**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: November 11-15, 2024 Subject: Reading Period: First-Second

|  |
| --- |
| **Alabama CCRS/COS: Standards**   * 8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. b.Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency. * 12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically. * 16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. * 19. Determine the explicit or implied main idea and supporting details of a text. b. Recount or summarize the key ideas from the text. * 24. Identify the text structures within literary and informational texts. a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence. * 36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. |

|  |
| --- |
| **Outcome(s)/Objective(s)/I can statement:**   * read and spell dictated words with /o͞o/ spelled oo and /oo/ spelled oo. * understand words with the inflectional endings -ing and -ed. * learn new high-frequency words. * read a **Decodable Story.** * build fluency. * discuss the elements of narrative nonfiction. * learn and apply the comprehension strategies Predicting and Asking and Answering Questions as the entire selection is read. * learn new vocabulary words. * reread excerpts from “A New Life for Mei” to focus on writer’s craft. * build fluency by reading with expression and reading accurately. * learn about spelling words with /o͞o/ and /oo/ spelling patterns and inflectional endings -ing and -ed. * learn about abstract nouns. * review cursive lowercase letters g and q. |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | |  |  |
|  | 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 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
| **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:**

gleaming mills eke out arrested decay credit immigrate

strike ` link apprehensive rush temperamental accommodate

hitch bellowed proper alley fate tie

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | |  | * How did immigrants help build the country? * How would you feel if you had to immigrants to an unfamiliar place? | * How did immigrants help build the country? * How would you feel if you had to immigrants to an unfamiliar place? | * How did immigrants help build the country? * How would you feel if you had to immigrants to an unfamiliar place? | * How did immigrants help build the country? * How would you feel if you had to immigrants to an unfamiliar place? | |
| ***Daily Objective(s)***  ***I Can Statement*** | |  | See Above Statements | See Above Statements | See Above Statements | See Above Statements | |
| *Preview*  *(Before)*  *Warm-up- Hook* | |  | Heggerty Phonics – Week 14  Review Sound/Spelling Cards | Heggerty Phonics – Week 14  Review Sound/Spelling Cards | Heggerty Phonics – Week 14  Review Sound/Spelling Cards | Heggerty Phonics – Week 14  Review Sound/Spelling Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | |  | **Unit 3 Lesson 1 Day 1**  **Phonics and Decoding**   * /o͞o/ spelled oo and /oo/ spelled oo.   **Build Background**  **Fluency**  **Read the Read Aloud**  **Discuss the Read Aloud**  **Concept/Question Board**  **Inquiry**  **Writing**   * Narrative Writing   **Spelling**   * /o͞o/ spelled oo and /oo/ spelled oo; inflectional endings -ing and -ed. | **Unit 3 Lesson 1 Day 2**  **Phonics and Decoding**   * /o͞o/ spelled oo and /oo/ spelled oo   **Reading a Decodable Story**   * Book 3, Story 18: A Trade   **Build Background**  **Preview the Selection**  **Read the Selection**  **Comprehension Strategies**   * Making, Revising, and Confirming Predictions * Asking and Answering Questions   **Discuss the Selection**  **Develop Vocabulary**  **Fluency**  **Writing**   * Narrative Writing   **Penmanship**   * Cursive Lowercase g and q | **Unit 3 Lesson 1 Day 3**  **Word Analysis**   * Inflectional Endings -ing and -ed   **Close Reading**  **Access Complex Text**   * Classify and Categorize * Making Inferences   **Writing**  **Text Connections**  **Practice Vocabulary**  **Practice Comprehension**  **Fluency**  **Inquiry**  **Writing**   * Narrative Writing   **Grammar, Usage, and Mechanics**   * Abstract Nouns   **Spelling**   * /o͞o/ spelled oo and /oo/ spelled oo; inflectional endings -ing and -ed. | **Unit 3 Lesson 1 Day 4**  **Word Analysis**   * Inflectional Endings -ing and -ed   **Close Reading**  **Writer’s Craft**   * Story Elements: Character * Story Elements: Plot   **Look Closer**  **Fluency**  **Social Studies Connection**  **Apply Vocabulary**  **Inquiry**  **Writing**   * Narrative Writing   **Grammar, Usage, and Mechanics**   * Abstract Nouns   **Weekly Assessments** | |
| Small Groups | |  | Open Court Reading Intervention Unit 3 Lesson 1  Day 1-2 Assignment  Pages 73-74 | Open Court Reading Intervention Unit 3 Lesson 1  Day 3 Assignment  Pages 75-76 | Open Court Reading Intervention Unit 3 Lesson 1  Day 4 Assignment  Page 77 | Open Court Reading Intervention Unit 3 Lesson 1  Day 5 Assignment  Page 78 | |
| *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: