**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:**  | **Rocherr Landrum** |
| **Grade Level:** | **K-3** |
| **Date:** | **06/23/2020** |
| **Unit/Subject:** | **ELA** |
| **Instructional Plan Title:** | **Small Group Literacy Skills** |
| **Lesson Summary and Focus:** | ***Support students in reading increasingly complex text by providing a predictable structure*** |
| **Classroom and Student Factors/Grouping:** | ***Students range from k-3 with various skills set*** |
| **National/State Learning Standards:** | 1.B.Kc Engage in shared/independent reading of familiar predictable text.2.B.Kc Comprehend and respond to fiction and non-fiction. |
| **Specific Learning Target(s)/Objectives:** | ***Given a predictable structure student will focus on content******Using a predictable routine, students will learn to sound out words and be able to read and discuss text***  |
| **Academic Language** | ***Vocabulary Words******Sob******Sobbing******FL******Flake******Flip******Flag******Fran******Painted******Ask students to sound out the sounds in Sab.*** ***Introduce new spelling sounds******Students will read decodable words made up of sounds that have been introduced***  |
| **Resources, Materials, Equipment, and Technology:** | ***Books*** ***White board******Index Cards*** |

**Section 2: Instructional Planning**

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| **Anticipatory Set*** *I will use a independent word work**and ask students to sort and say the names of the pictures into two groups (middle sound) and say the name of the pictures*
* *I will say and repeat high frequency words and have the students spell it*
* *I will have students review high frequency words everyday by spell read spell.*
 | **Time Needed** |
| **Multiple Means of Representation*** *I will use* ***index cards to*** *familiarize students with spell read spell.*
* *I will introduce read and discuss by introducing fiction and nonfiction text.by using the* ***white board*** *to introduce high frequency words*

*Explain how you will differentiate materials for each of the following groups:* * English language learners (ELL): Teacher will model the instruction by saying the word and the class repeating after her
* Students with special needs: Receive help where needed when making sounds, reading etc.
* Students with gifted abilities: Will help peers
* Early finishers (those students who finish early and may need additional resources/support): Will be encouraged to check over work and receive further instructions
 | **Time Needed** |
| **Multiple Means of Engagement*** *I will use an* ***oral phonological awareness activity*** *where students will need listen to the words the teacher say and say the sounds of the words and then the word. They will learn how many sounds are int the words.*
* *I will model words I would like the students to say the word, sound out the word then say the word back.*

*Explain how you will differentiate activities for each of the following groups:* * English language learners (ELL): Student will receive extended time

 * Students with special needs: Students will also receive extended time
* Students with gifted abilities: Student will receive modification
* Early finishers (those students who finish early and may need additional resources/support): Uses as peer support
 | **Time Needed** |
| **Multiple Means of Expression***Student will be able to read and discuss complex text due to multiple exposure to challenging words and reteaching. on the in-class simulation they experienced. Each week the students receive a sound sort activity in small group reading to do during independent word work.* *Explain how you will differentiate assessments for each of the following groups:* * English language learners (ELL): reteach skill
* Students with special needs: Give student more time with independent work
* Students with gifted abilities: The task will be changed for these students
* Early finishers (those students who finish early and may need additional resources/support): differentiated activity packets
 | **Time Needed** |
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| **Extension Activity and/or Homework***Each day the students review high frequency words using the procedure they use to learn new words. Students also participate in guided spelling as an extension of what they learned* | **Time Needed** |