

## District Lesson Plan Template

Teacher: Ms. A. Johnson

Date: August 19-23, 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.1. Actively listen and speak using agreed-upon rules for discussion, with guidance and support.  
K.3. Actively participate in teacher-led choral and shared reading experiences.

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

Students will listen and speak using agreed-upon rules of discussion.  
Students will use repetition, rhyme, and rhythm in oral language.  
Students will recognize and produce words that rhyme.

### 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:

twinkle   world   command   great

### PROCEDURAL CONTENT (application)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Essential Question</b>	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?
<b>Daily Objective(s) I Can Statement</b>	I can follow school and classroom rules. I can recite rhymes.	I can follow school and classroom rules. I can recite rhymes.	I can follow school and classroom rules. I can recite rhymes.	I can follow school and classroom rules. I can recite rhymes.	I can follow school and classroom rules. I can recite rhymes.
<b>Preview (Before) Warm-up- Hook</b>	Preview Sound Cards	Preview Sound Cards	Preview Sound Cards	Preview Sound Cards	Preview Sound Cards
<b>Instruction (During)</b> I Do- We Do- Y'all Do- You Do-	Classroom Routines Oral Language: Rhythm and Rhyme Print and Book Awareness Read the Selection Develop Vocabulary Discuss the Selection Writing a Class Book	Classroom Routines Oral Language: Rhythm and Rhyme Print and Book Awareness Read the Selection Develop Vocabulary Discuss the Selection Writing a Class Book	Classroom Routines Oral Language: Rhythm and Rhyme Print and Book Awareness Read the Selection Develop Vocabulary Discuss the Selection Writing a Class Book	Classroom Routines Oral Language: Rhythm and Rhyme Print and Book Awareness Read the Selection Develop Vocabulary Discuss the Selection Writing a Class Book	Classroom Routines Oral Language: Rhythm and Rhyme Print and Book Awareness Read the Selection Develop Vocabulary Discuss the Selection Writing a Class Book
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
<b>After/Homework</b>	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:

