**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: October 21-25, 2024 Subject: Reading Period: First-Second

|  |
| --- |
| **Alabama CCRS/COS: Standards** * R2, LF.PH.8.a, LF.PH.8.b, LF.PH.8.c, LF.FL.9, LF.FL.12, LF.PH.8.j, LF.WR.32.a, LF.WR.32.b, LF.WR.32.c, LF.PH.8.j, LF.FL.10,  LF.VO.13.a, LF.VO.14.c, LF.PH.8.e, LF.VO.14.f,
* R3, LF.CO.20, R1, LF.OL.1.a, LF.OL.2.a, LF.OL.S.4, LF.OL.S.5, LF.CO.19.b, LF.OL.3, LF.VO.R.16, LF.FL.10, LF.PH.8.b, LF.FL.10, LF.CO.R.25.b, LF.VO.14.e, LF.CO.R.27, LF.CO.R.22.c, LF.CO.R.26.a, LF.CO.R.23.c, R4
* LF.CO.R.22.d, LF.FL.11, LF.CO.R.26.a, R5, LF.VO.W.17, LF.WR.W.40.b, LF.WR.32.a, LF.WR.32.b, LF.WR.32.c, LF.WR.31,  LF.VO.14.d, R5, R3, LF.OL.3, LF.CO.L.29, LF.WR.W.38
 |

|  |
| --- |
| **Outcome(s)/Objective(s)/I can statement*** read words with /ū/ spelled \_ew and \_ue.
* spell dictated words with /ū/ correctly.
* build oral language skills.
* build oral language skills.
* practice spelling words with /ū/ spelled \_ew and \_ue.
* learn new high-frequency words.
* read a **Decodable Story.**
* build fluency.
* understand homographs and multiple-meaning words.
* build oral language skills.
* will build oral language skills.
* read words with /ū/ spelled \_ew and \_ue.
* understand homographs and multiple-meaning words.
* build oral language skills.
* build fluency.
* learn and apply the comprehension strategies Making Connections and Predicting.
* read the entire selection.
* learn new vocabulary words.
* focus on prosody when reading fluently.
* reread “Get the Facts” while digging deeper into the text.
* build fluency by reading with accuracy.
* review the selection vocabulary words.
* evaluate their conjecture for Inquiry and revise as needed.
* finish reading “Get the Facts.”
* read and analyze poetry.
* review the selection vocabulary words.
* read excerpts from “Get the Facts” to focus on Writer’s Craft.
* answer questions to better understand the selection.
* build on the vocabulary they have learned this week.
* build fluency.
* read the social studies link.
* review the selection vocabulary words.
* review the comprehension strategies.
* review elements of accessing complex text.
* review writer’s craft elements.
* build fluency.
* learn about including context clues in their writing.
* revise their writing plans based on feedback from writers’ conferences.
* set writer’s goals for their informative/explanatory texts.
* begin drafting their informative/explanatory texts.
* learn about /ū/ spelling patterns, homographs, and multiple-meaning words.
* review staying on topic and learn about deleting irrelevant information.
* receive feedback about their drafts in writers’ conferences.
* review cursive letters s, r, n, m, h, and f.
* practice correcting errors in homophones.
* use proofreading marks and a checklist to edit their revised drafts.
* learn about subjects and direct objects.
* review spelling words.
* review the publishing step of the writing process.
* create a final copy of their informative/explanatory texts.
* evaluate their informative/explanatory texts based on the writer’s goals.
* review subjects and direct objects.
* review using a graphic organizer to plan their writing.
* choose a topic for an informative/explanatory text.
* use TREE diagrams to plan their informative/explanatory texts.
* take the spelling assessment.
* review subjects and direct objects.
* review cursive letters s, r, n, m, h, and f.
 |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |
|  [ ]  | 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:**

alert meteorologist instruments accurate concern minimize threat

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | What are some jobs related to weather?What can scientists do to better predict weather?* How does predicting weather improve our lives?
 | What are some jobs related to weather?What can scientists do to better predict weather?* How does predicting weather improve our lives?
 | What are some jobs related to weather?What can scientists do to better predict weather?* How does predicting weather improve our lives?
 | What are some jobs related to weather?What can scientists do to better predict weather?* How does predicting weather improve our lives?
 | What are some jobs related to weather?What can scientists do to better predict weather?* How does predicting weather improve our lives?
 |
| ***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 11Review Sound Cards | Heggerty Phonics Week 11Review Sound Cards | Heggerty Phonics Week 11Review Sound Cards | Heggerty Phonics Week 11Review Sound Cards | Heggerty Phonics Week 11Review Sound Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Unit 2 Lesson 4 Day 1****Phonics and Decoding*** /ū/ spelled \_ew and \_ue

**Build Background****Preview the Selection****Read the Selection****Comprehension Strategies*** **Making Connections**
* **Making, Revising, and Confirming Predictions**

**Discuss the Selection****Develop Vocabulary****Fluency****Writing*** Writing to Inform

**Spelling*** /ū/ spelled \_ew and \_ue; Homographs and Multiple-Meaning Words
 | **Unit 2 Lesson 4 Day 2****Phonics and Decoding*** /ū/ spelled \_ew and \_ue

Read Decodable Story* **Book 3, Story 15: Condors**

**Close Reading****Access Complex Text*** Fact and Opinion
* Making Inferences

**Writing****Fluency****Practice Vocabulary****Inquiry****Writing*** Writing to Inform

**Penmanship*** Cursive Lowercase s, r, n, m, h, and f
 | **Unit 2 Lesson 4 Day 3****Word Analysis*** Homographs and Multiple-Meaning Words

**Access Complex Text*** Making Inferences

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

**Grammar, Usage, and Mechanics*** Subjects and Direct Objects

**Spelling*** /ū/ spelled \_ew and \_ue; Homographs and Multiple-Meaning Words
 | **Unit 2 Lesson 4 Day 4****Word Analysis*** Homographs and Multiple-Meaning Words

**Close Reading****Writer’s Craft*** Genre Knowledge
* Story Elements: Setting

**Look Closer****Fluency****Social Studies Connection****Extend Vocabulary****Inquiry****Writing*** Writing to Inform

**Grammar, Usage, and Mechanics*** Subjects and Direct Objects
 | **Unit 2 Lesson 4 Day 5****Phonics and Decoding*** /ū/ spelled \_ew and \_ue

**Word Analysis*** Homographs and Multiple-Meaning Words

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

**Spelling*** /ū/ spelled \_ew and \_ue; Homographs and Multiple-Meaning Words

**Grammar, Usage, and Mechanics*** Subjects and Direct Objects

**Penmanship*** Cursive Lowercase s, r, n, m, h, and f

 **Weekly Assessments** |
|  Small Groups | Open Court Reading Intervention Unit 2 Lesson 4Day 2 AssignmentPage 55 | Open Court Reading Intervention Unit 2 Lesson 4Day 2 AssignmentPage 56 | Open Court Reading Intervention Unit 2 Lesson 4Day 3 AssignmentPages 57-58 | Open Court Reading Intervention Unit 2 Lesson 4Day 4 AssignmentPage 59 | Open Court Reading Intervention Unit 2 Lesson 4Day 5 AssignmentPage 60 |
| *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: