

Elementary School 3-5 Reading Workshop Lesson Plan

Teacher Name:		Date:	
Theme: list theme of unit here		Essential Question: list overarching unit question here	
CCSS: <ul style="list-style-type: none"> Write the CCSS standard and number 		Student Friendly Objective/s: <ul style="list-style-type: none"> Must align with what students are actually doing You will write this/these objectives on the board to share with your students daily Must post Language Learning Objective if class contains ESL student 	
Materials/Digital Resources: <ul style="list-style-type: none"> List materials/digital resources you need to teach your lesson 			
Grammar (10 minutes): <ul style="list-style-type: none"> Write short description of grammar focus and activities for the week 		Word Work (15-20 minutes): <ul style="list-style-type: none"> Write short description of word work focus and activities for the week 	
K-2 Options -Imagine It blue band -Daily Oral Language		K-2 Options -Imagine It Green Band-Accelerated -Four Blocks Working with Words	
Supported Reading (20-30 minutes): <ul style="list-style-type: none"> Write short description of lesson including specific reading strategies and text/s being used for the week 			
Options -Common Core Curriculum Map Lessons -Literature Study (Literature Circles, Book Club Groups, Novel Studies, etc.) -Reading and Responding Section of <i>Imagine It!</i> -Interactive Read Aloud/Shared Reading with mini lessons on specific skills/strategies			
Mini Lesson Options -procedural -literal/craft -strategy/skill			
Reader's Workshop (50 minutes)			
<p style="text-align: center;">Part 1</p> <p style="text-align: center;">Independent Reading/Conferencing (20 Minutes)</p> <ul style="list-style-type: none"> List which reading strategies the students should be working on independently (these should reflect the objective modeled during supported reading) Teachers must conference with students during this time to monitor what they are reading Teachers may want to keep a log of student conferences to serve as a resource of data Teachers should teach students how to choose books that are "just right" for them Classroom libraries should have some books categorized by topic and reading level to help students quickly choose "just right" books Students may complete some type of book response after reading Teachers may want to hold a discussion/sharing time at the end of this time period 	<p style="text-align: center;">Part 2</p> <p style="text-align: center;">Workshop Stations (30 minutes)</p> <ul style="list-style-type: none"> List workshop stations you will have available Reading stations should provide students with a variety of engaging literacy activities that help strengthen their skills Stations should be introduced 1-2 at a time to the whole class to ensure students are able to work independently when all stations are in use Students may rotate stations This component allows the teacher to meet with 1-2 guided reading groups Ms. Shields has great resources to help get your literacy stations started! 	<p style="text-align: center;">Part 3</p> <p style="text-align: center;">Guided Reading Groups</p> <ul style="list-style-type: none"> This lesson plan is separate from the literacy plan The teacher will conduct at least 2 guided reading groups during workshop or independent reading each day Groups should be based on reading level results and teacher observation of student needs Groups must be flexible and teachers should use data to regroup students each month Certified teachers should work with the lowest performing groups Teachers must record individual reading behaviors 	

Lesson Plan Template

Subject:	Social Studies
Grade Level:	8 th grade
Unit of Study/Theme:	Unit 1 Communities
Focus Question:	Why are the Five Themes of Geography important and how have they impacted the patterns of human settlement, economic and political development in North Carolina?

Common Core Standards:	Enduring Understandings: What are the big ideas? Understanding the regions, locating the regions, understanding the climate and weather and North Carolina's natural resources	
Objective:	1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.	
Essential Question(s):	How have regional variations and land, climate and resources in North Carolina affected patterns of settlement and the economy?	
Vocabulary/Key Terms: geographic region, Outer Banks, Coastal Plain, Tidewater, Piedmont, climate, Sun Belt, natural resources, sandbank, vicinity, topography, primary source and fall line		
Resources/Materials: pencils, pens, notebooks, crayons, blank maps of the regions in North Carolina, textbooks and classzone.com		
Warm Up/Hook: Students will read the EOG practice on page s3 and answer 2 questions relating to the passage on Warriors Don't Cry.		Time: 5 minutes
Mini Lesson: Students will work in cooperative learning groups while drawing a picture of where they live. They will tell me what region of North Carolina they live? I will have them think as a geographer. I will ask them to write one paragraph about what makes their neighborhood unique from the rest of the city and why? They will need to use at least five descriptive words and four time and order words. Finally as a class we will discuss their responses.		Time: 25 minutes

Guided Practice: Students and teacher will read together in class pages 2-3 for comprehension and retelling strategies.	Time: 15 minutes
Independent Practice: Students will answer question 1 by themselves and tell me which paragraph they found the answer and the page number.	Time: 5 minutes
Assessments Students will complete page 2 by answering questions 2-4. Students will rewrite the questions and answer each question in a complete sentence.	Time: 20 minutes

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**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**



**Maximizing Instructional Planning:
Connecting Academic & Behavioral
Planning**

Dr. Loretta Y. Massey, LCSW
Multi-Tiered Systems of Support Behavior Coach
Charlotte Mecklenburg Schools

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

NOVEMBER 3-5, 2014

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Material provided by:

Missouri Positive Behavior Support Institute

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Objectives

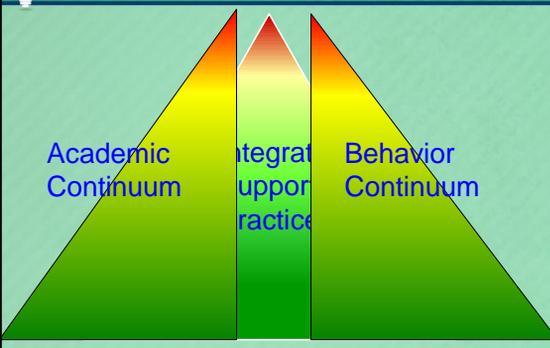
- Understand how behavioral strategies can be linked to academic instruction
- Identify the three components of effective classroom management
- Use the Integrated Double T to support instruction

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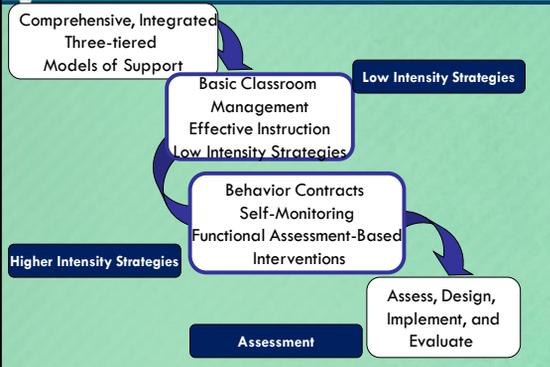
What is the relationship between effective instruction and behavior?

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Academic Continuum Integrated Support Practices Behavior Continuum

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Comprehensive, Integrated Three-tiered Models of Support

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Low Intensity Strategies

Higher Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Assessment

Assess, Design, Implement, and Evaluate

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Classroom Management

Components...

- Environmental Management
- Behavioral Management
- Instructional Management



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Environmental Management

- A culmination of practices that fosters a positive climate which supports instruction and learning.

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Behavior Management



...is the practices and procedures that allow teachers to teach and students to learn.

Harry Wong

Benefits of Routines

- ◆ Teachers can save more than an hour of instructional time per day by teaching routines for students to negotiate the 8-15 transitions typical of a school day (Witt, LaFleur, Naquin, & Gilbertson, 1999)
- ◆ Classrooms with specific procedures for getting assistance, turning in work, working independently or in groups, and lining up have fewer off-task and disruptive behaviors than classrooms without such routines (Emmer, Evertson, & Anderson, 1981)
- ◆ Teachers who develop and use classroom routines spend less time getting organized and dealing with inappropriate behavior and have greater task-engagement rates (Brophy, 1986a; Brophy, 1986b; Brophy & Good, 1986)

Classrooms Routines

- | Teachers | Students |
|--|----------------------------|
| • Greeting students | • Requesting assistance |
| • Attention signal | • Entering the room |
| • Giving directions | • Beginning the school day |
| • Assigning class work and homework | • Sharpening pencils |
| • Providing feedback | • Ending the school day |
| • Providing correction | • Independent work |
| • Escorting students to bus, cafeteria, etc. | • Passing in papers |
| • Collecting student work | • Putting things away |
| • Keeping records | • Making up missed work |

Transition Routines

- Breaking into small groups
- Bathroom breaks
- Lining up and walking
- Getting ready for and returning from recess, lunch, assembly, etc.

Transitions

- Students change activities an average of 15 times per day.
- If each transition takes 10 minutes, 150 minutes per day are lost that could be devoted to learning.
- Long, unstructured transitions are more likely to result in misbehavior.

Corrections vs. Pre-corrects

Corrections

- Reactive
- Manipulate consequences
- May lead to negative teacher-student interactions
- Focus on inappropriate behavior
- May lead to escalating behavior
- Focus on immediate events

Pre-Corrects

- Proactive
- Manipulate antecedents
- May lead to positive teacher-student interactions
- Focus on appropriate behavior
- May lead to appropriate behavior
- Focus on future events

Instructional Management

Using effective teaching strategies to increase student engagement in learning.



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Critical Elements of Effective Instruction

- Promoting student motivation and engagement
- Using a variety of instructional delivery formats
- Differentiating instruction

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Instructional Management

- Teachers spend anywhere from 40% to 70% of available instructional time in activities other than instruction.
- Students spend as little as 17% of their classroom time successfully engaged in academic tasks.
- A typical intermediate grade level averaged 38 minutes of instruction out of a 3-hour period.
- There is a strong relationship between effective teaching strategies and positive student behavior.
- Active engagement reduces the occurrence of problem behavior.

(Cangelosi, 1990; Walker, Colvin, & Ramsey, 1995)

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Double T Integrated Lesson Plan

- Links academics and behavior
- Contingency planning

Created by Loretta Massey, 2008, Rev. 2010

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Double T Integrated Lesson Plan

Double T Planning Chart

Activity	Behavior Alerts	Planned Response

Targeted Interventions (for group or student)

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Double T Integrated Lesson Plan

Double T Planning Chart

Activity	Behavior Alerts	Planned Response
Literacy lesson warm-up: review yesterday's passage	Calling out	Whole group redirection: pre-corrects
Transition to small groups	Bullying: tripping, pushing	Move this student's group last or first
Small Group Reading Response: Menu	Off task	Active supervision, walk, scan, interact, progress check
After/Evaluate: groups share their work	Laughing at others' responses	Praise on-task students, reminder of expectations to whole class
Transition to math	Talking, off task	Clear directions, time limit w/ 5 second count down

Targeted Interventions (for group or student)

Transition to small groups: K.F. leads and chooses hobbies to name

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Activity

- Develop an Integrated Double T Lesson Plan to support the lesson plan provided.
- Reflect on the process and be prepared to share with the group.

Double T Integrated Lesson Plan		
Activity	Behavior Alerts	Planned Response
		Targeted Intervention (Site, group or student)

Massey, L. 2008, Rev. 2010

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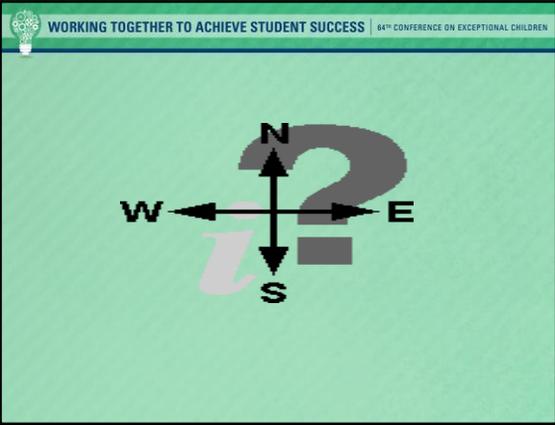


What is the relationship between effective instruction and behavior?

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Sources

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- Sprague, J. & Golly, A. (2005). *Best Behavior: Building Positive Behavior Support in Schools*. Longmont, CO: Sopris West.
- Scheuermann, B.K. & Hall, J.A. (2008). *Positive Behavioral Supports for the Classroom*. Upper Saddle River, NJ: Pearson Education, Inc.
- Susan Brawley, M.Ed., Heart of Missouri, University of Missouri



Double T Integrated Lesson Plan

Activity	Behavior Alerts	Planned Response
		<p data-bbox="818 1268 1094 1335">Targeted Interventions (Sm. group or student)</p>