

District Lesson Plan Template

Teacher: Ms. A. Johnson

Date: August 26-30, 2024

Subject: ELA

Period:

First

Alabama CCRS/COS: Standards

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.
R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
K.3. Actively participate in teacher-led choral and shared reading experiences.
K.11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.

Outcome(s)/Objective(s)/I can statement

Students will listen for sounds and rhythms.
Students will identify the names and shapes of the letters Aa-Hh.
Students will discuss the concept of school.
Students will learn the elements of a fantasy.
Students will learn about the writing process.
Students will learn nouns.

ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:

- | | | | | | |
|-------------------------------------|--|--|--|--|--|
| <input type="checkbox"/> KWL | <input type="checkbox"/> Word Splash | <input type="checkbox"/> Anticipation Guide | <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Graphic Organizer/VLT | <input checked="" type="checkbox"/> Poem, Rhymes, etc. |
| <input type="checkbox"/> Survey | <input type="checkbox"/> Possible Sentence | <input type="checkbox"/> Think-Pair-Share | <input type="checkbox"/> Reading | <input type="checkbox"/> Pictograph | <input type="checkbox"/> Acronyms/Word |
| <input type="checkbox"/> First Word | <input type="checkbox"/> Concept Map | <input type="checkbox"/> Vocabulary Overview | <input type="checkbox"/> Model | <input type="checkbox"/> Diagram | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Word Map | <input type="checkbox"/> Frayer Model | <input type="checkbox"/> Daily Language Practice (DLP) _____ | <input checked="" type="checkbox"/> Hands-on | <input type="checkbox"/> Mind Map/Visual Guide | |

Engagement Strategies:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> - Collaborative Group Work | <input type="checkbox"/> - Writing to Learn | <input type="checkbox"/> - Literacy Groups | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> - Questioning Techniques | <input type="checkbox"/> - Scaffolding Text | <input checked="" type="checkbox"/> - Classroom Talk | <input type="checkbox"/> - T.W.I.R.L. |

Technology Integration: ☒ Smart board ☐ Document Camera ☐ IPADS ☐ Macbooks ☐ Computers ☐ Kindles ☐ Interactive Tablets ☐ Digital/ Video Camera ☐ Clickers ☐ ACCESS ☐ Computer Program: _____ ☐ Other: _____

This Week's Vocabulary:

Front, Sometimes, Thoughtful, Secret, Familiar, Interested, Heart, Around

PROCEDURAL CONTENT (application)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|--|---|--|
| Essential Question | What is school all about? | What is school all about? | What is school all about? | What is school all about? | What is school all about? |
| Daily Objective(s) I Can Statement | I can recognize and write the letters: Aa and Bb I can recognize nouns. | I can recognize and write the letters: Cc and Dd. I can prewrite and recognize nouns. | I can recognize and write the letters: Ee and Ff. I can draft my writings. | I can recognize and write the letters: Gg and Hh. I can revise my writings. | I can recognize and write the letters: Aa and Bb. I can present my writings. |
| Preview (Before) Warm-up- Hook | Preview Sound Cards | Preview Sound Cards | Preview Sound Cards | Preview Sound Cards | Preview Sound Cards |
| Instruction (During) I Do- We Do- Y'all Do- You Do- | Phonological/Phonemic Awareness Alphabetic Knowledge: Aa and Bb Print and Book Awareness: Pickled Peppers/Twinkle, Twinkle, Little Star Browse Unit 1: Off to School Prewriting Noun | Phonological/Phonemic Awareness Alphabetic Knowledge: Cc and Dd Core Pre-Decodable: The First Day of Kindergarten Build Background Read the Read Aloud Prewriting Noun | Phonological/Phonemic Awareness Alphabetic Knowledge: Ee and Ff Pickled Peppers/One, Two, Buckle My Shoe Build Background Read/Discuss the Selection Develop Vocabulary Drafting | Phonological/Phonemic Awareness Alphabetic Knowledge: Gg and Hh Core Pre-Decodable: Apple Pie Practice Vocabulary Close Reading Develop Vocabulary Revising | Phonological/Phonemic Awareness Alphabetic Knowledge: Aa-Hh Pickled Peppers/Little Boy Blue Practice Vocabulary Review Read Aloud Comprehension Strategy Presenting Nouns |
| Small Groups | Skills Fluency Word Work Decoding Teacher Station | Skills Fluency Word Work Decoding Teacher Station | Skills Fluency Word Work Decoding Teacher Station | Skills Fluency Word Work Decoding Teacher Station | Skills Fluency Word Work Decoding Teacher Station |
| After/Homework | Practice writing name and alphabets | Practice writing name and alphabets | Practice writing name and alphabets | Practice writing name and alphabets | Practice writing name and alphabets |

Assessment (Formative): ☒ Class work ☐ Notebook ☒ Homework ☐ quizzes ☐ Tests ☐ Computer activities ☐ Collaborative work ☐ Project/ Other:

Assessment (Summative): ☐ Quizzes ☐ Tests ☒ Group activities ☐ Project based ☐ Other:

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

