**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. |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  | KWL |  | Word Splash |  | Anticipation Guide |  | Lecture |  | Graphic Organizer/VLT | |  | Poem, Rhymes, etc. |
|  | Survey |  | Possible Sentence |  | Think-Pair-Share |  | Reading |  | Pictograph | |  | Acronyms/Word |
|  | First Word |  | Concept Map |  | Vocabulary Overview |  | Model |  | Diagram | |  | Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Word Map |  | Frayer Model |  | Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Hands-on |  | Mind Map/Visual Guide |  | |  |
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| **Engagement Strategies:**  - Collaborative Group Work  - Writing to Learn  - Literacy Groups  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - Questioning Techniques  - Scaffolding Text  -Classroom Talk  - T.W.I.R.L. | | | | | | | | | | | | |
| **Technology Integration:**  Smart board  Document Camera  IPADS  Mac Books  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 9  Review Sound Cards | Heggerty Phonics Week 9  Review Sound Cards | Heggerty Phonics Week 9  Review Sound Cards | Heggerty Phonics Week 9  Review 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 2  Day 2 Assignment  Page 43-44 | Open Court Reading Intervention Unit 2 Lesson 2  Day 3 Assignment  Pages 45-46 | Open Court Reading Intervention Unit 2 Lesson 2  Day 4 Assignment  Page 47 | Open Court Reading Intervention Unit 2 Lesson 2  Day 5 Assignment  Page 48 | |
| *After/Homework* | |  |  |  |  |  | |
| **Assessment (Formative):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

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

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