**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. |

**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:**

* 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? | |
| ***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 Lesson  Unit 1 Lesson 4 Day 1 | Explicit Phonics Lesson  Unit 1 Lesson 4 Day 2 | Explicit Phonics Lesson  Unit 1 Lesson 4 Day 3 | Explicit Phonics Lesson  Unit 1 Lesson 4 Day 4 | Explicit Phonics Lesson  Unit 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 4  Day 1 Assignment  Page 19 | Open Court Reading Intervention Unit 1 Lesson 4  Day 2 Assignment  Page 20 | Open Court Reading Intervention Unit 1 Lesson 4  Day 3 Assignment  Pages 21-22 | Open Court Reading Intervention Unit 1 Lesson 4  Day 4 Assignment  Page 23 | Open Court Reading Intervention Unit 1 Lesson 4  Day 5 Assignment  Page 24 | |
| *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: Unit 1 Lesson 4

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