

SMALL GROUP LESSON PLANS Wk: 27 (March 25-29, 2024)

Teacher: Dart/Massey (Group 1)

Content: ELA: Reading

Date: 03/25-29/24

	Monday	Tuesday	Wednesday	Thursday	Friday
When	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45
Intervention:	Edge(G)	Edge(G)	Edge(G)	Edge(G)	Edge(G)
Standard:	Intercession	Intercession ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Intercession ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Intercession ELAGSE5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Field Day
LT:		I am learning to quote accurately from a text when explicitly explaining what the text says	I am learning to summarize the text.	I am learning to compare and contrast two or more story elements using specific details in the text.	
Success Criteria		I can quote accurately from texts.	I can paraphrase parts of a story.	I can determine how the specific details of the characters, setting, and events fit together to enhance each other	
Vocabulary		Quote, paraphrase, explicit, summarize, inference	summarize, paraphrasing	character, character traits, compare and contrast, details, inference	

Teaching Strategy	Intercession	Provide adequate opportunities for students to read from a variety of genres	Provide students with opportunities to summarize and paraphrase, noting the difference in these two skills	Model effective annotation and note-taking, with special attention to how characters, setting, and events enhance one another	Field Day
Students					
Notes	M/N	M/N	M/N	M/N	M/N

SMALL GROUP LESSON PLANS

Teacher: Mooring/McLaughlin (Group 2) Content : Reading

Date:03/25-29/24

	Monday	Tuesday	Wednesday	Thursday	Friday
When	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30
Activity	Edge(I)	Edge(I)	Edge(I)	Edge(I)	Edge(I)
Standard:	Progress Monitoring	ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Field Day
LT:		I am learning to summarize a text.	I am learning to summarize a text.	I am learning to summarize a text.	
Success Criteria		I can paraphrase (summarize) details from a text.	I can paraphrase (summarize) details from a text.	I can paraphrase (summarize) details from a text.	

Vocabulary		summarize	summarize	summarize	
Teaching Strategy		The Year of the Panda/ FCRR: Model note taking and how to summarize the text both orally and in writing	The Year of the Panda/ FCRR: Model note taking and how to summarize the text both orally and in writing	The Year of the Panda/ FCRR: Model note taking and how to summarize the text both orally and in writing	Field Day
Students	4th: J.L./I.H./Y.M.	4th: J.L./I.H./Y.M.	4th: J.L./I.H./Y.M.	4th: J.L./I. H./Y.M.	4th: J.L./I.H./Y.M.
Notes	M/N	M/N	M/N	M/N	M/N

SMALL GROUP LESSON PLANS

Teacher : O'zell (Group 3)

Content:Reading/Phonics

Date:03/25-29/24

	Monday	Tuesday	Wednesday	Thursday	Friday
When	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15
Intervention:	LLI(F)	LLI(F)	LLI(F)	LLI(F)	LLI(F)
Standard:	Progress Monitoring	ELAGSE3RF4(a-d): Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ELAGSE3RF4(a-d): Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ELAGSE3RF4(a-d): Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Field Day
LT:		I am learning to use context (what I understand from my reading) to help	I am learning to use context (what I understand from my reading) to help me	I am learning to use context (what I understand from my reading) to help me	

		me figure out or self-correct words.	figure out or self-correct words.	figure out or self-correct words.	
Success Criteria		I can reread to self-correct unknown words.	I can reread to self-correct unknown words.	I can reread to self-correct unknown words.	
Vocabulary		self-correct, self-monitor,	self-correct, self-monitor,	self-correct, self-monitor,	
Teaching Strategy		The Lucky Penny/ Splash: Blends-Diagraphs Keep running records of student reading fluency	All About HoneyBees/ Splash: Keep running records of student reading fluency	A Walk at Night/ Splash: Keep running records of student reading fluency	Field Day
Students	Daniels 3rd: M.C.A. McLaughlin-4th: B. C. Mooring - 4th: J. R. Thomas-5th: S. H.	Daniels 3rd: M.C.A. McLaughlin-4th: B. C. Mooring - 4th: J. R. Thomas-5th: S. H.	Daniels 3rd: M.C.A. McLaughlin-4th: B. C. Mooring - 4th: J. R. Thomas-5th: S. H.	Daniels 3rd: M.C.A. McLaughlin-4th: B. C. Mooring - 4th: J. R. Thomas-5th: S. H.	Daniels 3rd: M.C.A. McLaughlin-4th: B. C. Mooring - 4th: J. R. Thomas-5th: S. H.
Notes	Lesson (I)	Lesson 98I)	Lesson 99(I)	Lesson 100(I)	Lesson (I)

SMALL GROUP LESSON PLANS

Teacher : O'zell (Group 4)

Content : Reading

Date:03/25-29/24

	Monday	Tuesday	Wednesday	Thursday	Friday
When	10:25-11:00	10:25-11:00	10:25-11:00	10:25-11:00	10:25-11:00
Intervention:	LLI(C)	LLI(C)	LLI(C)	LLI(C)	LLI(C)
Standard:	Progress Monitoring	ELAGSE1RF4c: Read	ELAGSE1RF4c: Read	ELAGSE1RF4c: Read	Field Day

	ELAGSE1RF4c: Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ELAGSE1RF4c: Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LT:	I am learning to stop when I read and confirm my understanding.	I am learning to stop when I read and confirm my understanding.	I am learning to stop when I read and confirm my understanding.	I am learning to stop when I read and confirm my understanding.	I am learning to stop when I read and confirm my understanding.
Success Criteria	I can reread to make sure my reading sounds right.	I can reread to make sure my reading sounds right.	I can reread to make sure my reading sounds right.	I can reread to make sure my reading looks right.	I can reread to make sure my reading makes sense.
Vocabulary	Self-correct, Confirm, Rereading, Understanding	Self-correct, Confirm, Rereading, Understanding	Self-correct, Confirm, Rereading, Understanding	Self-correct, Confirm, Rereading, Understanding	Self-correct, Confirm, Rereading, Understanding
Teaching Strategy	/Splash: Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.	Grandma's Glasses/Splash: Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.	Fun for Hugs/Splash: Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.	Home Sweet Home/Splash: Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.	/Splash: Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.
Students	Geiger-1st: T. S. Hawkins-2nd: S.N./T. H. Schaeffer-2nd: T.T.	Geiger-1st: T. S. Hawkins-2nd: S.N./T. H. Schaeffer-2nd: T.T.	Geiger-1st: T. S. Hawkins-2nd: S.N./T. H. Schaeffer-2nd: T.T.	Geiger-1st: T. S. Hawkins-2nd: S.N./T. H. Schaeffer-2nd: T.T.	Geiger-1st: T. S. Hawkins-2nd: S.N./T. H. Schaeffer-2nd: T.T.
Notes	Lesson (H)	Lesson 90(H)	Lesson 91(H)	Lesson92(H)	Lesson (H)

SMALL GROUP LESSON PLANS

Teacher: Massey (Group 5)

Content : Reading

Date:03/25-29/24

	Monday	Tuesday	Wednesday	Thursday	Friday
When	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45
Intervention:	Edge(G)	Edge(G)	Edge(G)	Edge(G)	Edge(G)
Standard:	Progress Monitoring	Intercession ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Intercession ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Intercession ELAGSE5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Field Day
LT:		I am learning to quote accurately from a text when explicitly explaining what the text says	I am learning to summarize the text.	I am learning to compare and contrast two or more story elements using specific details in the text.	
Success Criteria		I can quote accurately from texts.	I can paraphrase parts of a story.	I can determine how the specific details of the characters, setting, and events fit together to enhance each other	
Vocabulary		Quote, paraphrase, explicit, summarize, inference	summarize, paraphrasing	character, character traits, compare and contrast,	

				details, inference	
Teaching Strategy		Provide adequate opportunities for students to read from a variety of genres	Provide students with opportunities to summarize and paraphrase, noting the difference in these two skills	Model effective annotation and note-taking, with special attention to how characters, setting, and events enhance one another	Field Day
Students					
Notes	Level M/N	Level M/N	Level M/N	Level M/N	Level M/N

SMALL GROUP LESSON PLANS

Teacher: O'zell (Group 6)

Content : Reading

Date:03/25-29/24

	Monday	Tuesday	Wednesday	Thursday	Friday
When	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00
Intervention:	LLI(A)	LLI(A)	LLI(A)	LLI(A)	LLI(A)
Standard:	<p>ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade -appropriate irregularly spelled words</p>	<p>ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade -appropriate irregularly spelled words</p>	<p>ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade -appropriate irregularly spelled words</p>	<p>ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade -appropriate irregularly spelled words</p>	<p>ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade -appropriate irregularly spelled words</p>
LT:	I am learning to read irregularly spelled words. (e.g., come, said, they, what).	I am learning to read irregularly spelled words. (e.g., come, said, they, what).	I am learning to read irregularly spelled words. (e.g., come, said, they, what).	I am learning to read irregularly spelled words. (e.g., come, said, they, what).	I am learning to read irregularly spelled words. (e.g., come, said, they, what).

Success Criteria	I can read high-frequency words.	I can read high-frequency words.	I can read high-frequency words.	I can read high-frequency words.	I can read high-frequency words.
Vocabulary	Irregularly spelled words, phonics, read, recognize, high-frequency words, sight words.	Irregularly spelled words, phonics, read, recognize, high-frequency words, sight words.	Irregularly spelled words, phonics, read, recognize, high-frequency words, sight words.	Irregularly spelled words, phonics, read, recognize, high-frequency words, sight words.	Irregularly spelled words, phonics, read, recognize, high-frequency words, sight words.
Teaching Strategy	Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.	Rain Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.	My Baby Sister Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.	The Puppet Show Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.	Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.
Students	Martin-1st: Z. J. Rigdon-1st: C. F./L. M. Douglas-1st: J. C. Hawkins-2nd: T.N	Martin-1st: Z. J. Rigdon-1st: C. F./L. M. Douglas-1st: J. C. Hawkins-2nd: T.N	Martin-1st: Z. J. Rigdon-1st: C. F./L. M. Douglas-1st: J. C. Hawkins-2nd: T.N	Martin-1st: Z. J. Rigdon-1st: C. F./L. M. Douglas-1st: J. C. Hawkins-2nd: T.N	Martin-1st: Z. J. Rigdon-1st: C. F./L. M. Douglas-1st: J. C. Hawkins-2nd: T.N
Notes	Lesson (B)	Lesson 43(B)	Lesson 44(B)	Lesson 45(B)	Lesson (B)

Read 180 Planning Guide: Workshop 2

[Read 180 Workshop Preview](#)

Read 180 Lesson Plans: (M) Independent Reading/Student App
 Read 180 Lesson Plans: (T) Independent Reading/Student App
 Read 180 Lesson Plans: (W) Independent Reading/Student App
 Read 180 Lesson Plans: (Th) Independent Reading/Student App
 Read 180 Lesson Plans: (F) Independent Reading/Student App