

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**   |
| --- |

| **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.**
 |
| --- |
|  |

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

|   |   |   |   |   |   |   |   |   |   |   |   |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  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 |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **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 30Find the Word | Heggerty 30 | Heggerty 30 | Heggerty 30 | Heggerty 30 |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | FSIntroduce Spelling /aw/ spelled aughBlending wordsDictationSpellingGuided PracticeHFWReading and RespondingGenre: Photo EssayIntroduce VocabularyRead: How Animals MoveComprehension Strategies:Asking and AnsweringClarifyingLanguage ArtsSpelling words /aw/ spelled aughIntroduce Contractions | FSIntroduce Spelling /aw/ spelled oughBlending wordsDictationSpellingGuided PracticeDecodable 100HFWReading and RespondingGenre: Photo EssayIntroduce VocabularyRead: How Animals MoveComprehension Strategies:Fact and OpinionCompare and ContrastLanguage ArtsSpelling words /aw/ spelled oughIntroduce Contractions | FSIntroduce Spelling /oi/ spelled oiBlending wordsDictationSpellingGuided PracticeHFWReading and RespondingGenre: Photo EssayIntroduce VocabularyRead: How Animals MoveComprehension Strategies:Fact and OpinionCompare and ContrastLanguage ArtsSpelling words /aw/ spelled augh and oughIntroduce Contractions | FSIntroduce Spelling /oi/ spelled \_oyBlending wordsDictationSpellingGuided PracticeHFWReading and RespondingGenre: Photo EssayIntroduce VocabularyRead: How Animals MoveWriter’s CraftLanguage Use (Word Choice)Genre KnowledgeSentence StructureLanguage ArtsSpelling words /aw/ spelled aughIntroduce Contractions | ReviewAssessmentI-Ready |
|  Small Groups | Black: I-Ready/ e, rBlue: WritingYellow: CVC word buildPurple: Decodable/Comprehension | Black: I-Ready wBlue: spelling word buildYellow: I-Ready (Skills)Purple: Writing | Black: Writing: k, xBlue: Skills PracticeYellow: I-ReadyPurple: Decodable | Black: I-Ready e, r, w, k, xBlue: spelling word buildYellow: 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: