

Jackie Hain

Subject: Literacy – Message Time Plus

Date/Time Implemented: 2-week takeover

Grade Level: 1st Grade

Anticipated Time: 25 - 30 minutes

What?

Children’s Literacy Initiative (CLI) inspired tool that is done most days in our classroom: Message Time Plus (MTP). Grammar lesson that includes a message about something relevant to the class, great for cross-curricular. My learning goals for this lesson is for the children to hear a message about rights and responsibilities while focusing on the grammar skill of “our” vs “are.”

How?

With the routine already set in place, I will write a message, call up three different children to work briefly with one-on-one. Scaffolding is a huge part of the MTP and allows me as a teacher to meet the student where they are and go from there. To use this tool effectively, it is essential for me to know my students and be able to scaffold appropriately. This tool supports the 5 major elements of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency. The message is read three times, once as I write it initially, once as a class, and then a third time as a class at the end of the lesson to review what we learned.

Why?

Cross-curricular lessons are essential to keep the day smooth and allow students to see the connection and important from one topic to another. Mini lessons pertaining to grammar and writing is key for first graders taking their natural next step in reading and writing. Meeting the child where they are and on their level makes for a productive, individualized lesson.

Goals/Objective(s):

SWBAT recognize the difference between “our” and “are.”

Common Core State Standards for Kindergarten (Foundational Skills):

1.1 Reading Independently

1.1.1.B: Use word recognition techniques:

Demonstrate phonological awareness through phoneme manipulation.

Demonstrate knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.

1.5 Quality of Writing

1.5.1 F: Use grade appropriate conventions of language when writing and editing.

Spell common, frequently used words correctly.

Use capital letters correctly.

Punctuate correctly.

Begin to use correct grammar and sentence formation.

Materials and Preparation:

White board
Marker
Eraser
Students' names in box to be picked at random

Classroom arrangement and management issues:

Students will be full group on carpet
Specific 5 students need to be upfront in their spots: Julianna, Jamirah, Baylin, Cahseem, Daiyon

Plan:**“The hook” (7 minutes)**

Brainstorming/Think Aloud: Since we have been talking a lot about rights and responsibilities in our classroom and the community, I wanted to share with you examples that pertain to our classroom and us as learners.

As I am writing this, I want you to pay attention and notice the use of “our” and “are.” I have seen this being mixed up in your writing, and this is a good opportunity to review the appropriate uses.

*Write the message. Reread each sentence after it is written, students sound out and anticipate as I am writing:

It is our right as humans to go to school. We are responsible for our environment and taking care of our planet. When we leave our classroom, we can turn the lights off.

Now, I want everybody to look for a minute and see something they know or recognize

(Red words are sight words.)

“The body of the lesson” (15 minutes)

Call three students up at random (picking from box of class names).

Ask - What do you see that you know? What do you know about that word?

Scaffold each child individually, allow the rest of the group to help when the student needs it.

“Closure (if appropriate)” (3-5 minutes)

Reread the entire message as a group.

Discussion: What are you going to take away from this message to use in your writing moving forward?

Frances Rust 2/27/13 10:15 PM

Comment: Will you have written these words?

Assessment of the goals/objectives listed above:

For the three children chosen at random: What did they grasp? Where were they in terms of responding to question that was posed.

Full Group Review: What are you going to take with you from this lesson for your own writing? What are you going to practice and remember moving forward?

Pre-made chart: students' names with space for the date, skill worked on, confidence/walk away understanding.

Anticipating students' responses and your possible responses:

Prepared with scaffolding:

our – meaning you and me

are – is a verb, used to describe

right - -ight sound

humans – what part of speech is this? Person, place, thing, or animal. Can you touch humans?

What other nouns can you identify in this sentence

receive – two vowels together: first does the talking, second does the walking

school – oo sound

responsible – syllables depending on student

taking – base word, take

care – does not follow silent e rule, note there are exceptions

planet – part of speech or pl blend

leave – part of speech or “ea” combination of two vowels

classroom – compound word

turn – verb, part of speech

the – th blend

lights – part of speech, ight (again)

off – sight word

Accommodations:

Meet the child where they are and ask questions on-level; challenge appropriately.

Specific students sit up front to focus

Over my two weeks, each child should be able to come up to the board at least once. This is one of the 10 MTPs I could potentially do.

Assessment tracking:

Name	Date	Skill practiced or addressed	Notes: