**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. |

**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: Clues, Problems, and  Wonderings |
|  | 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:**

**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? | |
| ***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 Plan  for Unit1 Lesson 2 | See Explicit Phonics Lesson Plan  for Unit1 Lesson 2 | See Explicit Phonics Lesson Plan  for Unit1 Lesson 2 | See Explicit Phonics Lesson Plan  for Unit1 Lesson 2 | See Explicit Phonics Lesson Plan  for 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 Background  Preview the Selection  Read the Selection  Comprehension Strategy   * Asking and Answering Questions * Predicting   Discuss the Selection  Develop Vocabulary  Fluency  **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 Reading  Access Complex Text   * Fact and Opinion * Making Inferences   Writing  Fluency  Practice Vocabulary  Inquiry  **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 Background  Read the Poems  Fluency  Text Connection  Apply Vocabulary  Practice Comprehension  Fluency  Inquiry  **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 Reading  Writer’s Craft   * Story Elements: Setting * Language Use: Dialogue   Look Closer  Fluency  Social Studies Connection  Extend Vocabulary  Inquiry  **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 Vocabulary  Comprehension 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):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** TestsGroup Activities Project Based Other: Unit 1 Lesson 1 Assessment

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