

District Lesson Plan Template

Teacher: Ms. A.Johnson

Date: November 4-8, 2024

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.11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.

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

Students will recognize the letters and sounds Aa, Ll, and Nn.

Students will listen to and discuss "Push and Pull" and "The Little Green Engine".

ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:

- | | | | | | |
|-------------------------------------|--|---|---|--|--|
| <input type="checkbox"/> KWL | <input type="checkbox"/> Word Splash | <input type="checkbox"/> Anticipation Guide | <input checked="" 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:

shopping cart dump truck surprise yesterday miss luck puff pulling

PROCEDURAL CONTENT (application)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|---|---|--|
| <i>Essential Question</i> | How do things move? | How do things move? | How do things move? | How do things move? | How do things move? |
| <i>Daily Objective(s) I Can Statement</i> | 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. |
| <i>Preview (Before) Warm-up- Hook</i> | Heggerty Phonemic Awareness | Heggerty Phonemic Awareness | Heggerty Phonemic Awareness | Heggerty Phonemic Awareness | Heggerty Phonemic Awareness |
| <i>Instruction (During)</i> 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 Strategy 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 Grammar, Usage, and Mechanics |
| 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 |
| <i>After/Homework</i> | 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:

