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

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [x]  Other: Clues, Problems, and  Wonderings  |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - 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:**

**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 2Review Sound Cards | Heggerty Phonics Week 2Review Sound Cards | Heggerty Phonics Week 2Review Sound Cards | Heggerty Phonics Week 2Review Sound Cards | Heggerty Phonics Week 2Review 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 BackgroundDiscuss the Read AloudConcept/Question BoardInquiry**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 BackgroundPreview the SelectionRead the SelectionComprehension Strategy* Predicting

Discuss the Selection Develop VocabularyFluency**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 ReadingAccess Complex Text* Cause and Effect
* Making Inferences

WritingText ConnectionPractice VocabularyPractice ComprehensionFluencyInquiry**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 ReadingWriter’s Craft* Genre Knowledge
* Story Elements: Character

FluencyScience ConnectionApply VocabularyInquiry**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 VocabularyComprehension 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
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|  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):** [x] Class work [x] Notebook [x] Homework [ ] Quizzes [ ] Tests [x] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizze**s** [x] Tests[ ] Group Activities **[ ]** Project Based **[x]** Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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