**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: September 30-October 02, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS: Standards** * R2, LF.PH.8.a, LF.PH.8.b, LF.PH.8.c, LF.FL.9, LF.FL.12, LF.PH.8.d, LF.WR.32.a, LF.WR.32.b, LF.WR.32.c, LF.PH.8.g
* LF.CO.20, LF.CO.L.29, R3, LF.CO.20, LF.OL.S.4, R1, LF.OL.1.a, LF.OL.2.a, LF.OL.S.5, LF.CO.19.b, LF.VO.14.a, LF.VO.R.16, LF.PH.8.b, LF.FL.10, LF.CO.R.25, LF.CO.R.23.a, R4
* R5, LF.WR.32.a, LF.WR.32.b, LF.WR.32.c, LF.PH.8.g, R4, R5, LF.WR.31, LF.CO.R.21
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| **Outcome(s)/Objective(s)/I can statement*** read words with /ē/ spelled ee, ea, \_ie\_, \_y, and \_ey
* spell dictated words with /ē/
* build oral language skills.
* learn new high frequency words.
* read a Decodable Story.
* build fluency.
* understand regular plurals.
* learn and apply the comprehension strategies Visualizing and Asking Questions.
* read the entire selection.
* learn new vocabulary words.
* focus on reading with accuracy.
* reread “Storm Chasers” while digging deeper into the text.
* build fluency.
* finish reading “Storm Chasers” to focus on writer’s craft.
* review the selection vocabulary words.
* read excerpts from “Storm Chasers” 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.
* learn about informative/explanatory texts.
* review the writing process.
* brainstorm topics for an informative/explanatory text.
* learn about /q/ spelling patterns, contractions, and possessives.
* learn about /ē/ spelled ee, ea, \_ie\_, \_y, and \_ey spelling patterns; Contractions; Possessives
* choose a topic for an informative/explanatory text.
* help complete a graphic organizer to plan and organize their writing.
* develop handwriting skills by practicing cursive letters s and r.
* evaluate the TREE diagram as a good plan for writing.
* set writer’s goals for an informative/explanatory text.
* review types of sentences.
* help draft an informative/explanatory text using the plan.
* learn about possessive nouns and pronouns.
* review spelling words
* review the writer’s goals for an informative/explanatory text.
* help revise the draft of the informative/explanatory text.
* learn about possessive nouns and pronouns.
* review the writer’s goals for the informative/explanatory text.
* help edit the revised draft of the informative/explanatory text.
* take the spelling assessment.
* review possessive nouns and pronouns.
* review cursive letters s and r.
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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 [ ]  Computer Program: https://my.mheducation.com/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

shelter subsisted ventured immense solitary

cover transmit forecast gain serious hazard

navigate mobile anchor media scene pastime

**PROCEDURAL CONTENT (application)**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Have you ever been challenged by extreme weather? | Have you ever been challenged by extreme weather? | Have you ever been challenged by extreme weather? | Have you ever been challenged by extreme weather? | Have you ever been challenged by extreme weather? |
| ***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* | Heggerty Phonics Week 8Review Sound Cards | Heggerty Phonics Week 8Review Sound Cards | Heggerty Phonics Week 8Review Sound Cards | Heggerty Phonics Week 8Review Sound Cards | Heggerty Phonics Week 8Review Sound Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Unit 2 Lesson 1 Day 1****Phonics and Decoding*** /ē/ spelled ee, ea, \_ie\_, \_y, and \_ey

**Build Background****Preview the Selection****Read the Selection****Discuss the Selection** **Concept/Question Board****Inquiry****Writing*** Writing to Inform

**Spelling*** /ē/ spelled ee, ea, \_ie\_, \_y, and \_ey; Contractions; Possessives
 | **Unit 2 Lesson 1 Day 2****Phonics and Decoding*** /ē/ spelled ee, ea, \_ie\_, \_y, and \_ey

**Build Background****Build Background****Preview the Selection****Read the Selection** **Comprehension Strategies*** Asking Questions
* Visualizing

**Discuss the Selection****Develop Vocabulary****Fluency****Writing*** Writing to Inform

**Penmanship*** Cursive Lowercase s and r
 | **Unit 2 Lesson 1 Day 3****Word Analysis*** Contractions and Possessives

**Close Reading****Access Complex Text*** Fact and Opinion
* Main Idea and Details

**Writing****Text Connections****Practice Vocabulary****Practice Comprehension****Fluency****Inquiry****Writing*** Writing to Inform

**Grammar, Usage, and Mechanics*** Possessive Nouns and Pronouns

**Spelling*** /ē/ spelled ee, ea, \_ie\_, \_y, and \_ey; Contractions; Possessives
 | **Unit 2 Lesson 1 Day 4****Word Analysis*** Contractions and Possessives

**Close Reading****Writer’s Craft*** Author’s Purpose
* Text Features: Sidebars

**Look Closer****Fluency****Social Studies Connection****Apply Vocabulary****Inquiry****Writing*** Writing to Inform

**Grammar, Usage, and Mechanics*** Possessive Nouns and Pronouns
 | **Unit 2 Lesson 1 Day 5****Phonics and Decoding*** /ē/ spelled ee, ea, \_ie\_, \_y, and \_ey

**Review Vocabulary****Comprehension Strategy****Access Complex Text****Writer’s Craft****Fluency****Writing*** Writing to Inform

**Spelling*** /ē/ spelled ee, ea, \_ie\_, \_y, and \_ey; Contractions; Possessives

**Grammar, Usage, and Mechanics*** Possessive Nouns and Pronouns

**Penmanship*** Cursive Lowercase s and r

**Weekly Assessments** |
|  Small Groups | Open Court Reading Intervention Unit 2 Lesson 1Day 1 AssignmentPage 37 | Open Court Reading Intervention Unit 2 Lesson 1Day 2 AssignmentPage 38 | Open Court Reading Intervention Unit 2 Lesson 1Day 3 AssignmentPages 39-40 | Open Court Reading Intervention Unit 2 Lesson 1Day 4 AssignmentPage 41 | Open Court Reading Intervention Unit 2 Lesson 1Day 5 AssignmentPage 42 |
| *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:

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