

**St. Louis Public Schools Standards-Based**

**Blended Learning Lesson Planner**

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| **Name** | Howell, Byrd, McCarter, Hardnett | **Grade** | 1st | **Subject** | ELA |
| **Week of** | 09/27/2021 | **Topic** | Unit 1 – Week 4 | **Link to Tracker** | NA |

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| **Planning and Preparation** | | |
| **Cultural Context Differentiation:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content to ensure that every learner is able to access the grade level curriculum and resources. While lesson planning, please consider and apply following the **Universal Design to Learning** **(UDL)** principals listed below to ensure the use of a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. You can visit the National Center on Universal Design for Learning website at <https://www.cast.org/impact/universal-design-for-learning-udl> to find more information resources and examples.  **PRINCIPLE I. PROVIDE MULTIPLE MEANS OF REPRESENTATION -** Present information and content in different ways  **PRINCIPLE II. PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION -** Differentiate the ways that students can express what they know  **PRINCIPLE III. PROVIDE MULTIPLE MEANS OF ENGAGEMENT** - Stimulate interest and motivation for learning | | |
| **Missouri**  **Learning Standards**  **Know & Do**  **Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson.**  (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| 1.R.2.A.a\*\*\* Describe characters, setting, problem, solution, and events in logical sequences  1.R.2.A.b\*\*\*: Describe the main idea of a story  1.RF.3.A.a\*\*\* Decoding words in context by using letter-sound knowledge  1.W.2.B.b\*\*\*: Write informative/ explanatory texts that use some specific words that are related to the topic.  1.W.1.C.b\*\*\*: Edit by leaving spaces between words in sentences.  1.W.1.C.c\*\*\*: Edit for language conventions. | |
| **Know**  **(*What do students need to know?)*** | **Do**  **(*What should students be able to do?)*** |
| Students need to:  · identify characters in a story.  · identify the setting in a story.  · identify the major events in a story.  · include the beginning, middle, and ending in sequence when retelling a story.  · retell a familiar story, including key details.  · identify details in a story to decide which are important enough to include in the retelling of a story.  · demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.  · associate the long and short sounds with common spellings (graphemes) for the five major vowels.  · read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  · follow words from left to right, top to bottom, and page by page.  · recognize and name all upper- and lowercase letters of the alphabet.  · use a combination of drawing, dictating, and writing to compose informative/explanatory texts.  · use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic. | Students will be able to:  · read, infer, analyze, and/or draw conclusions to describe character(s) within a text.  · read, infer, analyze, and/or draw conclusions to describe the setting within text.  · read, infer, analyze, and/or draw conclusions to describe a problem and solution within a text.  · read, infer, analyze, and/or draw conclusions to describe a sequence of events within a text.  · read, infer, analyze, and/or draw conclusions to describe the main idea of a story in a fiction text, poem, or drama.  · choose details that reflect the main idea, central message, or moral of the story.  · know the spelling-sound correspondence for common consonant digraphs.  · decode regularly spelled one-syllable words.  · know final -e and common vowel team conventions for representing long vowel sounds.  · use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  · edit a written piece by leaving appropriate spaces between words in sentences.  · use specific words that are related to the topic in an informative/explanatory piece appropriate for audience and purpose. |
| **Essential Question(s)**  (Can be accessed in the Curriculum Plan.) | What is a neighborhood?  What evidence can I find to support the main idea? | |
| **Academic Vocabulary** (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | Neighborhood, edit, details, setting, characters, sequence, problem/solution, main idea, central message, topic sentence, key detail, phoneme, decoding, informative writing, explanatory writing, facts, topic, present tense, verb, noun, context clues, adjective, article, | |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** | |
| STAR Testing | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning target -”****I-Can” statements can be accessed in the Unpacked/Unwrapped Standards Tool.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students is engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links/page numbers where applicable.* | **Due Date** |
| **Synchronous Learning** | **Asynchronous Learning** |
| **Lesson 1**  **9-27-21** | I can read realistic fiction.  I can make and use words to read and write realistic fiction. I can write a story.  I can read high-frequency words.  I can decode words with short e.  I can work with medial /e/.  I can identify nouns. | FOUNDATIONAL SKILLS   * Word Work T194-T195   • Phonological Awareness: Medial /e/  • Phonics: Decode Words with Short *e*  • High-Frequency Words  GENRE & THEME  Interact with Sources: Explore the Diagram: Weekly Question T196-T197  Listening Comprehension Read Aloud: “Welcome to the Neighborhood” T198-T199  • Realistic Fiction T200–T201  🗹 Quick Check T201  READING BRIDGE:  • Academic Vocabulary: Word Parts T202–T203  • Handwriting: Write Slanted Lines T202–T203 MINILESSON  • Launching Writing Workshop T390–T391  » Explore Adding Details to Illustrations  » Share Back | INDEPENDENT/COLLABORATIVE  • Independent Reading T207  • Literacy Activities T207   * BOOK CLUB T207 SEL   FLEXIBLE OPTION  • Spelling: Spell Short *e* Words T392  🗹 Assess Prior Knowledge T392  Language & Conventions: Spiral Review: Present Tense Verbs T393  INDEPENDENT WRITING  Launching Writing Workshop T391  Conferences T388 | Formative Options  •District(CFA)  •Exit Tickets for Unit 1 U1 W2 Progress Check up  Summative Tasks •District(CSA)  •STAR/Early Literacy Benchmark  •STAR Progress Monitoring •Writing Performance  🗹 Assessment Options for   the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com |  |
| **Lesson 2**  **9-28-21** | I can read realistic fiction.  I can make and use words to read and write realistic fiction.  I can write a story.  I can read high-frequency words.  I can decode words with short e.  I can work with medial /e/.  I can identify present tense verbs.  I can write simple sentences. | FOUNDATIONAL SKILLS  • Word Work T208–T209  » Phonics: Decode and Write Words with Short *e*  🗹 Quick Check T209  » High-Frequency Words  SHARED READ  • Introduce the Text T210–T221  » Preview Vocabulary  » Read and Compare Texts  • Respond and Analyze T222–T223  » My View  » Develop Vocabulary  🗹 Quick Check T223  • Check for Understanding  Spelling: Teach Spell Short *e* Words T396  MINILESSON  • Launching Writing Workshop T394–T395  » Apply Adding Details to Illustrations  » Share Back | INDEPENDENT/COLLABORATIVE  • Word Work Activities and Decodable Reader T225  • Independent Reading T227  • Literacy Activities T227  • Partner Reading T227  Spelling: Teach Spell Short *e* Words T396  FLEXIBLE OPTION  • Language & Conventions: Oral Language: Adjectives and Articles T397  INDEPENDENT WRITING  • Launching Writing Workshop T395  • Conferences T388 |  |
| **Lesson 3**  **9-29-21** | I can read realistic fiction.  I can make and use words to read and write realistic fiction.  I can write a story.  I can read high-frequency words.  I can decode words with short e.  I can work with medial /e/.  I can identify present tense verbs.  I can write a simple sentence. | FOUNDATIONAL SKILLS  • Word Work T228–T229  » Phonological Awareness: Initial Sounds  » Phonics: Decode Words with Initial Consonants *Dd, Ll, Hh*  » High-Frequency Words  CLOSE READ  • Describe Characters T230–T231  • Close Read: *Garden Party; Click, Clack, Click!*  🗹 Quick Check T231  **Reading Bridge:**  • Read Like a Writer, Write for a Reader: Word Choice T232–T233  • Handwriting: Forward Circles T232–T233  MINILESSON  • Launching Writing Workshop T398–T399  » Explore Adding Details to Words  » Share Back  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T235  • Strategy and Intervention Activities T234  • Fluency T234 • Conferring T235  • ELL Targeted Support T234 | INDEPENDENT/COLLABORATIVE  • Independent Reading T235  • Literacy Activities T235  FLEXIBLE OPTION  • Spelling: Review and More Practice: Spell Short *e* Words T400  • Language & Conventions: Teach Adjectives and Articles T401  INDEPENDENT WRITING  Launching Writing Workshop T399  Conferences T388 |  |
| **Lesson 4**  **9-30-21** | I can read realistic fiction.  I can make and use words to read and write realistic fiction.  I can write a story.  I can read high-frequency words.  I can decode words with short e.  I can work with medial /e/.  I can identify nouns & present tense verbs.  I can write simple sentences. | FOUNDATIONAL SKILLS  • Word Work T236–T237  » Phonics: Decode and Write Words with Short *e* and Consonants *Dd, Ll, Hh*  🗹 Quick Check T237  » Decodable Story: Read *Fill the Pen* T238–T239  CLOSE READ  • Visualize Details About Characters T240–T241  • Close Read: *Garden Party; Click, Clack, Click!*  🗹 Quick Check T241  MINILESSON  • Launching Writing Workshop T402–T403  » Apply Adding Details to Words  » Share Back  TEACHER-LED OPTIONS  • Word Work Support T242  • Guided Reading/Leveled Readers T245  • Strategy and Intervention Activities T242, T244  • Fluency T244 • Conferring T245  • ELL Targeted Support T242, T244 | INDEPENDENT/COLLABORATIVE  • Word Work Activities and Decodable Reader T243  • Independent Reading T245  • Literacy Activities T245  FLEXIBLE OPTION  • Spelling: Spiral Review: Spell Words with Short *o* and *f*/f/, *b*/b/, *g*/g/ T404  • Language & Conventions: Practice Adjectives and Articles T405  INDEPENDENT WRITING  • Launching Writing Workshop T403  • Conferences T388 |  |
| **Lesson 5**  **10-01-21** | I can read realistic fiction.  I can make and use words to read and write realistic fiction.  I can write a story.  I can read high-frequency words.  I can decode words with short e.  I can work with medial /e/.  I can identify nouns & present tense verbs.  I can write simple sentences. | FOUNDATIONAL SKILLS  • Word Work T184–T185  » Phonological Awareness: Add Phonemes  » Phonics: Spiral Review: ***Ii*, *Cc*, *Pp*, *Nn***  » High-Frequency Words  COMPARE TEXTS  • Reflect and Share T186–T187  » Talk About It  🗹 Quick Check T187  » Weekly Question  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T189  • Strategy and Intervention Activities T188  • ELL Targeted Support T188  • Conferring T189  MINILESSON  • Launching Writing Workshop T382  » Making and Responding to Suggestions  » Share Back | INDEPENDENT/COLLABORATIVE  • Independent Reading T251  • Literacy Activities T251  BOOK CLUB T251 SEL  Spelling: **Spell Short *e* Words TEST**  🗹 Assess Understanding T408  FLEXIBLE OPTION  • Language & Conventions: Standards  Practice T409  INDEPENDENT WRITING  WRITING CLUB T406–T407 SEL  •Conferences T388 |  |

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| **Supporting Student Learning Pathways**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Intensive Scaffolding**  *Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding**  *Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent**  *Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
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| **Weekly Intervention Schedule & Differentiated Learning Planner**  *When applicable, teachers should utilize data from tracker to plan who receives intervention, when the intervention is delivered, how it is delivered, and what content will be covered. Please note if the planned intervention is for the purpose of remediation or enrichment.* | | | | | |
| **Day/Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Group/Time |  |  |  |  |  |
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\*Common formative assessments are completed at the beginning of each quarter and common summative assessments are completed at the end of each quarter.