

Green LLI Instructional Plans Level C		Week of: February 1, 2021 8:30 a.m. – 9:00 a.m.
<b>Essential Questions:</b> How can I help myself at difficulty in this text? How can knowing word parts or patterns help me read and write new words? How can I use what I already know to help me with something new? What features of a nonfiction book help me find and understand new information? What connections can I make with this book? Why did the author write this book?		
<b>Common Core ELA Standards Addressed:</b> RL.1.1-7, 9, 10; R1.1-10; RF.1.1-4; W.1.1, 2, 5, 8; SL.1.1-6; L.1.1, 2, 4-6		
<b>Learning Target:</b> We are learning and understanding new words to help us become awesome readers.		
<b>Success Criteria:</b> *I can recognize and use short vowel sounds at the beginning of words. *I can recognize and use short vowel sounds in the middle of words (CVC).		
<u>Procedures for <b>Even Numbered</b> Lessons:</u>		
<b>M/W/F Lessons:</b> <u>  </u> <u>  </u> <u>  32  </u>	<b>Rereading Books and Assessment:</b> The students will reread familiar books for fluency and understanding while the teacher assess one student’s accuracy, fluency, and comprehension using a running record with yesterday’s new book. The teacher will select a brief teaching point that will be helpful to this child (evident from the assessment).	
<b>OR</b>	<b>Phonics/Word Work:</b> The principle of the day will be introduced and the students will be given the opportunity to apply the principle.	
	<b>Writing About the Reading:</b> The teacher selects a writing task (shared, dictated, independent) that relates back to yesterday’s new book.	
<b>T/TH Lessons:</b> <u>  </u> <u>  </u>	<b>New Book:</b> The teacher will introduce the new book, drawing attention to many different features. The students will read the new book while the teacher samples oral reading and supports effective problem solving. The students will be prompted based on how they respond to the test. The students are invited to discuss the meaning of the text while the teacher observes for evidence of their ability to think within, beyond, and about the text.	
<b>Optional Letter/Word Work</b>		
<u>Procedures for <b>Odd Numbered</b> Lessons:</u>		
<b>M/W/F Lessons:</b> <u>  </u> <u>  </u> <u>  </u>	<b>Rereading Books:</b> The students will reread familiar books for fluency and understanding while the teacher observes for evidence of, prompts for, and reinforces strategic activity.	
<b>OR</b>	<b>Phonics/Word Work:</b> The principle of the day will be introduced and the students will be given the opportunity to apply the principle.	
	<b>New Book:</b> The teacher will introduce the new book, drawing attention to many different features. The students will read the new book while the teacher samples oral reading and supports effective problem solving. The students will be prompted based on how they respond to the test. The students are invited to discuss the meaning of the text while the teacher observes for evidence of their ability to think within, beyond, and about the text.	
<b>T/TH Lessons:</b>	<b>New Book:</b> The teacher will introduce the new book, drawing attention to many different features. The students will read the new book while the teacher samples oral reading and supports effective problem solving. The students will be prompted based on how they respond to the test. The students are invited to discuss the meaning of the text while the teacher observes for evidence of their ability to think within, beyond, and about the text.	

**Letter/Word Work:** The teacher guides students in a quick “hands-on” activity using magnetic letters, word/pictures cards, or other materials to reinforce letters and/or words.