop: Whole Group (20 minutes):</p>		

<p>Strategies Differentiation Check for Understanding</p>	<p>Use Spring PALS data to determine students' missing letter knowledge and letter sound knowledge. Use this data to create picture or word sorts to differentiate instruction.</p>	
<p>CONSIDERATIONS AS YOU PLAN WHOLE AND SMALL GROUP INSTRUCTION:</p>		
<p>Instructional Strategies <i>Think in term of high yield strategies, such as:</i></p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypothesis • Questions, cues, and advance organizers 	<p>Differentiation <i>Some ideas include:</i></p> <ul style="list-style-type: none"> • Flexible grouping • Tiered instruction • Interest-based activities • Varied products • Task cards: Question Cards • Personal agendas • Graphic Organizers 	<p>Checking for Understanding <i>Check throughout the lesson using:</i></p> <ul style="list-style-type: none"> • Question and Answer • Anchor Charts • Class discussions • Group Response • Demonstrations • Practice sheets • Quick Quizzes
<p>Higher Level Thinking <i>Plan for a challenging cognitive level, such as apply, analyze, evaluate, or create</i></p>	<p>Connections to other subject areas and/or authentic applications <i>Reflect upon what people do in the real world with this content; and how it links to other disciplines.</i></p> <p>Connection to science/social studies</p>	<p>Technology Use: <i>How will you incorporate technology?</i></p> <p>SmartBoard for phonics lesson, computers to listen to story for struggling readers.</p>
<p>STAGE 4: Closure ~ What did the students master & what are they missing?</p>		
<p>Lesson Closure & Student Summarizing of their Learning <i>Review what students learned or should have learned. Recognize gaps and allow them to help you plan for the next lesson(s).</i></p>	<p>Closure: Ask-What routine did we practice today? How is this routine(s) important in making us good readers?</p> <p>Gaps: in listening skills; by communicating in complete sentences; in following two-step directions</p>	
<p>Assessment Part 2 <i>Revisit Assessment Part 1. Plan a formative assessment which shows concretely what students mastered today. This might be:</i></p>	<ul style="list-style-type: none"> • Exit card • Short Quiz • Seatwork / Practice Sheet collected • Written response to a prompt • Oral responses / participation <p>Students will create exit tickets, posters, or journal response.</p>	

Teacher Reflection / Effectiveness of Learning:

Did the standard match the instruction? Does the instruction match the assessments?