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

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [x]  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 [x]  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?
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| ***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 4Review Sound Cards | Heggerty Phonics Week 4Review Sound Cards | Heggerty Phonics Week 4Review Sound Cards | Heggerty Phonics Week 4Review 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 3Day 1-2 AssignmentPages 13-14 | Open Court Reading Intervention Unit 1 Lesson 3Day 3 AssignmentPage 15 | Open Court Reading Intervention Unit 1 Lesson 3Day 4 AssignmentPages 16-17 | Open Court Reading Intervention Unit 1 Lesson 3Day 5 AssignmentPage 18 |
| *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: Unit 1 Lesson 3 Assessment

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