**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: September 15-20, 2024 Subject: Reading Period: First-Second

|  |
| --- |
| **Alabama CCRS/COS: Standards**   * R2; LF.PH.8.a; LF.FL.9; LF.FL.12; LF.PH.8.c; LF.PH.8.j; LF.PH.8.b; LF.WR.32.c; LF.WR.W.42; LF.WR.32.a; LF.WR.32.b; LF.FL.10; LF.WR.W.36.c * 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.FL.10; LF.CO.R.24.al; LF.OL.S.6; LF.CO.R.26.a; LF.VO.14.e; LF.CO.R.27; R4 * LF.WR.W.40.b; R5; LF.WR.W.35; LF.WR.W.38; LF.WR.32.a; LF.WR.32.b; LF.WR.32.c; LF.VO.W.17; LF.WR.31; R5; LF.OL.3; LF.OL.S.5; LF.CO.L.29; LF.WR.W.38 |

|  |
| --- |
| **Outcome(s)/Objective(s)/I can statement**   * read words with /m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_. * spell dictated words with /f/, /m/, /n/, /r/, and /w/ correctly. * build oral language skills. * learn new high frequency words. * read a Decodable Story. * build fluency. * understand irregular plurals. * learn and apply the comprehension strategies Clarifying and Summarizing. * read the entire selection. * learn new vocabulary words. * focus on prosody when reading fluently. * reread “The Prairie Fire” while digging deeper into the text. * build fluency. * finish reading “The Prairie Fire” to focus on writer’s craft. * review the selection vocabulary words. * read excerpts from “The Prairie Fire” to focus on writer’s craft. * answer questions to better understand the selection. * build on the vocabulary they have learned this week. * read the social studies connection. * review comprehension strategies. * review elements of accessing complex text. * learn about writing to persuade. * choose an audience and purpose for their opinion writing. * evaluate their writing plans with partners and receive feedback. * set goals for opinion writing. * begin drafting their opinion writing. * learn about /m/, /n/, /r/, /f/, and /w/ spelling patterns and regular plurals. * review goals for opinion writing. * finish drafting their opinion writing. * receive feedback about the opinion writing in a writer’s conference. * develop handwriting skills by practicing formation of lowercase cursive letters o and a. * revise and edit their opinion writing drafts. * learn about quotation marks, commas, and capitalization. * review spelling words. * publish their opinion writing. * evaluate opinion writing based on writer’s goals. * review quotation marks, commas, and capitalization. * review using a graphic organizer to help plan and organize opinion writing. * review paragraphs. * freewrite to generate ideas about opinion writing topic. * identify the audience and purpose of their opinion writing. * take the spelling assessment. * review quotation marks, commas, and capitalization. * review the formation of lowercase cursive letters o and a. |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | |  |  |
|  | 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 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
| **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:**

courage heart

sod thrust

homestead guard

parched douse

yards waste

trudged drive

pack

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | What kind of people show bravery in the face of danger?  * Why do we admire people like firefighters and astronauts? | What kind of people show bravery in the face of danger?Why do we admire people like firefighters and astronauts? | What kind of people show bravery in the face of danger?Why do we admire people like firefighters and astronauts? | What kind of people show bravery in the face of danger?Why do we admire people like firefighters and astronauts? | What kind of people show bravery in the face of danger?  * Why do we admire people like firefighters and astronauts? | |
| ***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* | | Explicit Phonics Lesson  Unit 1 Week 5 | Explicit Phonics Lesson  Unit 1 Week 5 | Explicit Phonics Lesson  Unit 1 Week 5 | Explicit Phonics Lesson  Unit 1 Week 5 | Explicit Phonics Lesson  Unit 1 Week 5 | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Unit 1 Lesson 5 Day 1**  **Phonics and Decoding**   * /m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_.   **Build Background**  **Preview the Selection**  **Read the Selection**  **Comprehension Strategies**   * Clarifying * Summarizing   **Discuss the Selection**  **Develop Vocabulary**  **Fluency**  **Writing**   * Opinion Writing   **Spelling**   * /m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_. | **Unit 1 Lesson 5 Day 2**  **Phonics and Decoding**   * /m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_.   **Reading a Decodable Story**  **Book 2, Story 10**  **Close Reading**  **Access Complex Text**   * Main Idea and Details * Sequence   **Fluency**  **Practice Vocabulary**  **Inquiry**  **Writing**   * Opinion Writing   **Penmanship**   * **Cursive Letters o and a** | **Unit 1 Lesson 5 Day 3**  **Word Analysis**   * Irregular Plurals   **Access Complex Text**   * Main Idea and Details * Sequence   **Writing**  **Text Connections**  **Apply Vocabulary**  **Practice Comprehension**  **Fluency**  **Inquiry**  **Writing**   * Opinion Writing   **Grammar, Usage, and Mechanics**   * Quotation Marks, Commas, and Capitalization   **Spelling**   * /m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_. | **Unit 1 Lesson 5 Day 4**  **Word Analysis**   * Irregular Plurals   **Close Reading**  **Writer’s Craft**   * Language Use: Descriptive Words and Simile   **Look Closer**  **Fluency**  **Social Studies Connection**  **Extended Vocabulary**  **Inquiry**  **Writing**   * Opinion Writing   **Grammar, Usage, and Mechanics**   * Quotation Marks, Commas, and Capitalization | **Unit 1 Lesson 5 Day 5**  **Phonics and Decoding**   * /m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_.   **Review Vocabulary**  **Comprehension Strategy**  **Access Complex Text**  **Writer’s Craft**  **Fluency**  **Writing**   * Opinion Writing   **Spelling**   * /m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_.   **Grammar, Usage, and Mechanics**   * Quotation Marks, Commas, and Capitalization   **Penmanship**  **Cursive Letters o and a**  **Weekly Assessments** | |
| Small Groups | | Open Court Reading Intervention Unit 1 Lesson 5  Day 1 Assignment  Page 25 | Open Court Reading Intervention Unit 1 Lesson 5  Day 2 Assignment  Page 26 | Open Court Reading Intervention Unit 1 Lesson 5  Day 3 Assignment  Pages 27-28 | Open Court Reading Intervention Unit 1 Lesson 5  Day 4 Assignment  Page 29 | Open Court Reading Intervention Unit 1 Lesson 5  Day 5 Assignment  Page 30 | |
| *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: \_\_\_\_\_\_\_\_\_\_