

## Reading Lesson Plans—Week of February 28<sup>th</sup>-March 4<sup>th</sup>, 2011

Jennifer Hetrick/Kelly Stewart, First Grade, Greenwood Elementary School (Newport News, Virginia)

<b>Essential Questions:</b> How do good readers classify and categorize information as they read? How do good readers use mental images to help summarize the most important events of a story?			<b>Basal Reader:</b> Harcourt Trophies— <i>Time Together</i>	
<b>Story of the Week:</b> <i>On a Hot, Hot Day</i> by Nicki Weiss	<b>Strategy:</b> Mental Images	<b>Focus Skill:</b> Classify/Categorize	<b>Graphic Organizer:</b> Beth Estill Sequential Circles	<b>Genre:</b> Fiction <b>Time:</b> 12:20-12:50 PM
<b>Materials:</b> <i>On a Hot, Hot Day</i> by Nicki Weiss, Harcourt Trophies <i>Time Together</i> , Smart Board, movable text chart & movable letters, <i>Ella Sarah Gets Dressed</i> by Margaret Chodos-Irvine, Doodle a Story on projector				
<b>Monday</b> <b>February 28, 2011</b>	<b>Daily Focus:</b> Shared Literature & Phonemic Awareness <b>(7 min.)</b>	Literature/Poem, Phonics, Vocabulary <b>(10 min.)</b>	<b>Selected Text</b> <b>(3 min.)</b>	Think Aloud & Focus Skill <b>(10 min.)</b>
	Introduce and read Big Book: <i>On a Hot, Hot Day</i> by Nicki Weiss <ul style="list-style-type: none"> <li>• Set a purpose to find all the different places the story takes place</li> <li>• Stop occasionally to have students identify the setting</li> <li>• Allow students to reflect on the story, summarize their thoughts and feelings</li> <li>• Open Smart Board chart to record student responses to the question: <b>What are all of the places in the story?</b></li> </ul> Phonemic Awareness <ul style="list-style-type: none"> <li>• Phoneme isolation activity, Trophies pg. <b>66H</b></li> <li>• Focus on <b>long e sound</b> with the <b>final letter -y</b> (icy, snowy, cloudy, chilly, etc.)</li> </ul>	Word Blending (pg. <b>66I</b> )  Word Building (pg. <b>66J</b> ) <ul style="list-style-type: none"> <li>• Use removable text chart to build words by exchanging &amp; shifting one to two letters at a time</li> <li>• Focus on <b>-y</b> words first then move on to review other vowel patterns</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Introduce words and discuss meanings with students using Smart Board slides &amp; images</li> <li>• Above, hold, warm, different, old, water, years</li> </ul>	Build student background on selected text:  <b><i>Ella Sarah Gets Dressed</i></b> by Margaret Chodos-Irvine  This is a story about a girl named Ella Sarah who wanted to wear a certain outfit because her friends are coming over for a play date.	Remind students that we are practicing visualizing the story so the teacher will not show students the illustrations until the end. <ul style="list-style-type: none"> <li>• Open Doodle A Story graphic organizer on projector</li> <li>• Read through text stopping at pre-marked places and having students draw what they are visualizing in their heads             <ul style="list-style-type: none"> <li>• Repeat four times</li> </ul> </li> <li>• Do a picture-walk with students through the text to show what the author/illustrator visualized when creating this story</li> </ul> Sorting activity: <ul style="list-style-type: none"> <li>• Ask students if they can think of ways to sort the items they drew in their pictures and list them on the board (i.e. <b>things Ella wants to wear vs. things she doesn't</b>)</li> </ul>
	<b>Evaluation:</b> student attention to and participation in daily focus, phonics, and vocabulary activities, attention to and completion of visualizing assessment, participation in sorting activity (SUMMATIVE ASSESSMENT) <b>Differentiation:</b> instead of sequential circles have students draw images from selected stopping points on sticky-notes			

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<b>Story of the Week:</b> <i>On a Hot, Hot Day</i> by Nicki Weiss		<b>Strategy:</b> Mental Images	<b>Focus Skill:</b> Classify/Categorize	
<b>Graphic Organizer:</b> Beth Estill Sequential Circles		<b>Genre:</b> Fiction <b>Time:</b> 12:20-12:50 PM		
<b>Materials:</b> Harcourt Trophies <i>Time Together</i> , Smart Board, movable text chart & movable letters, <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst, 2-3 sticky-notes per student, pencils				
Tuesday March 1, 2011	<b>Daily Focus:</b> Shared Literature & Phonemic Awareness (7 min.)	Literature/Poem, Phonics, Vocabulary (10 min.)	<b>Selected Text</b> (3 min.)	Think Aloud & Focus Skill (10 min.)
	Read poem/finger play: “ <b>The House</b> ” pg. <b>66P</b> <ul style="list-style-type: none"> <li>Generate words for parts of a house names in the finger play</li> </ul> Phonemic Awareness <ul style="list-style-type: none"> <li>Phoneme isolation activity, words from “The House”</li> <li>Phoneme matching &amp; isolating ending sounds (pg. <b>66P</b>)</li> </ul>	Point out high frequency words, reread to figure out new confusing words  Have students take turns and track print. Have students echo read for fluency  Word Building (pg. <b>66Q</b> ) <ul style="list-style-type: none"> <li>Use removable text chart to build words by exchanging &amp; shifting one to two letters at a time</li> <li>Long vowel sound <b>-y</b></li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Review vocabulary words and their meanings (pgs. <b>66-67</b>)</li> <li>Above, hold, warm, different, old, water, years</li> </ul>	Build student background on selected text:  <b><i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i></b> by Judith Viorst illustrated by Ray Cruz  This is a story about a boy named Alexander who is not having the best day.	Remind students that we are practicing visualizing the story so the teacher will not show students the illustrations until the end. <ul style="list-style-type: none"> <li>Distribute 2-3 sticky notes to each student</li> <li>Explain that you will be stopping at different points throughout the story to give students time to draw their mental images on the sticky notes.               <ul style="list-style-type: none"> <li>Remind students that they should listen to the story and focus on creating images in their heads before drawing them on paper</li> </ul> </li> <li>Do a picture-walk with students through the text to show what the author/illustrator visualized when creating this story</li> </ul> Sorting activity: <ul style="list-style-type: none"> <li>Create a beginning, middle, end chart and have students sort their sticky-note images accordingly</li> </ul>
	<b>Evaluation:</b> student attention to and participation in daily focus, phonics, and vocabulary activities, attention to and completion of visualizing assessment, participation in sorting activity <b>Differentiation:</b> prior to reading the story divide students up into 4-5 groups & have each group focus on visualizing a certain part of the story			

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<b>Questions:</b> How do good readers use mental images to help summarize the most important events of a story?				
<b>Story of the Week:</b> <i>On a Hot, Hot Day</i> by Nicki Weiss	<b>Strategy:</b> Mental Images	<b>Focus Skill:</b> Classify/Categorize	<b>Graphic Organizer:</b> Beth Estill Sequential Circles	<b>Genre:</b> Fiction <b>Time:</b> 12:20-12:50 PM

<b>Wednesday</b>  <b>March 2, 2011 (Dr. Seuss' Birthday!)</b>	<b>Materials:</b> Harcourt Trophies <i>Time Together</i> , Smart Board, movable text chart & movable letters, <i>Hooray for Diffendoofer Day!</i> by Dr. Seuss (with some help from Jack Prelutsky & Lane Smith)			
	<b>Daily Focus:</b> Shared Literature & Phonemic Awareness <b>(7 min.)</b>	Literature/Poem, Phonics, Vocabulary <b>(5 min.)</b>	<b>Selected Text</b> <b>(3 min.)</b>	Think Aloud & Focus Skill <b>(15 min.)</b>
	Read poem/finger play: <b>"Mabel Murple"</b> pg. <b>91E</b> <ul style="list-style-type: none"> <li>• Ask students to tell about different-colored houses and describe unusual houses</li> <li>• Read poem</li> <li>• Generate color words after talking about the color word in the poem</li> </ul> Phonemic Awareness <ul style="list-style-type: none"> <li>• Phoneme isolation</li> <li>• Focus on long e sound in -y (pg. <b>91E</b>)</li> </ul>	Word Building (pg. <b>91F</b> ) <ul style="list-style-type: none"> <li>• Use removable text chart to build words by exchanging &amp; shifting one to two letters at a time</li> <li>• Long vowel sound <b>-y</b></li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Review vocabulary words and their meanings</li> <li>• Above, hold, warm, different, old, water, years</li> <li>• Have students identify words in sentences (pg. <b>91G</b>)</li> </ul>	Build student background on selected text:  <p style="text-align: center;"><b><i>Hooray for Diffendoofer Day!</i></b></p> by Dr. Seuss (with some help from Jack Prelutsky & Lane Smith)  This is a story that Dr. Seuss started but Jack Prelutsky and Lane Smith finished after he passed away in 1991. It shows just how great a story can be when different authors and illustrators work together!	Remind students that we are focusing on visualizing mental images this week so they should use the pictures in this story to help remember what happens.  Read the story out loud to the class and show them the illustrations.  Review the sequence and retell/summarize the story.  Sorting activity: <ul style="list-style-type: none"> <li>• Use a Smart Board chart to list and classify some of the "different-er" ways students learn at the Diffendoofer School (compare—same as at Greenwood, different than Greenwood)</li> </ul>
	<b>Evaluation:</b> student attention to and participation in daily focus, phonics, and vocabulary activities, attention to and response to read aloud, participation in sorting activity <b>Differentiation:</b> prior to reading the story divide students up into 4-5 groups & have each group focus on visualizing a certain part of the story			

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<b>Story of the Week:</b> <i>On a Hot, Hot Day</i> by Nicki Weiss			<b>Strategy:</b> Mental Images	<b>Focus Skill:</b> Classify/Categorize
		<b>Graphic Organizer:</b> Beth Estill Sequential Circles	<b>Genre:</b> Fiction <b>Time:</b> 12:20-12:50 PM	

<b>Thursday</b> <b>March 3, 2011</b>	<b>Materials:</b> Harcourt Trophies <i>Time Together</i> , Smart Board, movable text chart & movable letters, <i>The Way I Feel</i> by Janan Cain, 4 doodle a story charts (x18), writing boards, crayons			
	<b>Daily Focus:</b> Shared Literature & Phonemic Awareness <b>(7 min.)</b>	Literature/Poem, Phonics, Vocabulary <b>(10 min.)</b>	<b>Selected Text</b>  <b>(3 min.)</b>	Think Aloud & Focus Skill  <b>(10 min.)</b>
	Read poem/finger play: <b>“Biblibonty”</b> pg. <b>95D</b> <ul style="list-style-type: none"> <li>• Have students identify the names of communities where they live</li> <li>• Explain that this poem takes place in a community called Biblibonty</li> </ul> Phonemic Awareness <ul style="list-style-type: none"> <li>• Phonemic isolation pg. <b>95D</b></li> <li>• Distinguish phonemes between /ar/ and /ur/</li> </ul>	Read with the class, have students echo read, and identify high frequency words  Word Building (pg. <b>95E</b> ) <ul style="list-style-type: none"> <li>• Use removable text chart to build words by exchanging &amp; shifting one to two letters at a time</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Words in context for review on pg. <b>95H</b></li> <li>• Above, hold, warm, different, old, water, years</li> </ul>	Build student background on selected text:  <p style="text-align: center;"><b><i>The Way I Feel</i></b> by Janan Cain</p> This is a collection of short poems describing different types of emotions and feelings. Teacher will model a selection of emotions for the students before reading the text so they can connect facial and body expressions to words.	Remind students that we are practicing visualizing the story so the teacher will not show students the illustrations until the end. <ul style="list-style-type: none"> <li>• Pass out Doodle a Story graphic organizers</li> <li>• Show students the first image in the text of Camilla getting ready for school</li> <li>• Read through text stopping at pre-marked places and having students draw what they are visualizing in their heads               <ul style="list-style-type: none"> <li>• Repeat three times</li> </ul> </li> <li>• Finish reading the story, showing students the remaining pictures</li> <li>• Retell/Summarize the story and have students share their images</li> </ul> Sorting activity: <ul style="list-style-type: none"> <li>• Open Smart Board software and have students sort the images into two categories and explain why they sorted them in that fashion</li> </ul>
	<b>Evaluation:</b> student attention to and participation in daily focus, phonics, and vocabulary activities, attention to and completion of visualizing assessment, participation in sorting activity			
	<b>Differentiation:</b> prior to reading the story divide students up into 4-5 groups & have each group focus on visualizing a certain part of the story			

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<b>Materials:</b> <i>On a Hot, Hot Day</i> by Nicki Weiss, Harcourt Trophies <i>Time Together</i> , Smart Board, movable text chart & movable letters, <i>A Color of His Own</i> by Leo Lionni, doodle a story graphic organizers (x18), writing boards, crayons				
<b>Friday (**Field Trip to Virginia Living Museum**) March 4, 2011</b>	<b>Daily Focus:</b> Shared Literature & Phonemic Awareness <b>(7 min.)</b>	Literature/Poem, Phonics, Vocabulary <b>(10 min.)</b>	<b>Selected Text</b> <b>(3 min.)</b>	Think Aloud & Focus Skill <b>(10 min.)</b>
	<p>Introduce and read Big Book: <b><i>On a Hot, Hot Day</i></b> by Nicki Weiss</p> <ul style="list-style-type: none"> <li>Ask students to listen for the 4 seasons in the story</li> <li>Stop and ask what is written on each page and write the names on the board</li> <li>Give examples of weather and match it to the season in which it would occur</li> </ul> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> <li>Phoneme isolation activity, Trophies pg. <b>97D</b></li> </ul>	<p>Point out high frequency, calendar, or vocabulary words when reading</p> <p>Word Building</p> <ul style="list-style-type: none"> <li>Focus on inflectional endings –es, --ed, --ing (y to i)</li> <li>Use removable text chart to build words by exchanging &amp; shifting one to two letters at a time</li> <li>Focus on <b>-y</b> words first then move on to review other vowel patterns</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Above, hold, warm, different, old, water, years</li> <li>Have student volunteers use words in sentences</li> </ul>	<p>Build student background on selected text:</p> <p style="text-align: center;"><b><i>A Color of His Own</i></b> by Leo Lionni</p> <p>This is a story about a chameleon named Leo. Does anyone know what chameleons look like? What makes them extra special?</p>	<p>Remind students that we are practicing visualizing the story so the teacher will not show students the illustrations until the end.</p> <ul style="list-style-type: none"> <li>Pass out doodle a story graphic organizers and writing boards to each student</li> <li>Read through text stopping at pre-marked places and having students draw what they are visualizing in their heads (repeat 4 times)</li> <li>Have 3-4 students share what they drew by standing up and explaining what they drew &amp; why</li> <li>Do a picture-walk with students through the text to show what the author/illustrator visualized when creating this story</li> </ul> <p>Sorting activity:</p> <ul style="list-style-type: none"> <li>Break students into small groups and have them sort objects the same objects at different stations. Have a representative from each group explain how they sorted the objects and why</li> </ul>
	<p><b>Evaluation:</b> student attention to and participation in daily focus, phonics, and vocabulary activities, attention to and completion of visualizing assessment, participation in sorting activity (SUMMATIVE ASSESSMENT)</p> <p><b>Differentiation:</b> instead of sequential circles have students draw images from selected stopping points on sticky-notes</p>			