**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: November 18-22, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:** * 8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. b. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.
* 12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.
* 15.b - I can decode and encode words by analyzing meaningful parts (morphemes) of words and phrases in discussions and/or text to apply knowledge of the changes in tense (- ed), number (- s), and degree (- er and - est) signified by inflected endings to determine the meaning of a word.
* 16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
* 19. Determine the explicit or implied main idea and supporting details of a text. b. Recount or summarize the key ideas from the text.
* 24. Identify the text structures within literary and informational texts. a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.
* 36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
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| **Outcome(s)/Objective(s)/I can statement:*** Decode and encode with /ow/ spelled ow and ou\_ and /ō/ spelled ow, comparatives and superlatives.
* learn new high-frequency words.
* read a Decodable Story.
* build fluency.
* learn and apply the comprehension strategies Asking and Answering Questions and Visualizing as you read “The Harlem Renaissance”.
* learn new vocabulary words.
* dig deeper into the text, by discussing main idea and details; facts and opinions; genre knowledge; and text features: photographs and captions.
* build fluency.
* learn about /ow/ and /ō/ spelling patterns, comparatives, and superlatives.
* review cursive small letters p, j, c, d, g, and q.
* learn about coordinating and subordinating conjunctions.
* review spelling words.
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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 [x]  Computer Program: https://my.mheducation.com/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

adventure fame international

symbolized discrimination prosperous

pride launch dialect

cast lavish timeless

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Why would people want to feel like they are part of a community?* Is there anything about your community that makes you feel proud?
 | Why would people want to feel like they are part of a community?* Is there anything about your community that makes you feel proud?
 | Why would people want to feel like they are part of a community?* Is there anything about your community that makes you feel proud?
 | Why would people want to feel like they are part of a community?* Is there anything about your community that makes you feel proud?
 | Why would people want to feel like they are part of a community?* Is there anything about your community that makes you feel proud?
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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* | Heggerty Phonics – Week 16Review Sound/Spelling Cards | Heggerty Phonics – Week 16Review Sound/Spelling Cards | Heggerty Phonics – Week 16Review Sound/Spelling Cards | Heggerty Phonics – Week 16Review Sound/Spelling Cards | Heggerty Phonics – Week 16Review Sound/Spelling Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Unit 3 Lesson 2 Day 1 **Phonics and Decoding*** /ow/ spelled ow and ou\_ /ō/ spelled \_ow

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

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

**Spelling*** /ow/ spelled ow and ou\_ /ō/ spelled \_ow: Comparative and Superlatives
 | Unit 3 Lesson 2 Day 2 **Phonics and Decoding*** /ow/ spelled ow and ou\_ /ō/ spelled \_ow

**Reading a Decodable Story*** Book 4, Story 19: A Brief History of Money

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

**Fluency****Practice Vocabulary****Inquiry****Writing*** Narrative Writing

**Penmanship*** Review Cursive Lowercase Letters p. j. c, d, g, and q
 | Unit 3 Lesson 2 Day 3 **Word Analysis*** Comparatives and Superlatives

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

**Writing****Build Background****Read the Poems****Theme Connections****Fluency****Text Connection****Apply Vocabulary****Practice Comprehension****Fluency** **Inquiry****Writing*** Narrative Writing

**Grammar, Usage, and Mechanics*** Coordinating and Subordinating Conjunctions

**Spelling*** /ow/ spelled ow and ou\_ /ō/ spelled \_ow: Comparative and Superlatives
 | Unit 3 Lesson 2 Day 4 **Word Analysis*** Comparatives and Superlatives

**Close Reading****Writer’s Craft*** Genre Knowledge
* Text Features: Photographs with captions

**Look Closer****Fluency****Social Studies Connection****Extend Vocabulary****Inquiry****Writing*** Narrative Writing

**Grammar, Usage, and Mechanics*** Coordinating and Subordinating Conjunctions
 | Unit 3 Lesson 2 Day 5 **Phonics and Decoding*** /ow/ spelled ow and ou\_

/ō/ spelled \_ow**Word Analysis*** Comparatives and Superlatives

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

**Grammar, Usage, and Mechanics*** Coordinating and Subordinating Conjunctions

**Spelling*** /ow/ spelled ow and ou\_ /ō/ spelled \_ow: Comparative and Superlatives **Penmanship**
* Review Cursive Lowercase Letters p. j. c, d, g, and q

**Weekly Assessments -Unit Assessments** |
|  Small Groups | Open Court Reading Intervention Unit 3 Lesson 2Day 1 AssignmentPage 79 | Open Court Reading Intervention Unit 3 Lesson 2Day 2 AssignmentPage 80 | Open Court Reading Intervention Unit 3 Lesson 2Day 3 AssignmentPage 81-82 | Open Court Reading Intervention Unit 3 Lesson 2Day 4 AssignmentPage 83 | Open Court Reading Intervention Unit 3 Lesson 2Day 5 AssignmentPage 84 |
| *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: