**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: October 07-11, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS: Standards** * R2, LF.PH.8.a, LF.PH.8.c, LF.FL.9, LF.FL.12, LF.PH.8.b, LF.PH.8.d, LF.PH.8.j, LF.WR.W.36.b, LF.WR.32.a, LF.WR.32.b, LF.WR.32.c, LF.FL.10
* R3, LF.CO.20, LF.OL.S.4z, R1, LF.OL.1.a, LF.OL.2.a, LF.OL.S.5, LF.CO.19.b, LF.VO.R.16, LF.PH.8.b, LF.FL.10, LF.VO.14.b,  LF.VO.14.e, LF.CO.R.22.c, , LF.FL.11, LF.CO.R.23.a, R4
* R5, LF.OL.3, LF.CO.L.29, LF.WR.W.34, LF.WR.W.38, LF.PH.8.c, LF.WR.32.a, LF.WR.32.b, LF.WR.32.c, LF.PH.8.c, LF.WR.31, R4, LF.WR.W.36.c, LF.VO.W.17, LF.WR.W.40.b
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| **Outcome(s)/Objective(s)/I can statement*** read words with /ī/ spelled \_igh, \_ie, and \_y.
* spell dictated words with /ī/ correctly.
* build oral language skills.
* build oral language skills.
* practice spelling words with /ī/ spelled \_igh, \_ie, and \_y.
* learn new high-frequency words.
* read a **Decodable Story.**
* understand irregular verbs and abstract nouns.
* build oral language skills.
* build their oral language skills.
* read words with /ī/ spelled \_igh, \_ie, and \_y.
* understand irregular verbs and abstract nouns.
* build oral language skills.
* build fluency.
* learn and apply the comprehension strategies Asking and Answering Questions and Clarifying.
* read the entire selection.
* learn new vocabulary words.
* focus on reading with accuracy.
* reread “Seasons of Change” while digging deeper into the text.
* focus on reading with proper intonation.
* review the selection vocabulary words.
* create conjectures for Inquiry.
* finish reading “Seasons of Change.”
* read and analyze poetry.
* review the selection vocabulary words.
* focus on reading with automaticity.
* read excerpts from “Seasons of Change” to focus on writer’s craft.
* answer questions to better understand the selection.
* build on the vocabulary they have learned this week.
* build fluency by reading with expression.
* read the science connection.
* review the selection vocabulary words.
* review the comprehension strategies.
* review elements of accessing complex text.
* review writer’s craft elements.
* build fluency.
* produce a final copy of the informative/explanatory text for publishing.
* evaluate the informative/explanatory text according to writer’s goals.
* learn about /ī/ spelling patterns, irregular verbs, and abstract nouns.
* review the benefits of using a graphic organizer to plan writing.
* work with a partner to generate ideas for an informative/explanatory text.
* develop handwriting skills by practicing formation of cursive letters n and m.
* use sources and an idea web to gather and organize facts.
* learn about regular and irregular plural nouns.
* review spelling words.
* learn about cause-and-effect relationships.
* review their idea webs to choose the three best supporting facts.
* use a TREE diagram to plan their informative/explanatory texts.
* review regular and irregular plural nouns.
* receive feedback about their writing plans in writers’ conferences.
* set writer’s goals for their informative/explanatory text.
* learn about staying on topic as they write.
* begin drafting their informative/explanatory texts.
* take the spelling assessment.
* review regular and irregular plural nouns.
* review cursive letters n and m.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [x]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[ ]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [x]  - Scaffolding Text [x]  -Classroom Talk [ ]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [ ]  Computer Program: https://my.mheducation.com/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

variety precipation cottage crisp refreshing droughts

dissipates flow safari intense generates accompany

unique

**PROCEDURAL CONTENT (application)**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** |  | How do people adjust to the changing seasons?How can weather help you relate to other people around the world? | How do people adjust to the changing seasons?How can weather help you relate to other people around the world? | How do people adjust to the changing seasons?How can weather help you relate to other people around the world? | How do people adjust to the changing seasons?How can weather help you relate to other people around the world? |
| ***Daily Objective(s)******I Can Statement***  |  | See Above Statements | See Above Statements | See Above Statements | See Above Statements |
| *Preview* *(Before)**Warm-up- Hook* |  | Heggerty Phonics Week 9Review Sound Cards | Heggerty Phonics Week 9Review Sound Cards | Heggerty Phonics Week 9Review Sound Cards | Heggerty Phonics Week 9Review Sound Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **E-Learning Day** | **Unit 2 Lesson 2 Day 1-2****Phonics and Decoding*** / ī/ spelled \_igh, \_ie, and \_y

**Build Background****Preview the Selection****Read the Selection****Discuss the Selection** **Comprehension Strategies*** **Asking Questions**
* **Clarifying**

**Discuss the Selection****Develop Vocabulary****Fluency****Writing*** Writing to Inform

**Spelling*** /ī/ spelled \_igh, \_ie, and \_y; Irregular Verbs and Abstract Nouns

**Phonics and Decoding*** / ī/ spelled \_igh, \_ie, and \_y

Read Decodable Story* **Book 3, Story 13: Bats**

**Close Reading****Access Complex Text*** Classify and Categorize
* Compare and Contrast

**Fluency****Practice Vocabulary****Inquiry****Writing*** Writing to Inform

**Penmanship*** Cursive Lowercase n and m
 | **Unit 2 Lesson 2 Day 3****Word Analysis*** Irregular Verbs and Abstract Nouns

**Access Complex Text*** Classify and Categorize
* Compare and Contrast

**Writing****Build Background****Read the Poem****Text Connections****Fluency****Apply Vocabulary****Practice Comprehension****Fluency****Inquiry****Writing*** Writing to Inform

**Grammar, Usage, and Mechanics*** Regular and Irregular Nouns
 | **Unit 2 Lesson 2 Day 4****Word Analysis*** Irregular Verbs and Abstract Nouns

**Close Reading****Writer’s Craft*** Point of View
* Text Features: Charts and Maps

**Look Closer****Fluency****Science Connection****Extend Vocabulary****Inquiry****Writing*** Writing to Inform

**Grammar, Usage, and Mechanics*** Regular and Irregular Nouns
 | **Unit 2 Lesson 2 Day 5****Phonics and Decoding*** / ī/ spelled \_igh, \_ie, and \_y

**Word Analysis*** Irregular Verbs and Abstract Nouns

**Review Vocabulary****Comprehension Strategy****Access Complex Text****Writer’s Craft****Fluency****Writing*** Writing to Inform

**Spelling*** /ī/ spelled \_igh, \_ie, and \_y; Irregular Verbs and Abstract Nouns

**Grammar, Usage, and Mechanics*** Possessive Nouns and Pronouns

**Penmanship*** Cursive Lowercase n and m

**Weekly Assessments** |
|  Small Groups |  | Open Court Reading Intervention Unit 2 Lesson 2Day 2 AssignmentPage 43-44 | Open Court Reading Intervention Unit 2 Lesson 2Day 3 AssignmentPages 45-46 | Open Court Reading Intervention Unit 2 Lesson 2Day 4 AssignmentPage 47 | Open Court Reading Intervention Unit 2 Lesson 2Day 5 AssignmentPage 48 |
| *After/Homework* |  |  |  |  |  |
| **Assessment (Formative):** [x] Class work [x] Notebook [x] Homework [ ] Quizzes [ ] Tests [x] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizze**s** [x] T**ests** [ ] Group Activities **[ ]** Project Based **[ ]** Other:

**Summarizing****:** [ ]  3-2-1 [ ]  Ticket out the Door [ ]  The Important Thing [ ]  Cue Cards [x]  Teacher Questions [x]  Student Summary [ ]  Other: