

Teacher:**Bell/Morris**  Date 5/5/25-5/9/25 Subject: **Reading/English**  Period: **2nd**

| **Alabama CCRS/COS: Standards**    **Monday-Friday**  **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.**  **PA.6a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words. Examples: par-ti-cu-lar, cer-ti-fi-cate**  **PA.6 d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.**  **PH.7b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position. Note : Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.**  **PH.7h. With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue .**  **PH.7j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.**  **PH.7k. With prompting and support, decode words with silent letter combinations. Examples: kn, wr, mb, gh, gn**  **PH.7l. With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.**  **PH.7m. With prompting and support, decode words with common suffixes, including words with dropped e and y -to- i changes for suffix addition. Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly**  **PH.7n. Decode contractions with am, is, has , and not . Examples: I’m, he’s, she’s, isn’t, don’t**  **FL.9a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension**  **CO.17 Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.**  **WR.31k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. Examples: am, at, can, he, we, be, in, it, came, like** |
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| **Outcome(s)/Objective(s)/I can statement**  **Monday** Objectives:  * **segment medial-vowel sounds.** * **blend, spell, and read words that contain /aw/ spelled *augh*.**   **Reading and Responding** Objectives:  * **review the elements of a photo essay.** * **read and discuss “How Animals Move.”** * **review and use the Asking and Answering Questions and Clarifying comprehension strategies.** * **develop their understanding of vocabulary words.**   **Language Arts** Objectives:  * **finish their prewriting plan.** * **take a spelling pretest.** * **form the letters *O* and *C* correctly.** * **control the size and spacing of letters.**   **Tuesday** Objectives:  * **generate words that contain /aw/.** * **blend, spell, and read words that contain /aw/ spelled *ough*.** * **build fluency by reading *Decodable* 100.**   **Reading and Responding** Objectives:  * **review and practice using selection vocabulary words.** * **reread “How Animals Move” while comparing and contrasting information and distinguishing between facts and opinions.** * **practice reading with accuracy.** * **develop and deliver Inquiry presentations.**   **Language Arts** Objectives:  * **begin their draft.** * **take a spelling pretest.** * **form the letters O and C correctly.** * **control the size and spacing of letters.**   **Wednesday**  **FS** Objectives:  * **segment words into syllables.** * **blend, spell, and read words that contain /oi/ spelled *oi*.**   **Reading and Responding** Objectives:  * **reread “How Animals Move” while comparing and contrasting information and distinguishing facts from opinions.** * **answer questions about “How Animals Move.”** * **apply the vocabulary as they read a story.** * **practice reading with automaticity.** * **deliver presentations and reflect on their experience.**   **Language Arts** Objectives:  * **finish their drafts.** * **practice spelling words with /aw/.** * **identify and use contractions.**   **Thursday** Objectives:  * **generate words that contain /oi/.** * **blend, spell, and read words that contain /oi/ spelled *\_oy*.** * **build fluency by reading *Decodable* 101.**   **Reading and Responding** Objectives:  * **review and practice using selection vocabulary words.** * **reread excerpts of “How Animals Move” to focus on the Writer’s Craft skills Genre Knowledge and Language Use.** * **answer deeper-level questions about “How Animals Move.”** * **read and complete the Science Connection.**   **Language Arts** Objectives:  * **revise their draft.** * **use correct spelling of /aw/.** * **identify and use contractions.**   **Friday**  **FS** Objectives:  * **segment individual sounds in words.** * **generate words that contain /aw/ and /oi/.** * **blend, spell, and read words that contain /aw/ and /oi/.** * **build fluency by reading *Decodable* 102**   **Reading and Responding** Objectives:  * **review the Lesson 3 selection vocabulary words.** * **review the Asking and Answering Questions and Clarifying comprehension strategies.** * **review the Compare and Contrast and Fact and Opinion skills that were used in this lesson.** * **review the Writer’s Craft elements of Genre Knowledge and Language Use.** * **review the fluency skills of accuracy and automaticity.**   **Language Arts** Objectives:  * **edit and publish their opinion piece.** * **take the spelling assessment.** * **form the letters *O* and *C* correctly.** * **identify and use contractions.** * **discuss the unit reading selections.** * **discuss the unit theme.** * **complete a culminating task.** |
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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| x | KWL |  | x Word Splash |  | ☐ Anticipation Guide |  | ☐ Lecture |  | x Graphic Organizer/VLT | |  | x Poem, Rhymes, etc. |
| ☐ | Survey |  | ☐ Possible Sentence |  | x Think-Pair-Share |  | x Reading |  | ☐ Pictograph | |  | ☐ Acronyms/Word |
| ☐ | First Word |  | x Concept Map |  | x Vocabulary Overview |  | ☐ Model |  | ☐ Diagram | |  | ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
| x | Word Map |  | ☐ Frayer Model |  | x Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | x Hands-on |  | ☐ Mind Map/Visual Guide |  | |  |
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| **Engagement Strategies:**  x - Collaborative Group Work ☐ - Writing to Learn  x - Literacy Groups ☐ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  x- Questioning Techniques x - Scaffolding Text x -Classroom Talk x - T.W.I.R.L. | | | | | | | | | | | | |
| **Technology Integration:** ☐ Smart board ☐ Document Camera ☐ IPADS ☐ Mac Books x Computers ☐ Kindles ☐ Interactive Tablets ☐ Digital/ Video Camera ☐ Clickers ☐ ACCESS ☐ Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |



**PROCEDURAL CONTENT (application)**

|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Essential Question*** | | Which parts of your body helps you move? | Which parts of your body helps you move? | Which parts of your body helps you move? | Which parts of your body helps you move? | Which parts of your body helps you move? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | Objectives:  * **segment medial-vowel sounds.** * **blend, spell, and read words that contain /aw/ spelled *augh*.**   **Reading and Responding** Objectives:  * **review the elements of a photo essay.** * **read and discuss “How Animals Move.”** * **review and use the Asking and Answering Questions and Clarifying comprehension strategies.** * **develop their understanding of vocabulary words.**   **Language Arts** Objectives:  * **finish their prewriting plan.** * **take a spelling pretest.** * **form the letters *O* and *C* correctly.** * **control the size and spacing of letters.** | Objectives:  * **generate words that contain /aw/.** * **blend, spell, and read words that contain /aw/ spelled *ough*.** * **build fluency by reading *Decodable* 100.**   **Reading and Responding** Objectives:  * **review and practice using selection vocabulary words.** * **reread “How Animals Move” while comparing and contrasting information and distinguishing between facts and opinions.** * **practice reading with accuracy.** * **develop and deliver Inquiry presentations.**   **Language Arts** Objectives:  * **begin their draft.** * **take a spelling pretest.** * **form the letters O and C correctly.** * **control the size and spacing of letters.** | **FS** Objectives:  * **segment words into syllables.** * **blend, spell, and read words that contain /oi/ spelled *oi*.**   **Reading and Responding** Objectives:  * **reread “How Animals Move” while comparing and contrasting information and distinguishing facts from opinions.** * **answer questions about “How Animals Move.”** * **apply the vocabulary as they read a story.** * **practice reading with automaticity.** * **deliver presentations and reflect on their experience.**   **Language Arts** Objectives:  * **finish their drafts.** * **practice spelling words with /aw/.** * **identify and use contractions.** | Objectives:  * **generate words that contain /oi/.** * **blend, spell, and read words that contain /oi/ spelled *\_oy*.** * **build fluency by reading *Decodable* 101.**   **Reading and Responding** Objectives:  * **review and practice using selection vocabulary words.** * **reread excerpts of “How Animals Move” to focus on the Writer’s Craft skills Genre Knowledge and Language Use.** * **answer deeper-level questions about “How Animals Move.”** * **read and complete the Science Connection.**   **Language Arts** Objectives:  * **revise their draft.** * **use correct spelling of /aw/.** * **identify and use contractions.** | **FS** Objectives:  * **segment individual sounds in words.** * **generate words that contain /aw/ and /oi/.** * **blend, spell, and read words that contain /aw/ and /oi/.** * **build fluency by reading *Decodable* 102**   **Reading and Responding** Objectives:  * **review the Lesson 3 selection vocabulary words.** * **review the Asking and Answering Questions and Clarifying comprehension strategies.** * **review the Compare and Contrast and Fact and Opinion skills that were used in this lesson.** * **review the Writer’s Craft elements of Genre Knowledge and Language Use.** * **review the fluency skills of accuracy and automaticity.**   **Language Arts** Objectives:  * **edit and publish their opinion piece.** * **take the spelling assessment.** * **form the letters *O* and *C* correctly.** * **identify and use contractions.** * **discuss the unit reading selections.** * **discuss the unit theme.** * **complete a culminating task.** | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty 30  Find the Word | Heggerty 30 | Heggerty 30 | Heggerty 30 | Heggerty 30 | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | FS  Introduce Spelling /aw/ spelled augh  Blending words  Dictation  Spelling  Guided Practice  HFW  Reading and Responding  Genre: Photo Essay  Introduce Vocabulary  Read: How Animals Move  Comprehension Strategies:  Asking and Answering  Clarifying  Language Arts  Spelling words /aw/ spelled augh  Introduce Contractions | FS  Introduce Spelling /aw/ spelled ough  Blending words  Dictation  Spelling  Guided Practice  Decodable 100  HFW  Reading and Responding  Genre: Photo Essay  Introduce Vocabulary  Read: How Animals Move  Comprehension Strategies:  Fact and Opinion  Compare and Contrast  Language Arts  Spelling words /aw/ spelled ough  Introduce Contractions | FS  Introduce Spelling /oi/ spelled oi  Blending words  Dictation  Spelling  Guided Practice  HFW  Reading and Responding  Genre: Photo Essay  Introduce Vocabulary  Read: How Animals Move  Comprehension Strategies:  Fact and Opinion  Compare and Contrast  Language Arts  Spelling words /aw/ spelled augh and ough  Introduce Contractions | FS  Introduce Spelling /oi/ spelled \_oy  Blending words  Dictation  Spelling  Guided Practice  HFW  Reading and Responding  Genre: Photo Essay  Introduce Vocabulary  Read: How Animals Move  Writer’s Craft  Language Use (Word Choice)  Genre Knowledge  Sentence Structure  Language Arts  Spelling words /aw/ spelled augh  Introduce Contractions | Review  Assessment  I-Ready | |
| Small Groups | | Black: I-Ready/ e, r  Blue: Writing  Yellow: CVC word build  Purple: Decodable/Comprehension | Black: I-Ready w  Blue: spelling word build  Yellow: I-Ready (Skills)  Purple: Writing | Black: Writing: k, x  Blue: Skills Practice  Yellow: I-Ready  Purple: Decodable | Black: I-Ready e, r, w, k, x  Blue: spelling word build  Yellow: I-Ready (Skills)  Purple: Writing |  | |
| *After/Homework* | |  | Skills Practice | Skills Practice: | Skills Practice | Skills Practice | |
|  | **Assessment (Formative):** xClass work ☐Notebook XHomework ☐quizzes ☐Tests XComputer activities XCollaborative work ☐ Project/ Other: | | | | | |

**Assessment (Summative):** xQuizze**s** ☐T**ests** ☐Group activities **☐** Project based **x** Other:

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