

## Supplemental Attachment 2

**McGraw-Hill Reading Wonders alignment to Common Core Standards – English Language Art  
ELA/SLA Lesson Plan Template: 11/6/2017-11/08/2017**

**I. ELA/SLA Lesson Plan Template - 11/6/2017 - 11/8/2017**

**English/Spanish - Lesson Type (workshop 1.0 / 2.10) - Ramos/Cuadrado**

Target Language (English/Spanish)

**Standards/Concepts for Week:**

- RF.1.1 - Ask and answer questions about key details in a text.
- RF.1.3b - Decode regularly spelled one-syllable words.
- W.1.2 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Learning Targets (vocabulary to unpack, plan for goal setting):**

**Monday/Tuesday**

I can use illustrations to get details from the text.  
Yo puedo usar ilustraciones para llegar a los detalles del texto.

I can recognize the sound -th and -ch.  
Yo puedo reconocer los sonidos de la ma, me, mi, mo & mu.

**Wednesday**

I can identify details from a text.  
Yo puedo identificar los detalles del texto.

I can recognize the sound -th and -ch.  
Yo puedo reconocer los sonidos de la ma, me, mi, mo & mu.

**Assessment (student reflections, goal settings and exit tickets):**

**Monday/Tuesday**

Graphic organizer for students to write the details from a story.  
Organizador gráfico, los estudiantes escribirán detalles de la historia.

**Wednesday**

**Differentiation (Scaffolding and Small grouping):**

Students will work in their ELA differentiated groups in literacy centers based on the week's ELA phonics, comprehension strategies, and writing, Los estudiantes trabajaran en ELA con diferentes grupos de le letras en centros, basados en la fonética en la semana en curso, escritura, y estrategias para la comprensión.

**Small Group - Literacy Centers for the Week**

1. Reading - Fluffy The Cat - Locating Details from the Text to help answer questions.
2. Phonics - Students will look through pictures of words that start with ch or th and will record the words into their sheet.
3. Writing - Correcting sentences with incorrect punctuation and capitalization.

**Grupos pequeños: Centros de literatura para la semana.**

1. Escritura: Cómo seleccionar las oraciones correctas e incorrectas, cortar y pegar.
2. Fonética: Cortar y pegar las sílabas correctamente con la: ma, me, mi, mo & mu
3. Escritura: juego con los dado y crear palabras con sentido y palabras sin sentidos, los estudiantes escribirán en un papel.
4. Lectura: Los estudiantes leerán un cuento pequeño con la Mm

**Strategies for active learning (protocols, movement, discussion and collaboration):**

**Whole Group Instruction Protocols**

**Monday/Tuesday**

Graphic organizer for students to write the details from a story.

Organizador gráfico, los estudiantes escribirán detalles de la historia.

**Reteach data driven intervention plan:**

- Going over how to find details in a text.
- How to write a sentence correctly.
- Go over sounds for th and ch.
  
- Repasaremos: cómo encontrar los detalles del cuento.
- Cómo escribimos una oración correctamente.
- Repasaremos los sonidos: ma, me, mi, mo & mu

**List of anchor Charts for the lessons (visual that will help students understand the concepts taught during the lesson)**

Monday/Tuesday

Details Anchor Chart

Detalles "Anchor Chart"

Capitalization & Punctuation in a Sentence Chart

Capitalization & Puntuacion en una Oracion

Comprehension - Students will read a text with me and I will ask students to comment on the pictures they see within the text. We will write in the details that are mentioned from the students.

Yes/No Cards to Represent if they agree or disagree with an answer or statement.

Paired Reading of their story book "I Build" to look for details based off the illustrations.

Phonics - Introduced to CH and TH digraphs. Back to back face to face to discuss words that start with ch or th. Practice hearing themselves using the telephones to make sure they are saying them correctly.

Writing - Practice writing with start capitalization and punctuation mark in the end. Students will correct sentences wrongly written with a small white eraser board and work as groups to fix the capitalization and punctuation error.

**Wednesday**

Comprehension - Students will read a "The Fat Cat" with me and we will find the words in the text that give us details of what is going on in the story that help us answer the questions. Students will come up to the board and underline where the answer is in the text.

Work in Centers to Reinforce Monday & Tuesday Lessons.