 **St. Louis Public Schools**
**Standards-Based Blended Learning Lesson Planner**

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| **Weekly Instructional Planner** |
| **Name** | **P. Sutton** | **Date** | **September 12 - 16, 2022** | **Grade & Subject** | **ELA –** 1st Grade |
|  **Lesson Topic** | My Neighborhood Unit 1 Week 1 |
| **Lesson Objectives** | **Content Objective(s)** | **Language Objective (ESOL)** |
| * Describe people, places, things and events in relevant details, expressing, ideas and feelings clearly.
* Generate questions formal an informal with adult assistance.
* Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.
 | * Use models, illustrations, and knowledge of high frequency words to read a decodable story.
* Look at pictures and text to identify point of view.
* Retell a story.
* Identify information about neighborhoods and expand sharing ideas about how they can help.
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| **Focus Standard(s)** | **Standard** | **Prior Knowledge and/or Unfinished Learning Needs** |
| **1.R.1.A.d**  Retelling main idea in order with key details**1.R.1.A.e** Recognize beginning, middle, and end**1.R.1.D.b** Produce evidence of reading | A scholar should know:· How to stop and think about one’s own thinking when listening to a read aloud or reading independently.· A character is a person or creature in a story.· Text genres refer to the different types of text such as fantasy, realistic fiction, nonfiction, poetry, etc.· How to choose appropriate text for independent reading.· How to produce evidence of reading during the sustained amount of time. |
| **Essential Question & Vocabulary** | **Essential Question** | **Lesson Vocabulary** |
| How can neighbors help each other? | block sand street corner |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | **Cultural Context Differentiation** | **Integrated Technology** |
| Class anchor chart with student input (What is a Noun? - Story Character) | Successmaker Freckle Savvas online |
| **Multi-Tiered Systems of Support (MTSS) Resources**  |
| Graphic organizer (character analysis) vocabulary- with pictures or Frayer model (picture – word – definition – sentence), partner discussion, rubrics, sentence stems, journals |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.***  |
| **Do Now***(Prior Knowledge or Unfinished Learning)* | Draw one way you can help a neighbor | Write the high frequency words for this week | Choose two vocabulary words to write (and possibly illustrate) from the board [chart, page, etc.) | Write words that begin with the letters Mm and Ss. | Write words that begin with the letters Aa and Tt. |
| **Engage***(Hook / Launch)* ***SI*** *= Student Interactive book* | * Unit Introduction

(Realistic Fiction), Academic Vocabulary SI pg 10 - 11 | * Introduce the Text, Preview Vocabulary
 |  Realistic Fiction;  “My Neighborhood” (a to z Learning)  |  Realistic Fiction;  “Erin’s Neighborhood” (leveled reader I)  |  Realistic Fiction; “ Neighborhoods Around the World” (SAVVAS trade book – hardback cover)  |
| **Explore***(Activities)****SI*** *= Student Interactive book* | * explore the infographic and the weekly question “How can neighbors help each other?”, Student Interactive Pg. 12-13
 | SI pg. 26, Turn and Talk | * Describe a

Character - partner talk or graphic organizer | * Using Text Evidence, SI pg. 41
 | Reflect and Share: Talk About It  |
| **Explain***(Demonstrate Learning)****SI*** *= Student Interactive book* | Listening comprehension-- read aloud “Trash on the Trail” Elements of Realistic FictionSI pg. 24-25 | * Read “The Blackout”, SI pg. 27-37
* Develop Vocabulary, SI pg 38.
 | * Close Read #1 “The Blackout
* SI pg. 40
 | Close Read #2 “The Blackout”  | Review the Weekly Question “How can neighbors help each other? SI pg. 42 |
| **Elaborate***.**(Extend Thinking)****SI*** *= Student Interactive book* | Intro vocabulary words: block corner sand streetSI pg.43Spelling words:**am sat mat at**Review: What is are nouns? | Spelling: Short /a/ SI Pg. 45Introduce high frequency words: **I see as his a**Introduce vocabulary: **check quiet mutter listen**SI pg 38Create list of nouns in journals | Read Like a WriterSI Pg. 44* Handwriting: Proper

Paper Position* Short /a/ Words
* SI Pg. 45
 | * Spelling:

Use letter tiles-s, m, t, a- to Make Words Practice Nouns SI Pg. 46 | * Spelling: Assess

Practice, Pg. 35 in *Language and Conventions* in the Resource Download Center |
| **Evaluate** *(Exit Ticket)* | * Check for

Understanding, Exit Ticket: Write three words with short /a/. | SI pg.15-16, and pg. 39Exit Ticket  What are the elements for realistic fiction?  | * Check for Understanding

SI pg. 18Exit slipUse this week’s high-frequency words to write a sentence.  | * Check for Understanding—
* SI pg 19-20
* Exit Ticket: Draw and label a character from this week’s stories.
 | Exit Ticket: Unit 1 Week 1 Progress Check (online) |
| **Closure***(Brief Review)* | Whiteboard splash: draw a nounShare out: is it a person place thing | Hold up two books: Ask: Thumbs up is it is realistic fiction | Stand up share out: word with short /a/ sound | Name a character from the story |  |
| **Extended Practice** (Homework) | Homework: nouns | Homework: realistic fiction book | Homework: short /a/ words | Homework: describe a character from your favorite story. |  |

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| **Lesson Reflections**  |
| ***Prompts to help you get started on your lesson reflection...***1. Did scholars demonstrate, through their work and activities, that they are moving towards proficiency? If so, how do you know? What pieces of scholar evidence did you use to determine this?
2. How have you / will you provide feedback to scholars?
3. What questions or activities did you plan for to help scholars increase their depth of knowledge (DOK)?
4. Were the scaffolds planned in last week’s instruction effective? What new supports might be added this week to help scholars demonstrate proficiency?
5. How are formative assessments or exit tickets being used for the following day’s Do Now?
6. How are you embedding and/or using vocabulary throughout your lesson?
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