

District Lesson Plan Template

Teacher: Ms. A. Johnson

Date: September 16-20, 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.
R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.
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 recognize the letters Aa-Zz.
Students will listen to and discuss "Two Foxes".
Students will learn position words and opposite words.

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 checked="" 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 type="checkbox"/> Hands-on | <input type="checkbox"/> Mind Map/Visual Guide | |

Engagement Strategies:

- | | | | |
|--|---|--|---------------------------------------|
| <input checked="" 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:

arguing apologize excitement against reply competed decided hollow

PROCEDURAL CONTENT (application)

	Monday	Tuesday	Wednesday	Thursday	Friday
Essential Question	What is kindness?	Is it better to give kindness or to receive it?	Why is it important to be kind?	Why is it important to be kind?	Why is it important to be kind?
Daily Objective(s) I Can Statement	I can recognize the letters Aa-Zz.	I can recognize the letters Aa-Zz.	I can recognize the letters Aa-Zz.	I can recognize the letters Aa-Zz.	I can recognize the letters Aa-Zz.
Preview (Before) Warm-up- Hook	Alphabet Sound Cards Letter Recognition	Alphabet Sound Cards Letter Recognition	Alphabet Sound Cards Position Words	Alphabet Sound Cards Position Words	Alphabet Sound Cards Opposite Words
Instruction (During) I Do- We Do- Y'all Do- You Do-	Classroom Routines Browse the Unit: Let's Be Kind Show Background Builder Introduce Essential Questions Describe A Person Grammar, Usage, and Mechanics	Classroom Routines Build Background Read the Read Aloud: The Elves and the Shoemaker Discuss the Read Aloud Review Vocabulary Describe A Person Grammar, Usage, and Mechanics	Classroom Routines Build Background Preview the Selection Read the Selection Comprehension Strategy Print and Book Awareness Develop Vocabulary Discuss the Selection Describe A Person	Classroom Routines Practice Vocabulary Close Reading Writer's Craft Develop Vocabulary Describe A Person	Classroom Routines Practice Vocabulary Review Read Aloud and Big Books Comprehension Strategy Describe A Person
Small Groups	Sight words review Phonics Skill review Reading Fluency Comprehension Writing	Sight words review Phonics Skill review Reading Fluency Comprehension Writing	Sight words review Phonics Skill review Reading Fluency Comprehension Writing	Sight words review Phonics Skill review Reading Fluency Comprehension Writing	Sight words review Phonics Skill review Reading Fluency Comprehension Writing
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:

