**District Reading Lesson Plan Template**

Teacher: Yolanda Randolph Date: September 09-13, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS: Standards** * RF.3.3c; L.3.Ii; L.3.2e-f; L.3.4d; RL.3.1; RF.3.4a-c; L.3.4a; L.3.5c
* L.3.5b; RL.3.10; RL. 3.I; SL.3.Ia-d; L.3.4a; L.3.6; RF.3.4a-b; RL.3.3; L.3.5b; RL.3.5; RL.3.6; RL.3.7
* W.3.Ia-b; W.3.4; W.3.Ic; L.3.Ia; L.3.2e; L.3.Ii
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| **Outcome(s)/Objective(s)/I can statement*** read words with /ā/ spelled ai\_ and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il.
* spell dictated words with /ā/ and /ǝl/ correctly.
* build oral language skills.
* learn new high frequency words.
* read a Decodable Story.
* build fluency.
* understand regular plurals.
* learn and apply the comprehension strategies Summarizing and Making Connections.
* read the entire selection.
* learn new vocabulary words.
* focus on reading with accuracy.
* reread “Bummer and Lazarus” while digging deeper into the text.
* build fluency.
* finish reading “Bummer and Lazarus” to focus on writer’s craft.
* review the selection vocabulary words.
* read and analyze poetry.
* read excerpts from “Bummer and Lazarus” to focus on writer’s craft.
* answer questions to better understand the selection.
* build on the vocabulary they have learned this week.
* read the sience connection.
* review comprehension strategies.
* review elements of accessing complex text.
* review the writer’s goal for their opinion writing.
* revise and edit their opinion writing drafts.
* learn about /ā/ and /ǝl/ spelling patterns and regular plurals.
* Create a clean and final copy of the opinion writing.
* share their opinion writings with others.
* evaluate opinion writing based on writer’s goal.
* review the formation of lowercase cursive letters l and e.
* review facts versus opinions.
* decide on a topic for their opinion writing.
* Use an idea web to generate possible opinions for their writing.
* learn about complete simple sentences.
* review spelling words.
* Review possible opinions and choose one to write about.
* Use the model of good opinion writing to review the elements of a TREE diagram.
* review complete simple sentences.
* Review linking/transition words.
* Set additional writer’s goals, including audience and purpose.
* Use the TREE diagrams to plan their opinion writing.
* take the spelling assessment.
* review complete simple sentences.
* review the formation of lowercase cursive letters l and e.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [x]  | 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:**

* devotion
* common
* heal
* cold
* unselfish
* reins
* spread

**PROCEDURAL CONTENT (application)**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Why is it important to stand by your friend?* What is the value of loyalty?
* How can loyalty show respect?
 | Why is it important to stand by your friend?* What is the value of loyalty?
* How can loyalty show respect?
 | Why is it important to stand by your friend?* What is the value of loyalty?
* How can loyalty show respect?
 | Why is it important to stand by your friend?* What is the value of loyalty?
* How can loyalty show respect?
 | Why is it important to stand by your friend?* What is the value of loyalty?
* How can loyalty show respect?
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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* | Explicit Phonics LessonUnit 1 Lesson 4 Day 1 | Explicit Phonics LessonUnit 1 Lesson 4 Day 2 | Explicit Phonics LessonUnit 1 Lesson 4 Day 3 | Explicit Phonics LessonUnit 1 Lesson 4 Day 4 | Explicit Phonics LessonUnit 1 Lesson 4 Day 5 |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Unit 1 Lesson 4 Day 1****Phonics and Decoding*** /ā/ spelled ai\_ and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il

**Build Background****Preview the Selection****Read the Selection****Comprehension Strategies*** Summarizing
* Making Connections

**Discuss the Selection** **Develop Vocabulary****Fluency****Writing*** Opinion Writing

**Spelling*** /ā/ spelled ai\_ and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il, Regular Plurals
 | **Unit 1 Lesson 4 Day 2****Phonics and Decoding*** /ā/ spelled ai\_ and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il

**Reading a Decodable Story****Book 2, Story 9****Close Reading****Access Complex Text*** Compare and Contrast
* Main Idea and Details

**Fluency****Practice Vocabulary****Inquiry****Writing*** Opinion Writing

**Penmanship*** **Cursive Letters l and e**
 | **Unit 1 Lesson 4 Day 3****Word Analysis*** Regular Plurals

**Access Complex Text*** Main Idea and Details

**Writing****Build Background****Read the Poems****Fluency****Text Connections****Apply Vocabulary****Practice Comprehension****Fluency****Inquiry****Writing*** Opinion Writing

**Grammar, Usage, and Mechanics*** Complete Simple Sentences

**Spelling*** /ā/ spelled ai\_ and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il, Regular Plurals
 | **Unit 1 Lesson 4 Day 4****Word Analysis*** Regular Plurals

**Close Reading****Writer’s Craft*** Text Features: Headings
* Language Use: Descriptive Words

**Look Closer****Fluency****Social Studies Connection****Extended Vocabulary****Inquiry****Writing*** Opinion Writing

**Grammar, Usage, and Mechanics*** Complete Simple Sentences
 | **Unit 1 Lesson 4 Day 5****Phonics and Decoding*** /ā/ spelled ai\_ and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il

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

**Spelling*** /ā/ spelled ai\_ and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il, Regular Plurals

**Grammar, Usage, and Mechanics*** Complete Simple Sentences

**Penmanship****Cursive Letters l and e****Weekly Assessments** |
|  Small Groups | Open Court Reading Intervention Unit 1 Lesson 4Day 1 AssignmentPage 19 | Open Court Reading Intervention Unit 1 Lesson 4Day 2 AssignmentPage 20 | Open Court Reading Intervention Unit 1 Lesson 4Day 3 AssignmentPages 21-22 | Open Court Reading Intervention Unit 1 Lesson 4Day 4 AssignmentPage 23 | Open Court Reading Intervention Unit 1 Lesson 4Day 5 AssignmentPage 24 |
| *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: Unit 1 Lesson 4

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