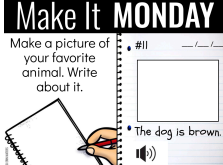
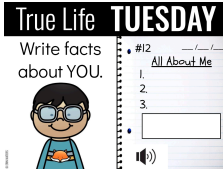




<b>Unit Title:</b>	3rd Period: Group A - Consonants/Vowels S1.L2 Group B - Short i /i/ S2.L1 Group C - Digest 10.2 Group D - Double Consonants S4.L1	7th Period: Group A - S Blends S3.L1 Group B - Digraphs S7.L1 Group C - Digest 10.2 Group D - Open Closed Syllables S9.L1
<b>Unit Vocabulary:</b>	System, phonemes, phonics, combination, vowels, consonants, FLoSS rule, Blends, Pronunciation, digraph, multisyllabic, stressed and unstressed syllables, closed syllables, schwa sound, noun, preposition, verb, cuisine, aroma, consumption, edible, nutrient, preference, savory, compound, essence, production, resources, sustainable, CVC pattern, beginning sounds, <b>cuisine, aroma, consumption, edible, nutrient, preference, savory</b>	
<b>Upcoming Common Assessments:</b>	1. Small Group Rotations have Started	
<b>RESOURCES:</b>	Read 180 is a copyrighted instructional material and can be reviewed upon request Q1 Week 9 <a href="#">TAPPLE initial sound/category game</a>	

Changes to lesson plans as the week progresses will be reflected in the weekly slides and handwritten on the classroom lesson plan copy. Daily plans appear to repeat in some areas because of daily rotation schedule where scholars visit different teacher/aide/independent work stations.

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
<b>M O N D A Y</b>	<b>Standard</b> (write out): Sub Plans  <b>Learning Objective</b> <b>Skill (what), Content (why), Product (how):</b> <b>3rd A:</b> I can identify letters that stand for the 44 English sounds, by identifying vowels/consonants and sorting words with beginning vowel/consonant sounds <b>3rd B:</b>	<b>Scholar Starter:</b>  	<b>Standards Based Materials &amp; Resources:</b> 1. Smart Lessons 2. Code and Workshop Workbooks 3. Flip Charts 4. Flash cards - words/sounds 5. Read 180 & No Red Ink Student App 6. TAPPLE Game  <b>Content/Academic Vocabulary:</b> Consonants, Vowels, Beginning Sounds CVC pattern, blends, digraph, fluency, vocabulary builder.  <b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> Leveled Groups for Completing Direct Instruction and Review Visual Models Game Like Structure Repetition and Repeated Review of Concepts	Participation in Small Group Lessons  Flash Card Reading Observation  Completion of Page 12/13 Baehser Group  Participation in Game  Completion of Scholar Starter	What is something you feel you were successful at today?  Read/blend three target words  Spell three target words	Segmenting Sounds Using Elkonin Boxes  Blending Boards  Isolating Phonemes  Choral repetition of key words with digraph sh (ML)  Alphabet Recognition Routine 1  Sentence Frames  Speaking Frames

	<p>Identify, blend, spell, and read words with short i /i/ sound by spelling with Elkonin Boxes and writing dictated words on paper.</p> <p><b>7th A:</b> I can identify, read, sort, and write words with s-blends and learn sound spellings by completing word sorts and vocabulary builders.</p> <p><b>7th B:</b> I can pronounce, define, and use vocabulary words that include diagraph sh /sh/ by completing a vocabulary builder and reading text to answer questions.</p>		<p>Manipulatives and multisensory tasks</p> <p><b>Opportunities to SWRL:</b>  <b>Speaking:</b> Answering questions verbally, discussion with other scholars using stems  <b>Writing:</b> Completion of workbook writing components  <b>Reading:</b> Workbook questions, scholar starter  <b>Listening:</b> teacher questions, peer discussions, R180 App</p> <p><b>Costa's Levels of Thinking/Questioning:</b>  <b>Level 1:</b> What is a vowel/consonant? What fresh fruits and vegetables do you like? When did you have to rush? What can a shed be used for? Various WH comprehension questions  <b>Level 2:</b> How do I know a group of letters could be a word? How can I change words by changing one consonant in the word? How is a shack different from a house? How might you shift your daily schedule? Various WH comprehension questions  <b>Level 3:</b> Why is it important to understand sounds and spellings of the English Alphabet?</p> <p>1. Bridges Group:</p> <ul style="list-style-type: none"> <li>• 3rd Period A: Segment 1 Lesson 2-SLIDE/Flip Chart 2</li> <li>• 3rd Period B: Segment 2 Lesson 1-Ekonin Boxes/Flip Chart 13</li> <li>• 7th Period A: Segment 3 Lesson 1-Pgs.92-93</li> <li>• 7th Period B: Segment 7 Lesson 1-pg.15</li> </ul> <p>2. Baehser Group:</p> <ul style="list-style-type: none"> <li>• C &amp; D: Workshop Workbook: Incomplete Work/NRI Unfinished Lessons/TAPPLE</li> </ul> <p>3. Independent Group: Read180 Student APP</p> <ul style="list-style-type: none"> <li>• B&amp;D/A&amp;C</li> </ul>			<p>Vocabulary Building Routine</p>
	<p><b>Standard(s) + Learning Objective</b></p>	<p><b>Activating Experience</b></p> <p>(Opening, may include "Scholar Starter")</p>	<p><b>Learning Experience</b></p> <p>(Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)</p>	<p><b>Formative or Summative Assessment(s)</b></p>	<p><b>Summarizing Experience</b></p> <p>(Closing)</p>	<p><b>WICOR, AVID and/or ELLevation Strategies</b></p> <p>(aligned with learning objective)</p>
<p>T U E S D A</p>	<p><b>Standard (write out):</b> ELA.6.C.8.1 Engage in structured conversations and collaborations about grade appropriate topics and texts:</p>	<p><b>Scholar Starter:</b></p> 	<p><b>Standards Based Materials &amp; Resources:</b></p> <ol style="list-style-type: none"> <li>1. Smart Lessons</li> <li>2. Code and Workshop Workbooks</li> <li>3. Flip Charts</li> <li>4. Flash cards - words/sounds</li> <li>5. Read 180 and No Red Ink Student App</li> <li>6. TAPPLE game</li> </ol> <p><b>Content/Academic Vocabulary:</b></p>	<p>Participation in Small Group Lessons</p> <p>Flash Card Reading Observation</p>	<p>What is something you feel you were successful at today?</p> <p>Read/blend three target words</p>	<p>Segmenting and Blending</p> <p>Vocabulary Builder</p> <p>Academic Discussion Routine</p> <p>Sentence Stems</p>

<p><b>Y</b></p>	<p><b>Learning Objective Skill (what), Content why), Product (how):</b>  <b>3rd B:</b>  I can identify, read, and write words with short i /i/ using CVC pattern, context of a sentence/picture, and vocabulary builder  <b>3rd C:</b>  I can use vocabulary about a topic using concept maps and vocabulary routine to generate related examples for targeted vocabulary words.  <b>7th B:</b>  I can reread texts to build fluency and show understanding of details in a text.    <b>7th C</b>  I can use vocabulary about a topic using concept maps and vocabulary routine to generate related examples for targeted vocabulary words.</p>		<p><b>CVC pattern, consonant, vowel, vocabulary builder, cuisine, aroma, consumption, edible, nutrient, preference, savory, fluency digraph:</b> wherein two letters combine to make a new, completely different sound: /sh/ spelled sh.</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b>  Leveled Groups for Completing Direct Instruction and Review  Visual Models  Game Like Structure  Repetition and Repeated Review of Concepts</p> <p><b>Opportunities to SWRL:</b>  <b>Speaking:</b> Answering questions verbally, discussion with other scholars using stems  <b>Writing:</b> Completion of workbook writing components  <b>Reading:</b> Workbook questions, scholar starter  <b>Listening:</b> teacher questions, peer discussions, R180 App</p> <p><b>Costa's Levels of Thinking/Questioning:</b>  <b>Level 1:</b> What is something you bit into when you were hungry? What would you use a pin for? What else could workers dig a pit for? What do you use the tip of a pin for? What does the word cuisine make you think of?  <b>Level 2:</b> How did Melissa injure her rib?  <b>Level 3:</b> Why is the proper pronunciation of sounds important when blending and reading words?</p> <p>1. Bridges Group:</p> <ul style="list-style-type: none"> <li>● 3rd Period B:Segment 4, Lesson 1-pg. 60-61</li> <li>● 3rd Period C: Intro 10.2-Pgs.10-11</li> <li>● 7th Period B: Segment 7 Lesson 1-Pgs.16-17</li> <li>● 7th Period C: 10.2-Pgs.10-11</li> </ul> <p>2. Baehser Group:</p> <ul style="list-style-type: none"> <li>● D &amp; A: Workshop Workbook: Incomplete Work/NRI Unfinished Lessons/TAPPLE</li> </ul> <p>3. Independent Group:</p> <ul style="list-style-type: none"> <li>● A&amp;C/B&amp;D: Read 180 Student App</li> </ul>	<p>Completion of small group tasks  Baehser Group</p> <p>Completion of Workbook Topics  Bridges Group</p>	<p>Spell three target words</p>	<p><b>Speaking Frames</b></p> <p><b>Concept Map Graphic Organizer</b></p> <p><b>Modeled Fluent Reading</b></p> <p><b>Partner Choral Reading</b></p>
	<p><b>Standard(s) + Learning Objective</b></p>	<p><b>Activating Experience</b></p> <p>(Opening, may include "Scholar Starter")</p>	<p><b>Learning Experience</b></p> <p>(Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)</p>	<p><b>Formative or Summative Assessment(s)</b></p>	<p><b>Summarizing Experience</b></p> <p>(Closing)</p>	<p><b>WICOR, AVID and/or ELLevation Strategies</b></p> <p>(aligned with learning objective)</p>

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**Standard** (write out):  
ELA.6.C.8.1 Engage in structured conversations and collaborations about grade appropriate topics and texts:

**Learning Objective**  
**ALL GROUPS: I can participate in a media center lesson in order to expand the type and amount of texts I read.**

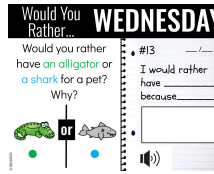
**3rd/ C:**  
I can participate in an academic discussion to share and compare ideas about a video, using new vocabulary and academic words.

**3rd D:**  
I can aurally distinguish, identify, blend, and read words with double consonants.

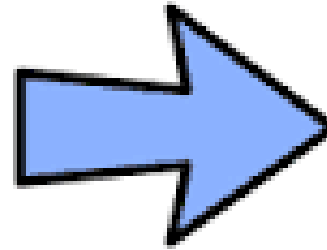
**7th C:**  
I can use vocabulary about a topic to show our thinking about concepts and come up with related examples.

**7th D:**  
I can Aurally distinguish words with unstressed closed syllables a, e, i, o, u. Identify, blend, and read words with unstressed closed syllables and schwa spelled a, e, i, o, u. Build and spell multisyllabic words with unstressed closed syllables.

**Scholar Starter:**



# LIBRARY DAY



www.PrintableDesigns.net

Participation in

What is

Elkonin Boxes

ending Boards

Phonetic Recognition  
Timeline 1

Matching Phonemes

Spelling

Academic Discussion  
Timeline

Concept Mapping

Vocabulary Routine

Sentence Stems

Word Banks

Read App

**Costa's Levels of Thinking/Questioning:**

**Level 1:**

**Level 2:**

**Level 3:**

1. Bridges Group:

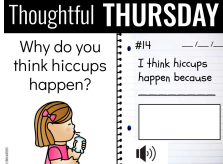
- 3rd Period C:
- 7th Period C:
- 3rd Period D:
- 7th Period D:

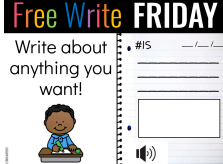
2. Baehser Group:

- A & B: 3.

3. Independent Group:

- B&D/A&C

<p style="text-align: center; font-size: 2em; font-weight: bold; letter-spacing: 0.5em;">T H U R S D A Y</p>	<p><b>Standard</b> (write out): ELA.6.C.8.1 Engage in structured conversations and collaborations about grade appropriate topics and texts:</p> <p><b>Learning Objective</b> <b>3rd D:</b> I can spell words with double consonants using Elkonin boxes and writing dictated words on paper. <b>3rd A:</b> I can identify and understand the difference between consonants and vowels, by continuing to sort and discriminate between letters and sounds in words. <b>7th D:</b> I can read stressed and unstressed syllables by using the “Look, Spot, Split, and Read” Word Attack Strategy. <b>7th A:</b> I can continue building and spelling words with s-blends by using elkonin boxes and writing dictated words on paper.</p>	<p><b>Scholar Starter:</b></p>  <p>Why do you think hiccups happen? #14 I think hiccups happen because</p>	<p><b>Standards Based Materials &amp; Resources:</b></p> <ol style="list-style-type: none"> <li>Smart Lessons</li> <li>Code and Workshop Workbooks</li> <li>Flip Charts</li> <li>Flash cards - words/sounds</li> <li>Read 180 and No Read Ink Student App</li> </ol> <p><b>Content/Academic Vocabulary:</b> FLoSSz Rule, sort, consonant, vowel</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> Leveled Groups for Completing Direct Instruction and Review Visual Models Game Like Structure Repetition and Repeated Review of Concepts Manipulatives and multi-sensory tasks</p> <p><b>Opportunities to SWRL:</b> <b>Speaking:</b> Answering questions verbally, discussion with other scholars using stems <b>Writing:</b> Completion of workbook writing components <b>Reading:</b> Workbook questions, scholar starter <b>Listening:</b> teacher questions, peer discussions, R180 App</p> <p><b>Costa's Levels of Thinking/Questioning:</b> <b>Level 1:</b> What is the difference between a beginning vowel and consonant sound? <b>Level 2:</b> How can I substitute sounds in words to spell new words? <b>Level 3:</b> Why is it important to understand sounds and spellings of the English Alphabet? How can I use learned word attack strategies to decode unknown words?</p> <ol style="list-style-type: none"> <li>Bridges Group: <ul style="list-style-type: none"> <li>3rd Period D: Segment 4 Lesson 1 - Step 3-5/Elkonin Boards/Dictation pg. 162</li> <li>3rd Period A: Segment 1 Lesson 2 - Pgs. 16-17</li> <li>7th Period D: Segment 9 Lesson 1 - Slides/Flipchart 41pg. 42-43</li> <li>7th Period A: Segment 3 Lesson 1 - dictation pg. 162/Flip Chart Assessments 19</li> </ul> </li> <li>Baehser Group: <ul style="list-style-type: none"> <li>B &amp; C: Workshop Workbook: Incomplete Work/NRI Unfinished Lessons/TAPPLE</li> </ul> </li> <li>Independent Group: <ul style="list-style-type: none"> <li>A&amp;C/B&amp;D: Read 180 Student App</li> </ul> </li> </ol>	<p>Participation in Small Group Lessons</p> <p>Flash Card Reading Observation</p> <p>Completion of Small Group Work - Baehser Group</p> <p>Completion of Workbook Topics Bridges Group</p>	<p>What is something you feel you were successful at today?</p> <p>Read/blend three target words</p> <p>Spell three target words</p>	<p><b>Sentence Frames</b></p> <p><b>Alphabet Recognition Routine 1</b></p> <p><b>Elkonin Boxes</b></p> <p><b>Finger Tapping</b></p> <p><b>Phonological Awareness Routines</b></p> <p><b>Segmenting Words into Phonemes</b></p> <p><b>Elkonin Boxes</b></p> <p><b>Blending Boards</b></p> <p><b>Echo Teacher for Articulation (ML)</b></p> <p><b>“Look, Spot, Split, and Read” Word Attack Strategy</b></p>
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<p style="text-align: center; color: purple; font-weight: bold; font-size: 2em;">F R I D A Y</p>	<p><b>Standard</b> (write out): ELA.6.C.8.1 Engage in structured conversations and collaborations about grade appropriate topics and texts:</p> <p><b>Learning Objective</b> <b>ALL Groups:</b> I can complete segment sections in the Read 180 Student App in order to progress with my decoding skills for reading and spelling words, reading with fluency, and comprehending the text I read.</p> <p><b>3rd A:</b> <b>3rd B:</b> <b>7th A:</b> <b>7th B:</b></p>	<p><b>Scholar Starter:</b></p> 	<p><b>Standards Based Materials &amp; Resources:</b></p> <ol style="list-style-type: none"> <li>1. Smart Lessons</li> <li>2. Code and Workshop Workbooks</li> <li>3. Flip Charts</li> <li>4. Flash cards - words/sounds</li> <li>5. Read 180 and No Red Ink Student App</li> <li>6. TAPPLE game</li> <li>7. Progress Monitoring Probes</li> </ol> <p><b>Content/Academic Vocabulary:</b> <b>Goals, Fluency</b></p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> Leveled Groups for Completing Direct Instruction and Review Visual Models Game Like Structure Repetition and Repeated Review of Concepts</p> <p><b>Opportunities to SWRL:</b> <b>Speaking:</b> Answering questions verbally, discussion with other scholars using stems <b>Writing:</b> Completion of workbook writing components <b>Reading:</b> Workbook questions, scholar starter <b>Listening:</b> teacher questions, peer discussions, R180 App</p> <p><b>Costa's Levels of Thinking/Questioning:</b> <b>Level 1:</b> What are my reading and writing goals? <b>Level 2:</b> How can I improve in my reading and writing goals? <b>Level 3:</b> Why is it important to make goals for myself when improving my reading and writing?</p> <ol style="list-style-type: none"> <li>1. Bridges Group: <ul style="list-style-type: none"> <li>• 3rd Period A: Progress Monitoring</li> <li>• 3rd Period B: Progress Monitoring</li> <li>• 7th Period A: Progress Monitoring</li> <li>• 7th Period B: Progress Monitoring</li> </ul> </li> <li>2. Baehser Group: <ul style="list-style-type: none"> <li>• C &amp; D: Workshop Workbook: Incomplete Work/NRI Unfinished Lessons/TAPPLE</li> </ul> </li> <li>3. Independent Group: <ul style="list-style-type: none"> <li>• B&amp;D/A&amp;C: Read 180 Student App</li> </ul> </li> </ol>	<p>Participation in Small Group Lessons</p> <p>Flash Card Reading Observation</p> <p>Completion of Small Group Work - Baehser Group</p> <p>Completion of Workbook Topics Bridges Group</p>	<p>What is something you feel you were successful at today?</p> <p>Read/blend three target words</p> <p>Spell three target words</p>	<p><b>Blending Boards</b></p> <p><b>Sentence Frames</b></p> <p><b>Speaking Frames</b></p> <p><b>Vocabulary Building Routine</b></p> <p><b>Modeled Fluent Reading</b></p> <p><b>Partner Choral Reading</b></p> <p><b>Vocabulary Routine</b></p>
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