**District Reading Lesson Plan**

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

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| **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 |

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| **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:**

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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:**

alert meteorologist instruments accurate concern minimize threat

**PROCEDURAL CONTENT (application)**

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|  | | **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 11  Review Sound Cards | Heggerty Phonics Week 11  Review Sound Cards | Heggerty Phonics Week 11  Review Sound Cards | Heggerty Phonics Week 11  Review Sound Cards | Heggerty Phonics Week 11  Review 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 4  Day 2 Assignment  Page 55 | Open Court Reading Intervention Unit 2 Lesson 4  Day 2 Assignment  Page 56 | Open Court Reading Intervention Unit 2 Lesson 4  Day 3 Assignment  Pages 57-58 | Open Court Reading Intervention Unit 2 Lesson 4  Day 4 Assignment  Page 59 | Open Court Reading Intervention Unit 2 Lesson 4  Day 5 Assignment  Page 60 | |
| *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:

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