First grade ELA weekly lesson

Stage One: What do I want students to know and be able to do?

 1. Phonemic Awareness: Be able to disect and build compound words phonemically.

 2. Phonemic Awareness: Be able to think of words that rhyme with nonsense words (ex: jable = table) phonemically.

 3. Learn short vowel /a/, and inflection -s.

 4. Reading: Ask and answer questions about key details in a text.

 5. Writing: Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

 Stage Two: How will I know they can do it?

 Students will demonstrate their attainment of above goals through answering questions when read to and when reading independently (teacher generated). Students will verbally demonstrate phonemic awareness through whole group phonemic exercises. Students will ask and answer peer generated questions using the 5 W"s + H and Blooms question stems. Students will illustrate predictions when provided a prompt.

 Stage Three: What will I need to accomplish these goals?

 1. Appropriate leveled word lists with modifications for IEP's. Multiple modes of presentation and instruction (see photos of word wall, white board, word list, flashcards, whole group activity area - carpet time where I model and students rehearse words, phonics activity sheets to assist with outlined goals, Haggerty text for week two.

 2. Guided reading materials. Dibels/diagnostic testing and sight word assessments, leveled reading material for independent work, listening center, technology program (starfall.com) to rehearse short /a/ independently, reading material for modeled reading sessions, anchor poster to assist students in accomplishing making predictions and recalling details in a story, hands-on question stems to assist students in paired/shared questioning.

         See attached photos of above materials:

                    EXTENDED RESPONSE GRAPHIC ORGANIZER, VOCABULARY GRAPHIC ORGANIZER, STORY ELEMENTS GRAPHIC ORGANIZER

 STANDARDS: R 1.1

 INSTRUCTIONAL ACTIVITIES:

 Daily  :

 Phonemic Awareness exercises as outlined in *Phonemic Awareness: The Skills That They Need To Help Them Succeed!* A 35 Week Curriculum of Daily Phonemic Awareness Lesson Plans Developed on a Systematic Scope and Sequence of Skills with Explicity Modeling by Michael Heggerty, Ed.D.

 Model sounding out sight words. Rehearse sight words individually. Practice spelling words independently.

 Day One  :

 Pre-read and begin reading "Stephanie's Ponytail" by Robert Mucsh. Discussion as whole group of details in a story: Setting, Characters, Problem/Solution. Create Anchor chart to display.

 Dibels/Diagnostic testing materials. Test 20% of class during independent practice.

 Handout: Pictures that display a picture and students infer what will happen next based on picture. Skill: Making Inferences.

 Phonics handout 1: independent work, identify items with short /a/ sound.

 Day Two  :

 Continue reading "Stephanie's Ponytail" and discuss the details futher. Begin making inferences with group. Review Day One handout on Making Inferences.

 Continue diagnostic testing 20% of class.

 Phonics handout 2: independent work, identify items with short /a/ sound.

 Day Three  :

 Technology program: Practice making inferences from multiple modes of communication (text messages, letters, conversations.

 Whole group: Instruction and model background knowledge to make an inference.

 Small group: Provided preliminarily leveled stories, have students rehearse using background knowledge to make inferences about the story.

 Continue diagnostic testing, 20% of class.

 Day Four  :

 Whole Group: Read aloud  Have you seen my cat?  by Eric Carle. Have students identify key details verbally. Create a chart to visually organize the identified details in the story.

 Small Group: Individual visual organizer to write or draw in details about Level A story. Students will read a story together or at a listening station and identify the key details.

 Paired shared: Handout "Jacob's First Day". Students read together and discuss key details. Students will complete a visual organizer about the story.

 Independent: Students will complete another graphic organizer

 Day Five  :

 Review and assessment (exit slip). Assessments consist of diagnostic testing and grouping of homogeneous level students, spelling test, handout that requires students to recall details of the story that was read to them ("Jacob's First Day").