

Small Group Lesson Plans—Week of March 21-March 25th, 2011
Jennifer Hetrick/Kelly Stewart, First Grade, Greenwood Elementary School (Newport News, Virginia)

STAGE 3

GROUP 1: Ivan, Jaden, Torri

Materials: 4 copies of the following books—*In the Lake*, *My Zoo Album*, *Grandpa’s Train*, *My Friend Edward Cole*, *I Wish I Liked Green Peas*, 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>In the Lake</i> <input type="checkbox"/> whisper <input checked="" 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	<i>My Zoo Album (part 2)</i> <input type="checkbox"/> whisper <input type="checkbox"/> lead <input checked="" type="checkbox"/> choral	<i>Grandpa’s Train</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	<i>My Friend Edward Cole</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral
Word Study (phonics) (5 min)	Word Families Lesson #:45 (ill, ell) Tell, shell, bell, fell, Till, sill, bill, will Card sort	Word Families Lesson #:46 (ill, ell) Tell, sell, shell, bell, fell, till, sill, bill, will, pill Card sort	Word Families Lesson #:47 (ill, ell) Tell, shell, bell, fell, Till, sill, bill, will Oral sentences	Word Families Lesson #:48 (ill, ell) Tell, shell, bell, fell, Till, sill, bill, will Oral sentences	Word Families Lesson #:49 (ill, ell) Tell, shell, bell, fell, Till, sill, bill, will Spell Check
Writing (2 min)	Sentence Dictation: <i>He will play a trick on me.</i>	Sentence Dictation: <i>Don’t tell mom I ran away.</i>	Sentence Dictation: <i>The girl fell into a dark well.</i>	Sentence Dictation: <i>The clock will not stop.</i>	Sentence Dictation: <i>The school bell will ring soon.</i>
Vocabulary/Sight Words (3 min)	An, here, get, dog, mom Read words, explain meaning	An, here, get, dog, mom Read words, explain meaning	An, here, get, dog, mom Read words, use in oral sentence	An, here, get, dog, mom Spell Check	Review of all words so far.
Comprehension (New Read) (7 min)	Before: introduce <i>My Zoo Album (NF part 1)</i> , focus on parts of a non-fiction text—table of contents, subject headings, bolded words, & glossary During: students whisper read up to page 9 and reread if finished After: talk about different types of animals, what was learned from the text, predictions for part 2	Before: introduce <i>My Zoo Album (NF part 2)</i> , focus on parts of a nonfiction text—table of contents, subject headings, bolded words, & glossary, have students find page 10 using ToC During: students will whisper read the story and reread if finished After: discuss what students learned and nonfiction format	Before: introduce <i>Grandpa’s Train</i> (NF DRA 8), predictions, is this a real train? Is it still non-fiction? During: students will whisper read the story After: students will practice spelling sight words orally using marshmallows	Before: introduce <i>My Friend Edward Cole</i> (DRA 10), pg. 2 “midnight” & “believe,” pg. 10 “karate,” pg. 12 “spaceship” During: students will whisper read the story After: discuss with students why it is bad to lie, would you believe someone like Edward Cole	Before: Introduce <i>I Wish I Liked Green Peas</i> (DRA 10), pg. 3 “broccoli & spinach,” pg. 5 “chocolate,” pg. 6 “tidying,” pg. 14 “dentist, sloppy, piano, fighting” During: Students will whisper read with occasional prompts from the teacher After: students will reflect upon their likes and dislikes and compare them to the character’s

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GROUP 2: Anthony, Tristan, Bianca, Ashley

Materials: 5 copies of the following books—*In the Lake*, *My Zoo Album*, *Grandpa’s Train*, *My Friend Edward Cole*, *I Wish I Liked Green Peas*, word family movable text cards, movable text chart, vocabulary flash cards, sequential circles charts, flashcards with winter words, T-chart handout

Time: 1:40-2:00 PM
Duration: 20 minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency (re-reading) (3 min)	<i>In the Lake</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	<i>My Zoo Album (part 2)</i> <input type="checkbox"/> whisper <input type="checkbox"/> lead <input checked="" type="checkbox"/> choral	<i>Grandpa’s Train</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	<i>My Friend Edward Cole</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral
Word Study (phonics) (5 min)	Word Families Lesson #:45 (ill, ell) Tell, shell, bell, fell, Till, sill, bill, will Card sort	Word Families Lesson #:46 (ill, ell) Tell, sell, shell, bell, fell, till, sill, bill, will, pill Card sort	Word Families Lesson #:47 (ill, ell) Tell, shell, bell, fell, Till, sill, bill, will Oral sentences	Word Families Lesson #:48 (ill, ell) Tell, shell, bell, fell, Till, sill, bill, will Oral sentences	Word Families Lesson #:49 (ill, ell) Tell, shell, bell, fell, Till, sill, bill, will Spell Check
Writing (2 min)	Sentence Dictation: <i>He will play a trick on me.</i>	Sentence Dictation: <i>Don’t tell mom I ran away.</i>	Sentence Dictation: <i>The girl fell into a dark well.</i>	Sentence Dictation: <i>The clock will not stop.</i>	Sentence Dictation: <i>The school bell will ring soon.</i>
Vocabulary/Sight Words (3 min)	An, here, get, dog, mom Read words, explain meaning	An, here, get, dog, mom Read words, explain meaning	An, here, get, dog, mom Read words, use in oral sentence	An, here, get, dog, mom Spell Check	<i>Review of all words so far.</i>
Comprehension (New Read) (7 min)	Before: introduce <i>My Zoo Album (NF part 1)</i> , focus on parts of a non-fiction text—table of contents, subject headings, bolded words, & glossary During: students whisper read up to page 9 and reread if finished After: talk about different types of animals, what was learned from the text, predictions for part 2	Before: introduce <i>My Zoo Album (NF part 2)</i> , focus on parts of a nonfiction text—table of contents, subject headings, bolded words, & glossary, have students find page 10 using ToC During: students will whisper read the story and reread if finished After: discuss what students learned and nonfiction format	Before: introduce <i>Grandpa’s Train</i> (NF DRA 8), predictions, is this a real train? Is it still non-fiction? During: students will whisper read the story After: students will practice spelling sight words orally using marshmallows	Before: introduce <i>My Friend Edward Cole</i> (DRA 10), pg. 2 “midnight” & “believe,” pg. 10 “karate,” pg. 12 “spaceship” During: students will whisper read the story After: discuss with students why it is bad to lie, would you believe someone like Edward Cole	Before: Introduce <i>I Wish I Liked Green Peas</i> (DRA 10), pg. 3 “broccoli & spinach,” pg. 5 “chocolate,” pg. 6 “tidying,” pg. 14 “dentist, sloppy, piano, fighting” During: Students will whisper read with occasional prompts from the teacher After: students will reflect upon their likes and dislikes and compare them to the character’s

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GROUP 3: Malik, Maggy, Ayden, Elijah, Jaden from Kindergarten

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: 1:20-1:40 PM
Duration: 20 minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency (re-reading) (3 min)	<i>Plants</i> <input type="checkbox"/> whisper <input type="checkbox"/> lead <input checked="" type="checkbox"/> choral		<i>Community Jobs</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral		<i>In Space</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral
Word Study (phonics) (5 min)	Word Families Lesson #:45 (id/ide) Rid, did, hid, slide, bid, side, ride, hide, tide Card Sort		Word Families Lesson #:47 (id/ide) Rid, did, hid, slide, bid, side, ride, hide, tide Oral Sentences		Word Families Lesson #:49 (id/ide) Rid, did, hid, slide, bid, side, ride, hide, tide Spell Check
Writing (2 min)	Sentence Dictation: I hid in the closet while my brother tried to find me.		Sentence Dictation: Did you go down the slide?		Sentence Dictation: Did he go on the ride?
Vocabulary/Sight Words (3 min)	An, here, get, dog, mom Read words, explain meaning		An, here, get, dog, mom Read words, use in oral sentence		Review of all words so far.
Comprehension (New Read) (7 min)	Before: introduce <i>Community Jobs</i> (DRA 12), ask students to recall some important people, places, and jobs in a community During: students whisper read while teacher takes informal running record of 3 students After: discuss why certain jobs are important, what job would they want and why? Sound out career names with marshmallows		Before: introduce <i>In Space</i> (DRA 12-14), discuss what you see in the sky, explain blimp (pg. 5) During: students will whisper read and reread if finished After: discuss student reactions to text, What do the children 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?		Before: introduce <i>Josie Cleans Up</i> (DRA 16), make predictions based on cover and title page During: students whisper read text while teacher listens in After: alphabetical order using key words from the text

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STAGE 4

GROUP 4: Steven, Kiara, Janeli, Amiley, Mia

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

Time: 1:20-1:40 PM
Duration: 20 minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency (re-reading) (3 min)		<i>Pet Day</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral		<i>When I was a Pupp</i> <input checked="" type="checkbox"/> whisper <input type="checkbox"/> lead <input type="checkbox"/> choral	
Word Study (phonics) (5 min)		Word Families Lesson #:46 (id/ide) Rid, did, hid, slide, bid, side, ride, hide, tide Oral Sentences		Word Families Lesson #:48 (id/ide) Rid, did, hid, slide, bid, side, ride, hide, tide Spell Check	
Writing (2 min)		Sentence Dictation: I hid in the closet while my brother tried to find me.		Sentence Dictation: Did you go down the slide?	
Vocabulary/Sight Words (3 min)		An, here, get, dog, mom Read words, use in oral sentence		Review of all words so far.	
Comprehension (New Read) (7 min)		Before: introduce <i>When I was a Pup</i> (DRA 18-20), focus on whether or not this book is fiction or nonfiction based on pictures and clues (have to read to find out) During: students will read to find out, prompt students to notice illustrations in beginning and photos at the end, listen for fluency After: How many brothers and sisters does Wolf have? Why does Wolf cry at night in his new home? Do you think Wolf really wrote this story?		Before: introduce <i>Bird Beaks and Bills</i> (DRA 18-20), pg. 2 “roaming,” pg. 6 “tree bark,” pg. 8 “pointed & catching,” pg. 10 “nectar,” fiction or nonfiction? During: students will read to find out, listen for fluency After: Are all birds the same? How does a duck use its bill? What kinds of things do some birds eat? What do you think a bird with a long, sharp bill might eat?	