

District Lesson Plan Template

Teacher: Ms. A.Johnson

Date: January 13-17, 2025

Subject: ELA

Period:

First

Alabama CCRS/COS: Standards

K.9f. Identify the initial, final, and medial sounds of spoken words.

K.9g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.

K.10.a. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). Examples: x= /ks/ and q=/kw/

Outcome(s)/Objective(s)/I can statement

Students will recognize the letters and sounds Uu and Xx.

Students will listen to and discuss "Chinese New Year" and "Emma Walk".

ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:

- | | | | | | |
|-------------------------------------|--|---|---|--|--|
| <input type="checkbox"/> KWL | <input type="checkbox"/> Word Splash | <input type="checkbox"/> Anticipation Guide | <input type="checkbox"/> Lecture | <input type="checkbox"/> Graphic Organizer/VLT | <input checked="" type="checkbox"/> Poem, Rhymes, etc. |
| <input type="checkbox"/> Survey | <input type="checkbox"/> Possible Sentence | <input checked="" type="checkbox"/> Think-Pair-Share | <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Pictograph | <input type="checkbox"/> Acronyms/Word |
| <input type="checkbox"/> First Word | <input type="checkbox"/> Concept Map | <input type="checkbox"/> Vocabulary Overview | <input type="checkbox"/> Model | <input type="checkbox"/> Diagram | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Word Map | <input type="checkbox"/> Frayer Model | <input type="checkbox"/> Daily Language Practice (DLP)_____ | <input type="checkbox"/> Hands-on | <input type="checkbox"/> Mind Map/Visual Guide | |

Engagement Strategies:

- | | | | |
|--|---|---|---------------------------------------|
| <input checked="" type="checkbox"/> - Collaborative Group Work | <input type="checkbox"/> - Writing to Learn | <input type="checkbox"/> - Literacy Groups | <input type="checkbox"/> Other:_____ |
| <input type="checkbox"/> - Questioning Techniques | <input type="checkbox"/> - Scaffolding Text | <input checked="" type="checkbox"/> -Classroom Talk | <input type="checkbox"/> - T.W.I.R.L. |

Technology Integration: ☒ Smart board ☐ Document Camera ☐ IPADS ☐ Macbooks ☐ Computers ☐ Kindles ☐ Interactive Tablets ☐ Digital/ Video Camera ☐ Clickers ☐ ACCESS ☐ Computer Program:_____ ☐ Other:_____

This Week's Vocabulary:

cactus band scrub over talents reason magazine culture

PROCEDURAL CONTENT (application)

	Monday	Tuesday	Wednesday	Thursday	Friday
Essential Question	What is a culture?	What is a culture?	What is a culture?	What is a culture?	What is a culture?
Daily Objective(s) I Can Statement	I can identify initial, final, and medial sounds of spoken words.	I can identify initial, final, and medial sounds of spoken words.	I can identify initial, final, and medial sounds of spoken words.	I can identify initial, final, and medial sounds of spoken words.	I can identify initial, final, and medial sounds of spoken words.
Preview (Before) Warm-up- Hook	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness
Instruction (During) I Do- We Do- Y'all Do- You Do-	Build Background Preview the Poem Read the Poem Comprehension Strategy Close Reading Discuss the Poem Develop Vocabulary	Build Background Preview the Selection Read the Selection Comprehension Strategies Print and Book Awareness Discuss the Selection Develop Vocabulary	Practice Vocabulary Close Reading Writer's Craft Access Complex Text Writer's Craft Develop Vocabulary	Practice Vocabulary Build Background Preview the Poem Read the Poem Comprehension Strategy Close Reading Discuss the Poem Develop Vocabulary	Practice Vocabulary Review Big Books Comprehension Strategies Access Complex Text Writer's Craft Inquiry Concept/Question Board
Small Groups	Teacher Table Skills Fluency Decoding Word Work	Teacher Table Skills Fluency Decoding Word Work	Teacher Table Skills Fluency Decoding Word Work	Teacher Table Skills Fluency Decoding Word Work	Teacher Table Skills Fluency Decoding Word Work
After/Homework	Practice writing name and alphabets	Practice writing name and alphabets	Practice writing name and alphabets	Practice writing name and alphabets	Practice writing name and alphabets

Assessment (Formative): ☒ Class work ☐ Notebook ☒ Homework ☐ quizzes ☐ Tests ☐ Computer activities ☐ Collaborative work ☐ Project/ Other:

Assessment (Summative): ☐ Quizzes ☐ Tests ☒ Group activities ☐ Project based ☐ Other:

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

