**District ELA Lesson Plan**

Teacher: ROBINSON/HALL Date: December 16-20, 2024 Subject: Reading Period: First-Second

\*\*CONTINUATION

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| Alabama CCRS/COS Standards  **PHONICS**  Standard  2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words,  including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs),  consonant-le, and “leftovers” including odd and schwa syllables.  **VOCABULARY**  10.Interpret words and phrases, including figurative language, as they are used in a text.  **COMPREHENSION**  16. Describe how authors use literary devices and text features to convey meaning in prose,  poetry, and drama.  **WRITING**  33. Use research to produce clear and coherent writing in which the development and  organization are appropriate to task, purpose, and audience. |

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| Outcome(s)/Objective(s)/I can statement:  I CAN . . . . . . .  **PHONICS**  • Identify syllable types, including open, closed, vowel-consonant-e, r-controlled, vowel  team (including diphthongs), consonant-le, and “leftovers” including odd and schwa  syllables in words.  **VOCABULARY**   * Explain how specific word choices shape meaning or tone.   **COMREHENSION**   * Identify clues in the text to recognize implicit meanings. * Apply prior knowledge to textual clues to draw conclusions about the author’s meaning. * Make an inference about the meaning of a text and support it with textual evidence.   **WRITING**   * Introduce a research topic clearly and group related ideas. * Integrate and cite evidence to present research findings in written form. * Paraphrase portions of texts or information presented in diverse media and formats. |

**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:**

phoneme, grapheme, syllable, syllable type, morpheme, free morpheme, bound morpheme, affix, root, morphological structure, context, isolation, multisyllabic, derivational affix, inflectional affix

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * What is the closed syllable type? What are examples of words with the closed syllable type? | * What is a syllable? What is the open syllable type? What are examples of words with the open syllable type? | * What is the vowel-consonant-e syllable type? What are examples of words with the vowelconsonant-e syllable type? | * What is the vowel team syllable type? What is a diphthong? What are examples of words with the vowel team syllable type? | * What is the consonant-le syllable type? What are examples of words with the consonant-le syllable type? | |
| ***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* | | I-READY READING  AND MYON READING | I-READY READING  AND MYON READING | I-READY READING  AND MYON READING | I-READY READING  AND MYON READING | I-READY READING  AND MYON READING | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | * **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.** * **PRACTICE STANDARD** | * **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.** * **PRACTICE STANDARD** | * **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.** * **PRACTICE STANDARD** | **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.**  **PRACTICE STANDARD** | **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.**  **PRACTICE STANDARD** | |
| Small Groups | | CLASSROOM CENTERS WITH STANDARDS PRACTICE | CLASSROOM CENTERS WITH STANDARDS PRACTICE | CLASSROOM CENTERS WITH STANDARDS PRACTICE | CLASSROOM CENTERS WITH STANDARDS PRACTICE | CLASSROOM CENTERS WITH STANDARDS PRACTICE | |
| *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: