KUUMBA
Academy Charter School

Six Week Instructional Plan for Teacher-Led MTSS Instruction

Student Names & Data		
	Student Name	**MAP Percentile**
	Zakee Lloyd	3rd
	Wayden Wilmore	2nd
	Avier Black	8th
	Elayna Clark	8th
	Ja'Hion Neal	8th
	Peyton Dubose	6th

Long Term Learning Targets for Cycle 1→ The synthesized learning of all 6 weeks learning targets.	- I can make inferences regarding informational text. - I can use deduction (process of elimination) while test taking to find the best answer. - I can practice and use inferencing when reading informational texts. - I can locate information within a text. - I can explain and use our spelling routine. - I can read fluently with PEAR. - I can use sentence structure to improve my vocabulary. - I can code syllables to read troublesome words. - I can use text details to understand characters.

WEEK 1	WEEK 2	WEEK 3
Learning Targets	**Learning Targets**	**Learning Targets**
● I can understand and explain my reading identity. ● I can understand and explain the classroom norms. ● I can understand and explain my personal reading goals for this year. ● I can understand and explain what inferencing is.	● I can identify and discuss my reading goals for this year. ● I can code syllables in words. ● I can read fluently with PEAR. ● I can practice and use inferencing when reading a text.	● I can use deduction while test taking to find the best answer. ● I can practice and use inferencing when reading informational texts. ● I can locate information within a text. ● I can code syllables in words. ● I can explain and use our spelling routine. ● I can read fluently with PEAR.
Materials Needed	**Materials Needed**	**Materials Needed**
● slide deck ● class norm poster ● ujima party poster ● Garfield reading identity quiz ● What is an inference? ● Inference Game	reading MAP goal WS fluency passage (with comp sheet) PBS inference detective game Syllable sleuth ws whiteboards inference WS Mobymax sink C1W2 - MTSS slides (5/4h/4l)	● book and comp sheet: **A food discovery** ● Inference game (Triango) ● syllable sleuth WS ● whiteboards ● mobymax ● sink C1W3 - MTSS slides (5/4h/4l)
Weekly Lesson Plan *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*	**Weekly Lesson Plan** *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*	**Weekly Lesson Plan** *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*

Day 1:
- First Day Transition (5min)
  - Discuss hallway procedures expectations
  - Nia Captain
- Class Introductions (5min)
  - Utilize proper sentence structure to introduce themselves and one thing they enjoy doing.
- Classroom Norms (7min)
  - Why are norms important?
  - What happens if we don't follow the norms?
  - What if we do?
  - Any other norms we should add?
- What is a good reader? (5min)
  - Why do we read?
  - What types of things do we read?
  - Discuss PEAR
- Practice Transition (5min)

Day 2:
- Practice Transition (5min)
  - Nia Captain
  - Entering classroom
    - Discussing Ms. Z's class
- **LT: I can understand and explain the classroom norms. (10min)**
  - Class Norm Review (5min)
  - Ujima Party Expectations (5min)
- **LT: I can understand and explain my reading identity. (12min)**
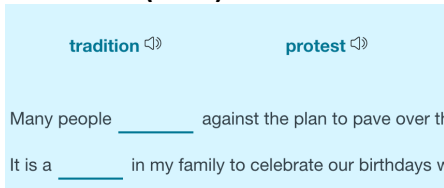 - Garfield Reading Identity Survey
- Debrief: (3min)

Day 1:
- **LT: I can use Ujima to practice our classroom norms.** (3min)
  - norm review
  - learning targets
- **LT: I CAN identify my reading goals for this year. (18min)**

  2023-2024 Reading Goal
  Recording/Reflection Sheet

  -
- **LT: I can read fluently with PEAR. (10min)**
  - **popcorn read**
  - **students discuss each others glows, grows for fluency**
- **Debrief (2min)**
  - discuss how awareness of goals leads to success

Day 2:
- Intro (3min)
  - LTs and class norms
- **LT: I can use and understand inferencing strategies.**
  - inference video (6min)
    - pause and discuss
  - Inference WS (20min)

Day 1:
- **LT: I can use Ujima to practice our classroom norms.** (3min)
  - norm review
  - learning targets
- **LT: I can review last week's PM (10min)**
- **LT:I can practice and use inferencing when reading informational texts. (12min)**
  - **A food discovery**
  - students underline any information within the text.
  - Students discuss the main ideas of each paragraph
  - students write one sentence about the overall theme of the passage
- **LT: I can improve my vocabulary by using sentence structure (3min)**

  tradition   protest

  Many people _____ against the plan to pave over th

  It is a _____ in my family to celebrate our birthdays w
  -
- **Debrief (2min)**
  - Discuss deduction strategies

Day 2:
- **LT: I can use Ujima to practice our classroom norms.** (3min)
  - norm review
  - learning targets
- **LT:I can practice and use inferencing when reading informational texts. (15min)**
  - students whisper read

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- Ujima Party Points
- Nia Captain

Day 3:
- **LT: I can understand and explain the classroom norms. (5 min)**
    - What have we done well?
    - What do we need to work on?
- **LT: I can understand and explain what inferencing is. (23 min)**
    - [What is an inference?](#) **(7min)**
    - Debrief: (3min)
        - What is an inference?
        - Why is it important to infer about things in life?
        - Why is it important to infer about things we read?
    - Inference Game (15min)
- Debrief (2min)
    - Ujima Points
    - Nia Captain

Day 4:
- **LT: I can understand and explain the classroom norms. (3 min)**
- **LT: I can understand and explain my personal reading goals for this year. (25min)**
    - Students partner up to play inference game
    - Teacher works with individual students to discuss this year's reading goals

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- game if extra time
    - https://wpsu.org/games/wpsuGames_DetectivesNotebook/index.html

Day 3:
- Intro (3min)
    - LTs and class norms
- **LT: I CAN code syllables in words. (8min)**
    - .
- **LT: I CAN read fluently with PEAR; I CAN comprehend what I read. (15min)**
    - read questions before reading passage
    - students whisper read and complete comp questions
        - *COMPLETE SENTENCES*
- Debrief (2min)

Day 4:

- **LT: I can understand and explain the classroom norms. (3min)**

- inference WS
- **LT: I can code syllables in words. (10min)**

- _(left side)_
- **Debrief (2min)**
    - how does identifying syllables help you become a better reader?

Day 3:
- **LT: I can use Ujima to practice our classroom norms.** (3min)
    - norm review
    - learning targets
- **LT: I can code syllables in words. (10min)**
    - [Breaking Closed Syllable Words - Old Town Road - Lil Nas X (Parody)](#)

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- Debrief (2min)
  - Ujima Points
  - Nia Captain

Day 5:
- **LT: I can understand and explain the classroom norms. (3 min)**
- **LT: I can understand and explain my personal reading goals for this year. (25min)**
  - Students partner up to play inference game
  - Teacher works with individual students to discuss this year's reading goals
- Debrief (2min)
  - Ujima Points
  - Nia Captain

- LTs/norms
- **LT: I CAN code syllables in words. (20min)**
  - **student teachers to debrief**

Guided Practice	Name: _____
Vowel Team Syllables	Date: _____
leaflet	repeat
railroad	cocoa
chimpanzee	sustain
discreet	Tennessee

Vowel Team Syllables Guided Practice

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- **LT: I can use Ujima to play learning games with my classmates. (8min)**
  - **https://wpsu.org/games/wpsuGames_DetectivesNotebook/index.html**

Day 5:

- PM/mobymax

Guided Practice	Name: _____
R- Controlled Syllables	Date: _____
lantern	coaster
birthday	further
bargin	forgave
northeast	circumstance

R-Controlled Syllables Guided Practice

- **(right side)**
- **LT: I can read fluently with PEAR. (15min)**
  - **partner read (10min)**
  - **write 2 sentences about why you liked or disliked this passage**
- **Debrief (2min)**
  - How does deduction help you become a better test taker?

Day 4:

- **LT: I can use Ujima to practice our classroom norms.** (3min)
  - norm review
  - learning targets
- **LT: I can explain and use our spelling routine (10min)**
  - focus, basketball, roadblock, improvise,
- **LT: I can practice and use inferencing when reading informational texts. (15min)**
  - **Inference Game**
- **Debrief (2min)**
  - Discuss PM tomorrow

		- students must bring laptops Day 5: - PM/MobyMax
Progress Monitor/ Assessment *Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)*	**Progress Monitor/ Assessment** *Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)*	**Progress Monitor/ Assessment** *Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)*
N/A	**Noche de los Rabanos(5MCQ's)** **Code Syllables:** holiday, decoration	SYLLABICATION PM **https://www.readworks.org/90ad8cf2-3839-41a3-b100-be03d10e11fd**

WEEK 4	WEEK 5	WEEK 6
Learning Targets	**Learning Targets**	**Learning Targets**
I can use sentence structure to improve my vocabulary. I can code syllables to read troublesome words. I can read fluently with PEAR. I can use process of elimination when answering MC questions.	I can read fluently with PEAR. I can code syllables to read troublesome words.	I can code syllables to read troublesome words. I can use text details to understand characters.

Materials Needed	Materials Needed	Materials Needed

● Kilpatrick PA Games
● Readworks "The Ants and the Grasshopper" (with express question set)
● Cause & Effect site (game, WS, video)
● Parents' Day (3rd grade inference passage)
● sink C1W4 - MTSS slides (5/4h/4l/3H)
	● Fluency Theater: "The Enchanted Journey"
	● PEAR Fluency metric card
	● sink C1W5- MTSS slides (5/4h/4l/3H)
		● sink C1W6 - MTSS slides (5/4h/4l/3H)
		● Detective inference game
		● Readworks passage
		  ○ The Chimp's Champ
		  ○ Kid Ambassadors
		  ○ vocab activity
		● Kilpatrick PA Drills
		● youtube video
		● graphic organizer (character traits)

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Day 1: N/A Half Day
 	
Day 2:
- Intro (3min)
  - Kilpatrick PA D2:1
- Readworks (20min) (The Ant and the Grasshopper)
  - Vocabulary activity (4min)
    - build words through spelling routine
    - identify syllable types within word
  - Fluency Practice with question set (16min)
    - **code troublesome words in realtime**
    - Read question first then have one student read aloud while others check
	Day 1:
	- Intro (2min)
	  - Kilpatrick PA D2:5
	- Code the words (5min)
	  - dissatisfied, horizontal, expectation
	- Fluency Theater (15min)
	  - Characters:
	    - **Sarah:** Elayna
	    - **Ben:** Avier
	    - **Grandma:** Peyton
	    - **Wizard:** Zakee
	    - **Dragon/Owl/Crystal/King:** Ja'Hion
	    - **Narrator:** Wayden
	  - scene 1/2
	  - What is the setting?
	- Sentence (5min)
	  - Write about what's next for your character.
		Day 1: N/A Teacher Absent
		
		Day 2:
		- **Intro (2min)**
		  - Kilpatrick PA D2:8
		- **LT: I Can improve my vocabulary by using sentence structure (4min)**
		  - **global**
		- **LT: I Can code troublesome words (5min)**
		  - comprehension**,** nonrenewable, contemplation
		- **LT: I Can review and use inferencing (5min)**
		  - **https://wpsu.org/games/wpsuGames_DetectivesNotebook/index.html**
		- **LT: I Can review my PM from last week (12min)**
		  - **listen, self critique last week's**

for fluency. once answer is found, read next question and next student reads passage
- stop when answer is found
- **process of elimination when answering**
- **students must give reasons the answers are incorrect**
- Review PM (8min)
- Debrief (2min)

Day 3:
- Intro (3min)
  - Kilpatrick D2:2
- Vocabulary activity (4min)
  - build words through spelling routine
  - identify syllable types within word
- Cause & Effect Lesson (18 min)
  - https://www.roomrecess.com/Lessons/CauseAndEffect/Video.html
  - https://www.roomrecess.com/mobile/CauseEffect/play.html
  - Cause and effect WS
  - Write a cause and effect sentence (5min)
- Inference Detective Game (5min)

- Review PM (3min)

Day 2:
- Intro (2min)
  - Kilpatrick PA D2:6
- Code the words (5min)
  - significant, dominate, equivalent
- Fluency Theater (15min)
  - scene 3/4
- Sentence (5min)
  - Write about how you will improve your fluency.

Day 3:
- Intro (2min)
  - Kilpatrick PA D2:7
- Fluency Theater (20min)
  - Practice individual lines (5min)
  - entire play straight through (15min)
- Sentence (8 min)
  - Reflect on your fluency. Did you improve in the areas you wanted to? Why or why not?

Day 4:
- Intro (2min)
- PM: Fluency Theater (28min)
  - Recorded
  - Students also grade other's fluency
  - students graded on fluency and writing for the week

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reading

Day 3:

- **Intro (2min)**
  - Kilpatrick PA D2:9
- **LT: I Can improve my vocabulary by using sentence structure (3min)**
  - **abroad**
- **LT: I Can use text details to understand characters (25min)**
  - Characters' thoughts and feelings | Reading | Khan AcademyCharacter Traits | Major Events and Challenges | 2nd Grade Reading | eSpark Instructional Video**(4min)**
  - Graphic Organizer (2min)
    - Discuss purpose of organizer
  - Whisper Read (5min)
    - https://www.readworks.org/article/Kid-Ambassadors/d8aa7822-7f91-41a6-b4d9-cb55949ee617#!questionsetsSection:1763/articleTab:content/
  - Fillin Organizer about Thorin (5min)
    - note text evidence
  - Group MC (5min)
    - Process of Elimination

Day 4:
 	
- Intro (3min)
  - Kilpatrick PA D2:3
- Vocabulary activity (4min)
  - build words through spelling routine
  - identify syllable types within word
- Cause and Effect Quiz (5min)
  - https://www.roomrecess.com/Quizzes/CauseAndEffectQuiz/Quiz.html
- Fluency Practice (16min)
  - Parent's Day
    - 1 page at a time
  - **code troublesome words in realtime**
- Debrief (2min)
 	
Day 5:
- PM/MobyMax
		Day 4:
		
		- **Intro (2min)**
		  - Kilpatrick PA D2:9
		- **LT: I Can improve my vocabulary by using sentence structure (3min)**
		  - **conference**
		- **LT: I Can use text details to understand characters (22min)**
		  - Whisper Read (5min)
		    - https://www.readworks.org/article/The-Chimps-Champ/ff3d9c0b-1adf-4f5e-9697-64814baeef0f#!articleTab:content/
		  - Fillin Organizer about Jane Goodall (3min)
		  - Self Assess (3min)
		    - fillin organizer about own character traits
		  - Compare organizers and write a sentence about the similarities/differences between you and Jane (6min)
		  - Group MC (5min)
		    - Process of Elimination
		
		Day 5: PM
		- **one vocab**
		- **read works passage**
		  - **a rally against poverty**

		[Breaking Open Syllable Words - bad guy - Billie Eilish (Parody)](#)
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[Parents Day PM](#)	**PM: Fluency Theater and weeks writing assignment**	