**District ELA Lesson Plan Template**

Teacher: Yolanda Randolph Date: August 26-30, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS: Standards** * 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, WR.32.b, LF.FL.9, LF.FL.10, LF.FL.12, LF.PH.8.a, LF.FL.9, LF.VO.13.a
* 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
* 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 /ē/ spelled e and e\_e and /ū/ spelled u and u\_e.
* spell dictated words with /ē/ and /ū/ correctly.
* build oral language skills.
* spell dictated words with /ē/ and /ū/ correctly.
* learn new high-frequency words.
* read a **Decodable Story.**
* build fluency.
* understand antonyms and synonyms words.
* build oral language skills.
* learn and apply the comprehension strategies Predicting and Asking and Answering Questions.
* read the entire selection.
* learn new vocabulary words.
* focus on reading at an appropriate rate.
* reread “Little Havana” while digging deeper into the text.
* build fluency.
* review the selection vocabulary words.
* finish reading “Little Havana.”
* read and analyze poetry.
* review the selection vocabulary words.
* read excerpts from “Little Havana” to focus on writer’s craft.
* answer questions to better understand the selection.
* build on the vocabulary they have learned this week.
* build fluency.
* read the social studies connection.
* review the selection vocabulary words.
* review the comprehension strategies.
* review elements of accessing complex text.
* review writer’s craft elements.
* build fluency.
* learn about and participate in revising the opinion writing draft.
* generate descriptive details about the opinion writing topic.
* learn about /ē/ and /ū/ spelling patterns and synonyms and antonyms.
* review writer’s goals for opinion writing.
* continue revising the opinion writing draft with you.
* learn about using proofreading marks.
* develop handwriting skills by practicing formation of cursive overcurve and slant strokes.
* help you edit the revised opinion writing.
* learn about verbs and verb phrases.
* review spelling words.
* create a clean, finished copy of the opinion writing.
* learn about the publishing step of the writing process.
* evaluate the opinion writing based on writer’s goals.
* review verbs and verb phrases.
* review facts versus opinions.
* review using a graphic organizer to plan writing.
* begin brainstorming topics for opinion writing.
* take the spelling assessment.
* review verbs and verb phrases.
* review cursive overcurve and slant strokes.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  [ ]  | 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 |   | [x]  Other: Clues, Problems, and  Wonderings  |
|  [ ]  |  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:**

**appreciation ancestors muttered recognized experience peered parade**

**frilly tasted mingled elaborate elegant exhausted**

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | * What can learning about your heritage teach you about yourself?
* How can you have fun by trying new things?
 | * What can learning about your heritage teach you about yourself?
* How can you have fun by trying new things?
 | * What can learning about your heritage teach you about yourself?
* How can you have fun by trying new things?
 | * What can learning about your heritage teach you about yourself?
* How can you have fun by trying new things?
 | * What can learning about your heritage teach you about yourself?
* How can you have fun by trying new things?
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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* | See Explicit Phonics Lesson Planfor Unit1 Lesson 2 | See Explicit Phonics Lesson Planfor Unit1 Lesson 2 | See Explicit Phonics Lesson Planfor Unit1 Lesson 2 | See Explicit Phonics Lesson Planfor Unit1 Lesson 2 | See Explicit Phonics Lesson Planfor Unit1 Lesson 2 |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Unit 1 Lesson 2 Day 1****Foundational Skills**Phonics and Decoding* /ē/ spelled e and e\_e; /ū/ spelled u and u\_e

**Reading and Responding** Build BackgroundPreview the SelectionRead the SelectionComprehension Strategy* Asking and Answering Questions
* Predicting

Discuss the Selection Develop VocabularyFluency**Language Arts****Writing*** Opinion Writing

**Spelling*** /ē/ spelled e and e\_e; /ū/ spelled u and u\_e; antonyms and synonyms
 | **Unit 1 Lesson 2 Day 2****Foundational Skills**Phonics and Decoding* /ē/ spelled e and e\_e; /ū/ spelled u and u\_e

Read a Decodable Story* Book 2, Story 7

**Reading and Responding** Close ReadingAccess Complex Text* Fact and Opinion
* Making Inferences

WritingFluencyPractice VocabularyInquiry**Language Arts****Writing*** Opinion Writing

**Penmanship*** Cursive overcurve and slant strokes
 | **Unit 1 Lesson 2 Day 3****Foundational Skills**Word Analysis* Antonyms and synonyms

**Reading and Responding** Access Complex Text* Fact and Opinion
* Making Inferences

Build BackgroundRead the PoemsFluencyText ConnectionApply VocabularyPractice ComprehensionFluencyInquiry**Language Arts****Writing*** Opinion Writing

**Grammar, Usage, and Mechanics*** Verb and verb phrases

**Spelling*** /ē/ spelled e and e\_e; /ū/ spelled u and u\_e; antonyms and synonyms
 | **Unit 1 Lesson 2 Day 4****Foundational Skills**Word Analysis* Antonyms and synonyms

**Reading and Responding** Close ReadingWriter’s Craft* Story Elements: Setting
* Language Use: Dialogue

Look CloserFluencySocial Studies ConnectionExtend VocabularyInquiry**Language Arts****Writing*** Opinion Writing

**Grammar, Usage, and Mechanics*** Verb and verb phrases
 | **Unit 1 Lesson 2 Day 5****Foundational Skills**Review* /ē/ spelled e and e\_e; /ū/ spelled u and u\_e; antonyms and synonyms

**Reading and Responding** Review VocabularyComprehension Strategies* Review

Access Complex Text* Review

Writer’s Craft* Review

Fluency**Language Arts****Writing*** Opinion Writing

**Spelling*** /ē/ spelled e and e\_e; /ū/ spelled u and u\_e; antonyms and synonyms

**Grammar, Usage, and Mechanics*** Verb and verb phrases

**Penmanship*** Cursive overcurve and slant strokes
 |
|  Small Groups | Open Court Reading Intervention  | Open Court Reading Intervention  | Open Court Reading Intervention  | Open Court Reading Intervention  | Open Court Reading Intervention  |
| *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] Tests[ ] Group Activities **[ ]** Project Based **[x]** Other: Unit 1 Lesson 1 Assessment

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