**District ELA Lesson Plan Template**

Teacher: Yolanda Randolph Date: August 19-23, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:**   * R2, LF.PH.8.a, LF.PH.8.b, LF.FL.9, LF.FL.12, LF.PH.8.j, LF.WR.W.36.b, LF.WR.32.a, LF.WR.32.b, WR.32.b, LF.FL.9, LF.FL.10, LF.FL.12, LF.PH.8.a, LF.FL.9, LF.VO.13.a * LF.CO.20, LF.CO.R.22.b, LF.CO.L.29, R3, LF.CO.20, R1, LF.OL.1.a, LF.OL.2.a, LF.OL.S.4, LF.OL.S.5, LF.CO.19.b, LF.VO.R.16, LF.PH.8.b, LF.FL.10, LF.CO.R.22.b, LF.OL.S.5, LF.CO.R.24.a, LF.CO.19.b, LF.VO.14.b, LF.OL.3, LF.FL.10 * R5, LF.WR.32.a, LF.WR.W.41.a, R5, LF.WR.31, LF.OL.S.5, LF.WR.W.36.b, LF.CO.19.b, LF.CO.R.22.a, LF.CO.R.22.c, LF.FL.10, R4, R3, LF.VO.W.17, LF.WR.W.35, LF.WR.32.a, LF.WR.32.b |

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| **Outcome(s)/Objective(s)/I can statement:**   * Read words with /ā/ spelled a and a\_e, /ī/ spelled i and i\_e, and /ō/ spelled o and o\_e. * spell dictated words with /ā/, /ī/, and /ō/ correctly. * build oral language skills. * Spell dictated words with /ā/, /ī/, and /ō/ correctly. * Learn new high-frequency words. * read a **Decodable Story.** * Build fluency. * Understand compound words. * Build oral language skills. * discuss the elements of a biography. * listen attentively. * build vocabulary. * Learn and apply the comprehension strategy Predicting. * Read the entire selection. * Learn new vocabulary words. * Focus on reading accurately. * learn the comprehension strategy Asking and Answering Questions. * read and discuss the selection. * reread “The Origami Master” while digging deeper into the text. * review the selection vocabulary words. * build fluency. * reread the excerpts from “The Origami Master” to focus on writer’s craft. * Answer questions to better understand the selection. * Build on the vocabulary they have learned this week. * Build fluency. * read the science connection. * Review the selection vocabulary words. * Review the comprehension strategies. * Review elements of accessing complex text. * Review writer’s craft elements. * Learn about the writing process. * Discuss facts versus opinions. * Learn about /ā/, /ī/, and /ō/ spelling patterns and compound words. * Discuss good and bad models of opinion writing. * Learn about using a graphic organizer to plan their writing. * Develop handwriting skills by practicing cursive undercurve and downcurve strokes. * Choose an idea for an opinion piece. * Identify common and proper nouns. * Review spelling words. * Evaluate a TREE diagram as a plan for opinion writing. * Set goals for opinion writing. * Learn about linking words. * Review nouns. * Use a completed TREE diagram to begin drafting opinion writing. * Take the spelling assessment. * Review nouns. * Review cursive undercurve and downcurve strokes. |

**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: Clues, Problems, and  Wonderings |
|  | 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:**

**Origami master warbler forth evening alighted**

**Examined opinion magnificent lair dusk amazement**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * How important is friendship? * Why should you respect and support your friends? | * How important is friendship? * Why should you respect and support your friends? | * How important is friendship? * Why should you respect and support your friends? | * How important is friendship? * Why should you respect and support your friends? | * How important is friendship? * Why should you respect and support your friends? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | See Above Statements | See Above Statements | See Above Statements | See Above Statements | See Above Statements | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty Phonics Week 2  Review Sound Cards | Heggerty Phonics Week 2  Review Sound Cards | Heggerty Phonics Week 2  Review Sound Cards | Heggerty Phonics Week 2  Review Sound Cards | Heggerty Phonics Week 2  Review Sound Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Unit 1 Lesson 1 Day 1**  **Foundational Skills**  Phonics and Decoding   * /ā/ spelled a and a\_e; /ī/ spelled i and i\_e; /ō/ spelled o and o\_e   **Reading and Responding**  Build Background  Discuss the Read Aloud  Concept/Question Board  Inquiry  **Language Arts**  **Writing**   * Opinion Writing   **Spelling**   * /ā/ spelled a and a\_e; /ī/ spelled i and i\_e; /ō/ spelled o and o\_e; compound words | **Unit 1 Lesson 1 Day 2**  **Foundational Skills**  Phonics and Decoding   * /ā/ spelled a and a\_e; /ī/ spelled i and i\_e; /ō/ spelled o and o\_e   Read a Decodable Story   * Book 2, Story 6   **Reading and Responding**  Build Background  Preview the Selection  Read the Selection  Comprehension Strategy   * Predicting   Discuss the Selection  Develop Vocabulary  Fluency  **Language Arts**  **Writing**   * Opinion Writing   **Penmanship**   * Paper position and cursive undercurve and downcurve strokes | **Unit 1 Lesson 1 Day 3**  **Foundational Skills**  Word Analysis   * Compound words   **Reading and Responding**  Close Reading  Access Complex Text   * Cause and Effect * Making Inferences   Writing  Text Connection  Practice Vocabulary  Practice Comprehension  Fluency  Inquiry  **Language Arts**  **Writing**   * Opinion Writing   **Grammar, Usage, and Mechanics**   * Nouns   **Spelling** | **Unit 1 Lesson 1 Day 4**  **Foundational Skills**  Word Analysis   * Compound words   **Reading and Responding**  Close Reading  Writer’s Craft   * Genre Knowledge * Story Elements: Character   Fluency  Science Connection  Apply Vocabulary  Inquiry  **Language Arts**  **Writing**   * Opinion Writing   **Grammar, Usage, and Mechanics**   * Nouns | **Unit 1 Lesson1 Day 5**  **Foundational Skills**  Review   * /ā/ spelled a and a\_e; /ī/ spelled i and i\_e; /ō/ spelled o and o\_e   **Reading and Responding**  Review Vocabulary  Comprehension Strategies   * Review   Access Complex Text   * Review   Writer’s Craft   * Review   Fluency  **Language Arts**  **Writing**   * Opinion Writing   **Spelling**   * /ā/ spelled a and a\_e; /ī/ spelled i and i\_e; /ō/ spelled o and o\_e; compound words   **Grammar, Usage, and Mechanics**   * Nouns   **Penmanship**   * Paper position and cursive undercurve and downcurve strokes | |
| Small Groups | | Open Court Reading Intervention | Open Court Reading Intervention | Open Court Reading Intervention | Open Court Reading Intervention | Open Court Reading Intervention | |
| *After/Homework* | |  |  |  |  |  | |
| **Assessment (Formative):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** TestsGroup Activities Project Based Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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