**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. |

**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:**

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 8  Review Sound Cards | Heggerty Phonics Week 8  Review Sound Cards | Heggerty Phonics Week 8  Review Sound Cards | Heggerty Phonics Week 8  Review Sound Cards | Heggerty Phonics Week 8  Review 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 1  Day 1 Assignment  Page 37 | Open Court Reading Intervention Unit 2 Lesson 1  Day 2 Assignment  Page 38 | Open Court Reading Intervention Unit 2 Lesson 1  Day 3 Assignment  Pages 39-40 | Open Court Reading Intervention Unit 2 Lesson 1  Day 4 Assignment  Page 41 | Open Court Reading Intervention Unit 2 Lesson 1  Day 5 Assignment  Page 42 | |
| *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:

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