

Lesson Plans

Name: Katie Hughes

My student is a female first grade student who is considered to be within the top performers in her class in the area of literacy. To begin my QRI assessment, I tested my student on word recognition in isolation. We started with PP2 words. She was able to recognize 95% of the words when flashed, and 100% of the words when untimed. On P, 1, 2, she was able to recognize 100% of words when flashed. On the 3rd grade list she was able to recognize 95% of the words when flashed and 100% when untimed. At the fourth grade level, she was able to read 75% of the words when flashed and 100% when untimed. I would say that the fourth grade level is her independent level as she was able to read all of the words, but was obviously in need of the untimed list to be able to take more time to recognize some of the words. At the fifth grade level, she was able to read 60% of the words flashed and 85% untimed. This would be her instructional level. Because while most of the words could be recognized, she needed some help to recognize all of the words. At the sixth grade level it was determined that she would no longer be able to recognize the words when flashed, so the list was completed untimed. This was her frustration level. She was able to recognize 70% of the words untimed, and she finished on the upper middle school list by recognizing 60% of the words untimed.

Because her word recognition in isolation was determined to be at the independent level at the fourth grade level, this is where we began for testing word recognition in context. She completed the fourth grade passage with 99.7% word accuracy, her comprehension rate was 75% and she read at a rate of 104 words per minute. This was determined to be her independent reading level. When given the fifth grade passage, she read with 98.2% accuracy, her comprehension rate was 75% and she read at a rate of 88.9 words per minute. This was determined to be her instructional level. At the sixth grade level, she was able to read with 96.8% accuracy, but her comprehension dropped to 37.5%. She was able to read that passage at a rate of 88.4 words per minute. Because of her decline in comprehension, this was determined to be her frustration level.

Whole Group (approximately 20-30 minutes daily)

Objectives — The students will be able to identify and describe main characters, what the problem/main idea in a story is, ask question and make predictions, and how to properly sequence events to retell a story.

Standards of Learning — 1.1 The student will continue to demonstrate growth in the use of oral language.

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.

e) Express ideas orally in complete sentences.

1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

a) Preview the selection.

b) Set a purpose for reading.

c) Relate previous experiences to what is read.

d) Make and confirm predictions.

e) Ask and answer who, what, when, where, why, and how questions about what is read.

f) Identify characters, setting, and important events.

g) Retell stories and events, using beginning, middle, and end.

h) Identify the main idea or theme.

i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>- In whole group, we will discuss how we make predictions about what will happen next in a story based on text and pictures. Then we will review how to tell characters from settings, and what a main idea is.</p> <p>- Then I will introduce the book "Strega Nona" by Tomie dePaola. As a class, we will make predictions about who might be the main</p>	<p>- We will review the predictions we made about the story "Strega Nona."</p> <p>- We will begin reading the story "Strega Nona" as a group. The teacher will read the book out loud to the students using a projector and pointing to the words as we go. The teacher will periodically ask questions to of the students to make sure that the students comprehend what is</p>	<p>- We will review our predictions we made yesterday for the second half of the book.</p> <p>- We will read the rest of Strega Nona.</p> <p>-We will talk about what was right about our predictions and what was wrong, and we will ask questions about what might happen after Big Anthony eats all of the spaghetti.</p> <p>-Students will draw pictures and color</p>	<p>-We will review the story Strega Nona</p> <p>- We will discuss the importance of sequence and why events occur in the order they do to make a story.</p> <p>- As a class, we will create a timeline (sequence of events) for Strega Nona and post it in the classroom.</p>	<p>- Students will be placed into groups to create a scene and act out one part of the story Strega Nona. The students will figure out as a whole how to properly tell the story ir the right sequence by deciding which group will go first, next, and so on.</p>

<p>characters, where the story might take place, and what might be happening in the story based on the front cover of the book.</p> <p>- We will create a list of our predictions about each that we will refer to and update as we begin to read the book throughout the week.</p>	<p>happening in the story.</p> <p>The teacher will stop reading on the page when Strega Nona leaves town and leaves Big Anthony in charge.</p> <p>- We will review our previous predictions, make revisions to settings and characters, and make predictions for what will happen next.</p>	<p>what they think will happen to Big Anthony after he eats the Spaghetti.</p>		
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Guided Reading (approximately 15-25 minutes daily for each group) (You will be planning just one group for the week, based on results of the student assessed that would be grouped with other similar readers)

Objectives— Students will make predictions based on what they are reading. Students will relate their own life experiences to what is happening in the text. Students will appropriately ask who what when where why and how questions when making prediction and asking questions. Students will properly identify and describe characters, settings, and important events. Students will identify and describe main ideas or problems.

Standards of Learning— 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

- a) Preview the selection.
- b) Set a purpose for reading.
- c) Relate previous experiences to what is read.
- d) Make and confirm predictions.
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
- f) Identify characters, setting, and important events.
- g) Retell stories and events, using beginning, middle, and end.

h) Identify the main idea or theme.

i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>- I will introduce the book "Harriet the Spy" by Louise Fitzhugh</p> <p>- Together we will read the first three chapters of the book and discuss the characters we have met, the setting, and what main ideas or problems have arisen.</p> <p>-The students will create their own "spy diary" using a marble notebook.</p> <p>- For their first diary entry, students will be asked to write what they know about Harriet and other characters so far and what the problems or main ideas are from chapters 1-3.</p>	<p>- As a group, we will go around and discuss what predictions have been made and what questions have been asked.</p> <p>- Students will read chapters 4-7 on their own, then we will come back together to discuss what has happened to the characters, if we have met any new characters, and what main ideas or problems have been resolved or further changed, and if there are any new main ideas or problems.</p> <p>- In their spy journals, students will determine if their predictions were true, and students will write what happened instead if their predictions were false.</p>	<p>- As a group, we will go around and discuss what predictions have been made and what questions have been asked.</p> <p>- Students will read chapters 8-11 on their own, then we will come back together to discuss what has happened to the characters, if we have met any new characters, and what main ideas or problems have been resolved or further changed, and if there are any new main ideas or problems.</p> <p>- In their spy journals, students will determine if their predictions were true, and students will write what happened instead if their predictions were false.</p>	<p>- As a group, we will go around and discuss what predictions have been made and what questions have been asked.</p> <p>- Students will read chapters 12-15 on their own, then we will come back together to discuss what has happened to the characters, if we have met any new characters, and what main ideas or problems have been resolved or further changed, and if there are any new main ideas or problems.</p> <p>- In their spy journals, students will determine if their predictions were true, and students will write what happened instead if their predictions were false.</p>	<p>- As a group, we will go around and discuss what predictions have been made and what questions have been asked.</p> <p>- We will read chapter 16 as a group. We will discuss our predictions about the chapter and if they were true or false.</p> <p>- We will discuss what Harriett learned in the end and what it means to be a good friend.</p> <p>- Students will be asked to write three complete sentences in their spy journals stating what they learned about being a good friend from the book.</p>

Homework- Using their spy notebook, students will write two predictions about what might happen in the next in the book. Students will write one question they would like to ask Harriet based on chapters 1-3 using “who what when where why or how” to begin their question.	Homework- Using their spy notebook, students will write two predictions about what might happen in the next in the book. Students will write one question they would like to ask Harriet based on chapters 4-7 using “who what when where why or how” to begin their question.	Homework- Using their spy notebook, students will write two predictions about what might happen in the next in the book. Students will write one question they would like to ask Harriet based on chapters 8-11 using “who what when where why or how” to begin their question.	Homework- Using their spy notebook, students will write two predictions about what might happen in the next in the book. Students will write one question they would like to ask Harriet based on chapters 12-15 using “who what when where why or how” to begin their question.	Homework- Students will be asked to share what they learned about being a good friend with a family member. Students should write one more complete sentence stating something new they learned from the family member about being a good friend.
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Independent Reading (Do not really need to plan, but need to know that it fits into you plan each day and that teacher will be conferring with students during this time).

Objectives— Students will continue to become better independent readers by expanding their vocabulary, asking questions or using info in the stories to understand word meanings, and use their knowledge of sentence structure to work on fluency.

Standards of Learning— 1.7 The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use words, phrases, and sentences.
- b) Use titles and pictures.
- c) Use information in the story to read words.
- d) Use knowledge of sentence structure.
- e) Use knowledge of story structure.
- f) Reread and self-correct.

Monday	Tuesday	Wednesday	Thursday	Friday
- Students will read to self for 8 minutes with a	- Students will read to self for 9 minutes with a	- Students will read to self for 10 minutes with	- Students will read to self for 11 minutes with	-- Students will read to self for 12 minutes with

<p>book appropriate for their literacy level. - While students are reading, I will meet individually with a predetermined group of students to listen to them read and make notes about areas that need improvement or if they should try more advanced books.</p>	<p>book appropriate for their literacy level. - While students are reading, I will meet individually with a predetermined group of students to listen to them read and make notes about areas that need improvement or if they should try more advanced books.</p>	<p>a book appropriate for their literacy level. - While students are reading, I will meet individually with a predetermined group of students to listen to them read and make notes about areas that need improvement or if they should try more advanced books.</p>	<p>a book appropriate for their literacy level. - While students are reading, I will meet individually with a predetermined group of students to listen to them read and make notes about areas that need improvement or if they should try more advanced books.</p>	<p>a book appropriate for their literacy level. - While students are reading, I will meet individually with a predetermined group of students to listen to them read and make notes about areas that need improvement or if they should try more advanced books.</p>
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Writing (This will be whole class writing instruction with a mini-lesson, independent writing, and sharing for approximately 30-40 minutes each day).

Objectives— Students will learn about descriptive words and write complete sentences using descriptive words appropriately. Students will use appropriate grammar when writing sentences and will review and revise their writing with others and share it with the class.

Standards of Learning— 1.13 The student will write to communicate ideas for a variety of purposes.

- a) Generate ideas.
- b) Focus on one topic.
- c) Revise by adding descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.

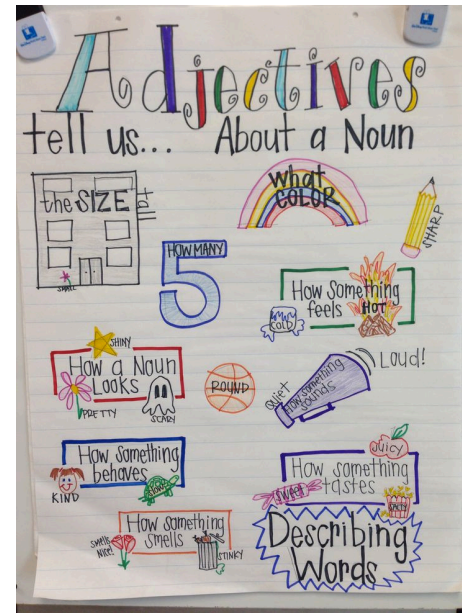
f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.

g) Share writing with others.

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> - We will talk about adjectives as words that describe nouns. - We will discuss what makes a describing word a describing word and how the five senses can help us come up with descriptions. - We will work in partners to brainstorm describing words. - As a group we will make an anchor chart on adjectives to hang in the classroom. 	<ul style="list-style-type: none"> - We will review descriptive words. - Each student will be given a random object. Using what they know about descriptive words, students will write three complete sentences in their writing journal that describe the object. - The teacher will review each student's writing to make sure they comprehend describing words and give remedial attention to those who do not. 	<ul style="list-style-type: none"> - We will review descriptive words. - Students will be paired off. Using their knowledge of descriptive words, each student will write a descriptive paragraph about their partner. They should ask each other questions and use their senses and observations to make five complete sentences describing their partner. -The teacher will walk around the room and observe and be available for help. 	<ul style="list-style-type: none"> -We will review how we make revisions to other people's work. - Students will continue writing about their partners. When they are done, they will switch rough drafts and they will read and revise their partners writing and help them to use the most appropriate descriptive words and appropriate punctuation and capital letters. - Students will rewrite their descriptions on a new piece of paper while making any revisions that their partner suggested. -The teacher will walk around the room and observe and be available for help. 	<ul style="list-style-type: none"> - Students will finish their final drafts of their descriptive sentences. When everyone is finished, partners will stand in front of the room and read their descriptions of each other to the class. -Students will turn in their writing journals to the teacher.



Harriet the Spy "Diaries"



Descriptive Words Anchor Chart