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|  | **DAY 1** | **DAY 2** | **DAY 3** | **DAY 4** | **DAY 5** |
| **METHOD: SMALL GROUP INSTRUCTION** |  |  |  |  |  |
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| **EVIDENCE OF STUDENT UNDERSTANDING** |  |  |  |  |  |

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|  | **DAY 1** | **DAY 2** | **DAY 3** | **DAY 4** | **DAY 5** |
| **METHOD: SMALL GROUP INSTRUCTION** | **Independent Level F** | **Instructional Level G** | **Instructional Level G** | **Instructional Level G** | **Assessment** |
| Model:  Possible Author’s Message for Three Little Pigs and a Big Bad Wolf (Level F):  1) If you work hard, you  will be rewarded.  2) Take your time and things will turn out in your favor.  **Turn & Talk:** Which author’s message do you agree with and why? Use evidence. | Today, we’re going to a book called Baby Bird. In this story, Baby Bird is born and begins to grow. She begins to get too big for her shell and must figure out a way to get herself out of the shell. As we read today, notice what Baby Bird gets out of its shell.  **What?** Readers think about what the author is trying to teach them.  **Why?** So that we can learn from characters in stories.  **How?** Notice the change in what characters say and do. What might the characters have learned in the story? How does this relate to me in my life?  **\*\*Teach, Prompt & Reinforce** | Today, we’re going to read a book called Papa’s Birthday. In this story, Jesse and Sam are planning a birthday party for Papa. They are going to try and find the perfect gift for Papa’s birthday. As we read today, notice how Sam and Jesse decide what to buy for Papa for his birthday.  **What?** Readers think about what the author is trying to teach them.  **Why?** So that we can learn from characters in stories.  **How?** Notice the change in what characters say and do. What might the characters have learned in the story? How does this relate to me in my life?  \*\***Teach, Prompt & Reinforce** |  | Possible test stems for author’s message:   * How does \_\_\_\_\_’s attitude change from the beginning of the story to the end of the story? * How does \_\_\_\_\_ change in the story? * How do \_\_\_\_\_ and \_\_\_\_ differ during *most* of the story? * Which information from the passage supports the idea that \_\_\_\_\_\_\_\_\_? |
| **EVIDENCE OF STUDENT UNDERSTANDING** | Anecdotals of student discussion | 1:1 listening in with students during independent read in guided reading | Post-It Notes  Driving Question: What might the author be trying to teach us? |  | Independent Assessment with instructional level passage |