

# SMALL GROUP LESSON PLANS Wk: 28 (April 09-12, 2024)

Teacher: Dart/Massey (Group 1)

Content: ELA: Reading

Date: 04/09-12/24

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>When</b>	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45
<b>Intervention:</b>	Edge(G)	Edge(G)	Edge(G)	Edge(G)	Edge(G)
<b>Standard:</b>	<p>Intercession</p> <p>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</p>	<p>Intercession</p> <p>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</p>	<p>Intercession</p> <p>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</p>	<p>Intercession</p> <p>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</p>	<p>Intercession</p> <p>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</p>
<b>LT:</b>	I am learning to summarize the text.	I am learning to summarize the text.	I am learning to summarize the text.	I am learning to summarize the text.	I am learning to summarize the text.
<b>Success Criteria</b>	I can paraphrase parts of a story.	I can paraphrase parts of a story.	I can use paraphrase to write a clear summary.	I can use paraphrase to write a clear summary.	I can share and explain my summary with a partner.
<b>Vocabulary</b>	summarize	summarize	summarize	summarize	summarize
<b>Teaching Strategy</b>	<p>The Year of the Panda/ FCRR:</p> <p>Model note taking and how to summarize the text both orally and in writing</p>	<p>The Year of the Panda/ FCRR:</p> <p>Model note taking and how to summarize the text both orally and in writing</p>	<p>The Year of the Panda/ FCRR:</p> <p>Model note taking and how to summarize the text both orally and in writing</p>	<p>The Year of the Panda/ FCRR:</p> <p>Model note taking and how to summarize the text both orally and in writing</p>	<p>The Year of the Panda/ FCRR:</p> <p>Model note taking and how to summarize the text both orally and in writing</p>
<b>Students</b>	T. S./A. P/A.H.	T. S./A. P/A.H.	T. S./A. P/A.H.	T. S./A. P/A.H.	T. S./A. P/A.H.
<b>Notes</b>	M/N	M/N	M/N	M/N	M/N

# SMALL GROUP LESSON PLANS

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

Date:04/09-12/24

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>When</b>	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30
<b>Activity</b>	Edge(I)	Edge(I)	Edge(I)	Edge(I)	Edge(I)
<b>Standard:</b>	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.	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.
<b>LT:</b>	I am learning to summarize a text.	I am learning to summarize a text.	I am learning to summarize a text.	I am learning to summarize a text.	I am learning to summarize a text.
<b>Success Criteria</b>	I can paraphrase (summarize) details from a text.	I can paraphrase (summarize) details from a text.	I can paraphrase (summarize) details from a text.	I can paraphrase (summarize) details from a text.	I can paraphrase (summarize) details from a text.
<b>Vocabulary</b>	summarize	summarize	summarize	summarize	summarize
<b>Teaching Strategy</b>	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	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
<b>Students</b>	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.
<b>Notes</b>	M/N	M/N	M/N	M/N	M/N

# SMALL GROUP LESSON PLANS

Teacher : O'zell (Group 3)

Content:Reading/Phonics

Date:04/09-12/24

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>When</b>	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15
<b>Intervention:</b>	LLI(F)	LLI(F)	LLI(F)	LLI(F)	LLI(F)
<b>Standard:</b>	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.	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.
<b>LT:</b>	I am learning to use context (what I understand from my reading) to help me figure out or self-correct words.	I am learning to use context (what I understand from my reading) to help me figure out or self-correct words.	I am learning to use context (what I understand from my reading) to help me figure out or self-correct words.	I am learning to use context (what I understand from my reading) to help me figure out or self-correct words.	I am learning to use context (what I understand from my reading) to help me figure out or self-correct words.
<b>Success Criteria</b>	I can reread to self-correct unknown words.	I can reread to self-correct unknown words.	I can reread to self-correct unknown words.	I can reread to self-correct unknown words.	I can reread to self-correct unknown words.
<b>Vocabulary</b>	self-correct, self-monitor,	self-correct, self-monitor,	self-correct, self-monitor,	self-correct, self-monitor,	self-correct, self-monitor,
<b>Teaching Strategy</b>	<b>Too Tall</b> Keep running records of student reading fluency	<b>Two Teams</b> Keep running records of student reading fluency	<b>All About Dolphins</b> Keep running records of student reading fluency	<b>The Cherries</b> Keep running records of student reading fluency	<b>The Lion and the Mouse</b> Keep running records of student reading fluency
<b>Students</b>	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.
<b>Notes</b>	Lesson 101 (I)	Lesson 102 (I)	Lesson 103 (I)	Lesson 104(I)	Lesson 105 (I)

# SMALL GROUP LESSON PLANS

Teacher : O'zell (Group 4)

Content : Reading

Date:04/09-12/24

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>When</b>	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00
<b>Intervention:</b>	LLI(C)	LLI(C)	LLI(C)	LLI(C)	LLI(C)
<b>Standard:</b>	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.	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.	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.	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.	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.
<b>LT:</b>	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.
<b>Success Criteria</b>	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.
<b>Vocabulary</b>	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
<b>Teaching Strategy</b>	<b>Bear's Birthday/Splash:</b> Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.	<b>The Bossy Pig/Splash:</b> Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.	<b>Stone Soup/Splash:/ Progress Monitoring</b> Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.	<b>Best New Friends/Splash:</b> Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.	<b>The Missing Cat/Splash:</b> Provide students with opportunities to read words in the text that contain consonant digraphs and add those words to a chart for further practice.
<b>Students</b>	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.
<b>Notes</b>	Lesson 93 (I)	Lesson 94 (I)	Lesson 95(I)	Lesson 96(I)	Lesson 97 (I)

# SMALL GROUP LESSON PLANS

Teacher: Massey (Group 5)

Content : Reading

Date:04/09-12/24

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>When</b>	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45
<b>Interventio:</b>	Edge(G)	Edge(G)	Edge(G)	Edge(G)	Edge(G)
<b>Standard:</b>	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	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	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	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	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
<b>LT:</b>	I am learning to summarize the text.	I am learning to summarize the text.	I am learning to summarize the text.	I am learning to summarize the text.	I am learning to summarize the text.
<b>Success Criteria</b>	I can paraphrase parts of a story.	I can paraphrase parts of a story.	I can use paraphrase to write a clear summary.	I can use paraphrase to write a clear summary.	I can share and explain my summary with a partner.
<b>Vocabulary</b>	summarize	summarize	summarize	summarize	summarize
<b>Teaching Strategy</b>	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	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
<b>Students</b>	5th: J. C./M. T. T. J.-D./B. S.	5th: J. C./M. T. T. J.-D./B.S.	5th: J. C./M. T. T. J.-D./B. S.	5th: J. C./M. T. T. J.-D./B. S.	5th: J. C./M. T. T. J.-D./B. S.
<b>Notes</b>	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:04/09-12/24

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>When</b>	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00
<b>Intervention:</b>	LLI(A)	LLI(A)	LLI(A)	LLI(A)	LLI(A)
<b>Standard:</b>	ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade-appropriate irregularly spelled words	ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade-appropriate irregularly spelled words	ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade-appropriate irregularly spelled words	ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade-appropriate irregularly spelled words	ELAGSE1RF4d: Read with sufficient accuracy and fluency to support comprehension. d. Read grade-appropriate irregularly spelled words
<b>LT:</b>	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).
<b>Success Criteria</b>	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.
<b>Vocabulary</b>	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.
<b>Teaching Strategy</b>	<b>The Parade/FCRR: Phonics: Encoding and Decoding-Make a Word</b> Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.	<b>Fun at School/FCRR: Phonics: Encoding and Decoding-Make a Word</b> Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.	<b>At School/ FCRR: Phonics: Clip-A-Letter:004</b> Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.	<b>My Big Brother/FCRR: Phonics: Encoding and Decoding-Make a Word</b> Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.	<b>Getting Ready/FCRR: Phonics: Encoding and Decoding-Make a Word</b> Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.
<b>Students</b>	Martin-1st: Z. J. Rigdon-1st: C. F.	Martin-1st: Z. J. Rigdon-1st: C. F.	Martin-1st: Z. J. Rigdon-1st: C. F.	Martin-1st: Z. J. Rigdon-1st: C. F.	Martin-1st: Z. J. Rigdon-1st: C. F.

	Douglas-1st: J. C. Hawkins-2nd: T.N	Douglas-1st: J. C. Hawkins-2nd: T.N	Douglas-1st: J. C. Hawkins-2nd: T.N	Douglas-1st: J. C. Hawkins-2nd: T.N	Douglas-1st: J. C. Hawkins-2nd: T.N
<b>Notes</b>	Lesson 46 (B)	Lesson 47 (B)	Lesson 48 (B)	Lesson 49 (B)	Lesson 50 (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