

# CCRS Lesson Plan: Low Beginning

**MONDAY, APRIL 30**

[https://mnliteracy.org/sites/default/files/beginning\\_looking\\_for\\_work\\_week\\_2\\_of\\_2.pdf](https://mnliteracy.org/sites/default/files/beginning_looking_for_work_week_2_of_2.pdf)

Amended, pages 20 - 21

## **CCRS Standards**

**Reading: CCR1 (RI/RL.1.1)** - Ask and answer questions about key details in a text.

**Speaking & Listening: CCR6 (SL.K.6)** - Speak audibly, express thoughts clearly and succinctly

**Speaking & Listening: CCR1a/b** - Follow rules for discussions & responding to comments/questions in an exchange

**Language: CCR1k (L.K.1.D)** - Understand and use question words

## **ROUTINES**

- NEW: "I can" statements / class-end 'I cans' (assessment)
- NEW: Question & Answer assignment cards (task)
- EXISTING: 'Clean your area' (class management)
- EXISTING: 'Listen' hand signal (class management)
- EXISTING: 'Take one and pass' (class management)
- EXISTING: Signing in, taking name tag & hanging up coat (class management)

## **OVERVIEW**

I have been focusing a lot on listening, following instructions and producing successful Q & A exchanges. Most of the activities are new to them, so as discussed, the focus of this lesson will be on us starting with new activities, (not having practiced them before). I'll present/teach in a very structured order and predictable fashion that models minimal teacher talk and effective use of volunteer support. *Linking a speaking exchange to a reading/writing will be a challenge.* I plan to tie it together with my already established classroom routines.

## **LESSON PLAN**

### **Introductions**

9:30 - 9:40

*Welcome students, give overview of the taping, any students who haven't signed waivers yet to sign, MLC introduces, students introduce.*

### **Warm-up - Copying objectives; Q & A**

9:45 - 10:20

Today is Monday, April 30, 2018 and:

- We will identify jobs, duties and places in a story.
- We will talk about what we did on the weekend.
- We will ask and answer questions about time, place and duties.

### **Established routine**

*We always start out the class by copying down the days goals, practicing new words and then reading aloud in pairs.*

### **New routine**

#### **Speaking & Listening: CCR1a**

*Follow agreed upon rules for discussion, ie- speaking one at a time.*

*In this class, after reading in pairs, I will introduce Q & A prompts based on the goals. One student will have a Question card and the other, an Answer card. The question card will say: "What will we do today?" The student who answers will need to read off one goal at a time. Additionally, students need to follow their roles.*

### **Warm-up - Talk about the weekend**

10:20 - 10:40

### **Emergent routine**

*We've only done this a couple of times, and both times led by my student teachers. We'll brainstorm some actions that we've done and I'll write them on the board (around the world). We'll practice the question: What did you do this weekend?*

### **New routine**

#### **Speaking & Listening: CCR1a**

*Follow agreed upon rules for discussion, ie- speaking one at a time.*

*As in the previous activity, students will receive Q & A prompts. Students will be reminded of turn-taking. Students should tell of three things they've done. Ideally, we'll switch roles two times.*

*Finish up by bringing students back to their notebooks and the recorded goals. Ask, "What did we finish?" Students call it out and we mark "1" in the box next to the goal.*

### **Vocabulary Pre-teach & Matching**

10:40 - 11:10

### **Established routine**

*Teacher matches color vocab pics to words. Practice pronunciation. Hand out smaller versions of the words & pics. Students match and continue to practice pronunciation.*

### **New routine**

*Bring attention back to the board. Place headings: Who, Where, When. First, sort pics under the headings, then the words. Next, hand out long paper strips with headers who, where, when.*

Students will separate the pics from the words. Then, they'll sort the pics. Finally, they'll clear away the pics and sort the words.

Finish up by bringing students back to their notebooks and the recorded goals. Ask, "What did we finish?" Students call it out and we mark "2" in the box next to the goal.

## **BREAK**

11:10 - 11:30

## **Reading & Vocab Identification - Max Works Hard**

11:30 - 12:00

### **Established routine**

- Take one and pass. Write your name and the date. Fold the paper under the questions.
- Discuss the questions under the pictures.
- Divide into three sections: Paragraphs 1-2, 3, 4
- Read the story in three ways: T reads aloud, students listen; T reads aloud, students repeat.
- When finished, T prompts to highlight the **jobs in yellow**, the **duties in green** and the **places in pink** (these colors will correspond to the Q&A that follows).

## **Reading & Vocab Identification - Max Works Hard**

12:00 - 12:20

### **New routine**

**Reading: CCR1 (RI/RL.1.1)** - Ask and answer questions about key details in a text.

**Speaking & Listening: CCR6 (SL.K.6)** - Speak audibly, express thoughts clearly and succinctly

**Speaking & Listening: CCR1a/b** - Follow rules for discussions & responding to comments/questions in an exchange

**Language: CCR1k (L.K.1.D)** - Understand and use question words

- Post questions on the board. Review the questions. Students repeat.
- Hand out questions and Q & A cards. Practice asking questions about the story. Questions will not be mixed, but will be **green**, **pink**, **yellow**.

Finish up by bringing students back to their notebooks and the recorded goals. Ask, "What did we finish?" Students call it out and we mark "3" in the box next to the goal.

## **"I Can" Statements**

12:20 - 12:30

### **New routine**

Post “can” cards over the day’s goals. Explain how now they CAN do these things. Students repeat.