

Small Group Lesson Plans—Week of March 7-March 11th, 2011
Jennifer Hetrick/Kelly Stewart, First Grade, Greenwood Elementary School (Newport News, Virginia)

STAGE 3

GROUP 1: Torri, Tristan, Ivan, Jaden, Anthony, Bianca

Materials: 6 copies of the following books—*Making a Road, Litterbug, My Messy Room, Our Teacher Miss Pool, In the Lake*, word family movable text cards, movable text chart, vocabulary flash cards, sequential circles charts, flashcards with winter words, T-chart handout

Time: 1:35-1:55 PM
Duration: 20 minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency (re-reading) (3 min)	<i>My Messy Room</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	<i>Our Teacher, Miss Pool</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	<i>In the Lake (part 1)</i> <input type="checkbox"/> whisper <input type="checkbox"/> lead <input checked="" type="checkbox"/> choral	<i>In the Lake (part 2)</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	<i>My Zoo Album (part 1)</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral
Word Study (phonics) (5 min)	Word Families Lesson #: <u>40</u> (ap/op) Map, tap, cap, cop, nap, pop, top, mop Card sort	Word Families Lesson #: <u>41</u> (ap/op) Map, tap, cap, cop, nap, pop, top, mop Card sort	Word Families Lesson #: <u>42</u> (ap/op) Map, tap, cap, cop, nap, pop, top, mop Oral sentences	Word Families Lesson #: <u>43</u> (ap/op) Map, tap, cap, cop, nap, pop, top, mop Oral sentences	Word Families Lesson #: <u>44</u> (ap/op) Map, tap, cap, cop, nap, pop, top, mop Spell Check
Writing (2 min)	Sentence Dictation: <i>He took a nap on the mat.</i>	Sentence Dictation: <i>My mom likes to mop the floor.</i>	Sentence Dictation: <i>I can clap my hands.</i>	Sentence Dictation: <i>The clock will not stop.</i>	None
Vocabulary/Sight Words (3 min)	Review of all words so far	Then, come, down, little, so, some Read words, explain meaning	Then, come, down, little, so, some Read words, use in oral sentence	Then, come, down, little, so, some Read words, use in oral sentence	Then, come, down, little, so, some Spell Check
Comprehension (New Read) (7 min)	Before: introduce <i>Our Teacher, Miss Pool</i> (DRA 6), picture walk through text and discuss different forms of transportation, sound out repaired together, show word air with fingers (pg. 8) During: students whisper read After: discuss student reactions to the text, alphabetize key words	Before: introduce <i>In the Lake</i> (part 1, DRA 6-8) During: students whisper read & reread if finished After: discuss student reactions	Before: introduce <i>In the Lake</i> (part 2, DRA 6-8), talk about what students remember from part 1, fiction or nonfiction During: students whisper read & reread if finished After: talk about different types of animals, alphabetize key words from text	Before: introduce <i>My Zoo Album</i> (part 1, NF DRA 8), focus on parts of a non-fiction text—table of contents, subject headings, bolded words, & glossary During: students will whisper read the text up to page 9 After: discuss what students learned	Before: introduce <i>My Zoo Album</i> (part 2, NF DRA 8), focus on parts of a non-fiction text—table of contents, subject headings, bolded words, & glossary, find page 10 using table of contents During: students will whisper read the text up to page 9 After: discuss what students learned & NF

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GROUP 2: Ashley, Ayden, Laisha, Maggy

Materials: 6 copies of the following books—*Goldy and the Three Bears*, *A Good Sport*, *Smells all Around Us*, *Art Around the World*, word family movable text cards, movable text chart, vocabulary flash cards, sequential circles charts, flashcards with winter words, T-chart handout

Time: 1:10-1:30 PM
Duration: 20 minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency (re-reading) (3 min)	<i>Smells All Around Us</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	<i>Art Around the World</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	<i>Art around the World</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	<i>Working Hard</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	<i>Animal Homes (part 1)</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral
Word Study (phonics) (5 min)	Word Families Lesson #40 (ap/op) Map, tap, cap, cop, nap, pop, top, mop Card sort	Word Families Lesson #41 (ap/op) Map, tap, cap, cop, nap, pop, top, mop Card sort	Word Families Lesson #42 (ap/op) Map, tap, cap, cop, nap, pop, top, mop Oral sentences	Word Families Lesson #43 (ap/op) Map, tap, cap, cop, nap, pop, top, mop Oral sentences	Word Families Lesson #44 (ap/op) Map, tap, cap, cop, nap, pop, top, mop Spell Check
Writing (2 min)	Sentence Dictation: <i>He took a nap on the mat.</i>	Sentence Dictation: <i>My mom likes to mop the floor.</i>	Sentence Dictation: <i>I can clap my hands.</i>	Sentence Dictation: <i>The clock will not stop.</i>	<i>none</i>
Vocabulary/Sight Words (3 min)	Review of all words so far	Then, come, down, little, so, some Read words, explain meaning	Then, come, down, little, so, some Read words, use in oral sentence	Then, come, down, little, so, some Read words, use in oral sentence	Then, come, down, little, so, some Spell Check
Comprehension (New Read) (7 min)	Before: introduce <i>Art Around the World</i> (part 1), picture walk through text and discuss different countries (and state) in the text During: students whisper read to page 7 After: discuss what students learned from the text	Before: introduce <i>Art Around the World</i> (part 2), picture walk through text and discuss different forms of transportation During: students whisper read, After: discuss student reactions to the text, alphabetize key words **Laisha having a lot of trouble with fluency, endurance, & comprehension***	Before: introduce <i>Working Hard</i> During: students whisper read, <u>teacher will take running records</u> of 2 students After: summarize story, beginning, middle, end and alphabetize key words	Before: introduce <i>Animal Homes (part 1)</i> , fiction or non-fiction?, prior knowledge, focus on different words “shelter” “den” “house” and their meanings During: students whisper read & reread if finished, <u>teacher takes running record of 2 students</u> After: discuss what happened, predictions, interpretations	Before: introduce <i>Animal Homes (part 2)</i> , review of key words and what was learned in last reading, predictions During: students whisper read & reread if finished, <u>teacher takes running record of 2 students</u> After: What did Anna want? How did Quinn help? Why couldn't How did Anna help her family?

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GROUP 2: Kiara, Malik, Elijah

Materials: 6 copies of the following books—*Animal Homes, A Good Sport, Working Hard, Plants*, word family movable text cards, movable text chart, vocabulary flash cards, sequential circles charts, flashcards with winter words, T-chart handout

Time: 1:00-1:20 PM
Duration: 20 minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency (re-reading) (3 min)	<i>Working Hard</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral		<i>Plants</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral		<i>Community Jobs</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral
Word Study (phonics) (5 min)	Word Families Lesson #:41 (ir/id) Thirst, birth, did, shirt, hid, firm, slide, sir, side, ride Spell Check		Word Families Lesson #:43 (ir/id) Thirst, birth, did, shirt, hid, firm, slide, sir, side, ride Oral Sentences		Word Families Lesson #:45 (un/en) Thirst, birth, did, shirt, hid, firm, slide, sir, side, ride Spell Check
Writing (2 min)	Sentence Dictation: <i>I will help the girl find her mom.</i>		Sentence Dictation: <i>My shirt is too tight.</i>		Sentence Dictation: <i>What kind of bird is in the cage?</i>
Vocabulary/Sight Words (3 min)	Review of all words so far.		Then, come, down, little, so, some Read words, use in oral sentence		Then, come, down, little, so, some Spell check
Comprehension (New Read) (7 min)	Before: introduce <i>Plants</i> , fiction or nonfiction? Pg. 6 how plants make food, guess what the story is about based on cover During: students whisper read, <u>teacher takes running record of 2 students (kiara absent)</u> After: summarize story, beginning, middle, end, learned alphabetize key words		Before: Introduce <i>Community Jobs</i> (DRA 12), ask students to recall some jobs in the community, During: students whisper read while <u>teacher takes running record of 3 students</u> After: discuss why certain jobs are important, what job would they want and why? Sound out words with marshmallows		Before: Introduce <i>In Space</i> (DRA 12-14), discuss what you see in the sky, blimp (5) During: students will whisper read After: discuss student reactions to text, What do the children in the book see in the sky during the day? What do the children see in the night sky? What pictures do the stars outline? What else could you see in the sky?

Small Group Lesson Plans—Week of March 14-March 18, 2011
Jennifer Hetrick/Kelly Stewart, First Grade, Greenwood Elementary School (Newport News, Virginia)

STAGE 4

GROUP 4: Steven, Mia, Janeli, Amiley

Materials: 4 copies of *More or Less a Mess*, *Skateboarding* word family movable text cards, movable text chart, vocabulary flash cards, sequential circles charts, flashcards with winter words, T-chart handout

Time: 12:50-1:10 PM
Duration: 20 minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency (re-reading) (3 min)		<i>More or Less a Mess</i> <input type="checkbox"/> whisper <input type="checkbox"/> lead <input checked="" type="checkbox"/> choral		<i>Skateboarding</i> (NF) <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	
Word Study (phonics) (5 min)		Word Families Lesson #:42 (<u>ir/id</u>) Thirst, birth, did, shirt, hid, firm, slide, sir, side, ride Spell Check		Word Families Lesson #:44 (<u>un/en</u>) Thirst, birth, did, shirt, hid, firm, slide, sir, side, ride Spell Check	
Writing (2 min)		Sentence Dictation: <i>My shirt is too tight.</i>		Sentence Dictation: <i>What kind of bird is in the cage?</i>	
Vocabulary/Sight Words (3 min)		Then, come, down, little, so, some Read words, use in oral sentence		Then, come, down, little, so, some Spell Check	
Comprehension (New Read) (7 min)		Before: Introduce <i>Skateboarding</i> (NF DRA 16), look at the cover, is this fiction or non-fiction? What are some special things about non-fiction? Names= Roberto & Luis During: students whisper read the text After: discuss what happened, could this really happen, what are the parts of a non fiction book? Glossary, table of contents,		Before: Introduce <i>Pet Day</i> (DRA 16-18), tell students that you will be listening in to hear how they sound at different parts During: students will whisper read and be checked for fluency After: check for comprehension with written responses. What does Peg bring to the park? What does Ed show the children? Why do you think people would like having Ed as a friend?	

