**District Reading Lesson Plan**

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

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

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|  [x]  | 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 |   | [ ]  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:**

courage heart

sod thrust

homestead guard

parched douse

yards waste

trudged drive

pack

**PROCEDURAL CONTENT (application)**

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| --- | --- | --- | --- | --- | --- |
|  | **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?
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| ***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 LessonUnit 1 Week 5 | Explicit Phonics LessonUnit 1 Week 5 | Explicit Phonics LessonUnit 1 Week 5 | Explicit Phonics LessonUnit 1 Week 5 | Explicit Phonics LessonUnit 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 5Day 1 AssignmentPage 25 | Open Court Reading Intervention Unit 1 Lesson 5Day 2 AssignmentPage 26 | Open Court Reading Intervention Unit 1 Lesson 5Day 3 AssignmentPages 27-28 | Open Court Reading Intervention Unit 1 Lesson 5Day 4 AssignmentPage 29 | Open Court Reading Intervention Unit 1 Lesson 5Day 5 AssignmentPage 30 |
| *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: \_\_\_\_\_\_\_\_\_\_