**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: September 02-06, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS: Standards**   * RF.3.3c; L.3.Ii; L.3.2e-f; L.3.4d; RL.3.1; 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, LF.FL.9, LF.FL.10, LF.FL.12, LF.PH.8.a, LF.VO.13.a * L.3.5b; RL.3.10; RL. 3.I; SL.3.Ia-d; L.3.4a; L.3.6; RF.3.4a-b; RL.3.3; L.3.5b; RL.3.5; RL.3.6; RL.3.7, 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 * W.3.Ia-b; W.3.4; W.3.Ic; L.3.Ia; L.3.2e; L.3.Ii, 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 /j/ spelled ge and gi\_ and /s/ spelled ce, ci\_, and cy. * spell dictated words with /j/ and /s/ correctly. * build oral language skills. * learn new high frequency words. * read a Decodable Story. * build fluency. * understand shades of meaning. * learn and apply the comprehension strategies Asking and Answering Questions and Visualizing. * read the entire selection. * learn new vocabulary words. * focus on reading with accuracy. * reread “Damon and Pythias” while digging deeper into the text. * build fluency. * review the selection vocabulary words. * read and analyze poetry. * read excerpts from “Damon and Pythias” 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. * review using a graphic organizer to plan their writing. * work with a partner to choose an opinion to write about. * use an idea web to generate reasons that support the opinion. * learn about /j/ and /s/ spelling patterns and shades of meaning. * complete a TREE graphic organizer with a partner to plan and organize their writing. * evaluate their plans and receive feedback in a writers’ conference. * review the formation of lowercase cursive letters i and t. * begin drafts of their writing. * review transition/linking words. * set additional goals for their writing. * learn about subjects and predicates. * review spelling words. * learn about the opinion words. * review writing goals. * review helping and linking verbs. * learn about precise word choice. * finish drafting their opinion writing. * review subjects and predicates. * receive feedback about my drafts during a writer’s conference. * take the spelling assessment. * review subjects and predicates. * review the formation of lowercase cursive letters i and t. |

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

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|  | 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 |  | |  |
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| **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:**

* criticize
* before
* intended
* anxious
* seized
* pardon

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | |  | How important is trust between friends?  * Have you ever worked hard to show somebody that you care about him or her? * What would you be willing to give up for a friend? | How important is trust between friends?  * Have you ever worked hard to show somebody that you care about him or her? * What would you be willing to give up for a friend? | How important is trust between friends?  * Have you ever worked hard to show somebody that you care about him or her? * What would you be willing to give up for a friend? | How important is trust between friends?  * Have you ever worked hard to show somebody that you care about him or her? * What would you be willing to give up for a friend? | |
| ***Daily Objective(s)***  ***I Can Statement*** | |  | See Above Statements | See Above Statements | See Above Statements | See Above Statements | |
| *Preview*  *(Before)*  *Warm-up- Hook* | |  | Heggerty Phonics Week 4  Review Sound Cards | Heggerty Phonics Week 4  Review Sound Cards | Heggerty Phonics Week 4  Review Sound Cards | Heggerty Phonics Week 4  Review Sound Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Labor Day  Holiday | **Unit 1 Lesson 3 Days 1-2**  **Phonics and Decoding**   * /j/ spelled ge and gi\_ and /s/ spelled ce, ci\_, and cy   **Reading a Decodable Story**  **Book 2, Story 8**  **Build Background**  **Preview the Selection**  **Read the Selection**  **Comprehension Strategies**   * Asking and Answering Questions * Visualizing   **Discuss the Selection**  **Develop Vocabulary**  **Fluency**  **Close Reading**  **Access Complex Text**   * Sequence * Cause and Effect   **Fluency**  **Practice Vocabulary**  **Inquiry**  **Writing**   * Opinion Writing   **Spelling**   * /j/ spelled ge and gi\_ and /s/ spelled ce, ci\_, and cy   **Penmanship**   * **Cursive Letters i and t** | **Unit 1 Lesson 3 Day 3**  **Word Analysis**   * Shades of Meaning   **Access Complex Text**   * Cause and Effect   **Writing**  **Build Background**  **Read the Poems**  **Fluency**  **Text Connections**  **Apply Vocabulary**  **Practice Comprehension**  **Fluency**  **Inquiry**  **Writing**   * Opinion Writing   **Grammar, Usage, and Mechanics**   * Subjects and Predicates   **Spelling**   * /j/ spelled ge and gi\_ and /s/ spelled ce, ci\_, and cy | **Unit 1 Lesson 3 Day 4**  **Word Analysis**   * Shades of Meaning   **Close Reading**  **Writer’s Craft**   * Story Elements: Character * Story Elements: Plot   **Look Closer**  **Fluency**  **Social Studies Connection**  **Extended Vocabulary**  **Inquiry**  **Writing**   * Opinion Writing   **Grammar, Usage, and Mechanics**   * Subjects and Predicates | **Unit 1 Lesson 3 Day 5**  **Phonics and Decoding**   * /j/ spelled ge and gi\_ and /s/ spelled ce, ci\_, and cy   **Review Vocabulary**  **Comprehension Strategy**  **Access Complex Text**  **Writer’s Craft**  **Fluency**  **Writing**   * Opinion Writing   **Spelling**  /j/ spelled ge and gi\_ and /s/ spelled ce, ci\_, and cy  **Grammar, Usage, and Mechanics**   * Subjects and Predicates   **Penmanship**  **Cursive Letters i and t** | |
| Small Groups | |  | Open Court Reading Intervention Unit 1 Lesson 3  Day 1-2 Assignment  Pages 13-14 | Open Court Reading Intervention Unit 1 Lesson 3  Day 3 Assignment  Page 15 | Open Court Reading Intervention Unit 1 Lesson 3  Day 4 Assignment  Pages 16-17 | Open Court Reading Intervention Unit 1 Lesson 3  Day 5 Assignment  Page 18 | |
| *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: Unit 1 Lesson 3 Assessment

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