**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: October 28 - November 01, 2024 Subject: Reading Period: First-Third

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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 /o͞o/ spelled oo, u, \_ue, u\_e, and \_ew. * spell dictated words with /o͞o/ correctly. * build oral language skills. * build oral language skills. * practice spelling words with /o͞o/ spelled oo, u, \_ue, u\_e, and \_ew. * learn new high-frequency words. * read a **Decodable Story**. * build fluency. * understand homographs and multiple-meaning words. * build oral language skills. * build oral language skills. * read words with /o͞o/ spelled oo, u, u\_e, \_ew, and \_ue. * understand homographs and multiple-meaning words. * build oral language skills. * build fluency. * learn and apply the comprehension strategies Summarizing, Visualizing, and Asking and Answering Questions. * read the entire selection. * learn new vocabulary words. * focus on reading with automaticity. * reread “Hot Enough to Fry an Egg” while digging deeper into the text. * build fluency. * review the selection vocabulary words. * finish reading “Hot Enough to Fry an Egg.” * review the selection vocabulary words. * focus on reading with prosody. * finalize their presentation plans for Inquiry. * read excerpts from “Hot Enough to Fry an Egg” 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 science link. * review the selection vocabulary words. * review the comprehension strategies. * review elements of accessing complex text. * review writer's craft elements. * build fluency. * evaluate their writing plans with partners and receive feedback. * set writer’s goals for the informative/explanatory text. * learn about formal and informal language. * begin drafting their informative/explanatory texts. * learn about /o͞o/ spelling patterns and homographs/multiple-meaning words. * review their drafts in writers’ conferences and receive feedback. * learn about revising to use formal language. * revise their informative/explanatory texts. * develop handwriting skills by practicing formation of cursive letters p and j. * learn about correcting verb tenses. * use proofreading marks and a checklist to edit their informative/explanatory texts. * learn about pronouns. * review spelling words. * publish their informative/explanatory text. * evaluate their informative/explanatory texts based on writer’s goals. * review pronouns. * review using a graphic organizer to help plan and organize writing. * identify the audience and purpose of their writing. * learn about using visual elements to enhance a written text. * choose a topic and begin gathering facts from a source. * plan informative/explanatory texts using a graphic organizer. * take the spelling assessment. * review pronouns. * review formation of cursive letters p and j. |

**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:**

Climate sandwiched extinct vapor evaporate elevation polar

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Antarctic tundra plateaus severe mirage continent

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| *Essential Question* | | How can weather affect large areas of the country?What are the usual weather conditions where you live? | How can weather affect large areas of the country?What are the usual weather conditions where you live? | How can weather affect large areas of the country?What are the usual weather conditions where you live? | How can weather affect large areas of the country?What are the usual weather conditions where you live? | How can weather affect large areas of the country?What are the usual weather conditions where you live? | |
| ***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 12  Review Sound Cards | Heggerty Phonics Week 12  Review Sound Cards | Heggerty Phonics Week 12  Review Sound Cards | Heggerty Phonics Week 12  Review Sound Cards | Heggerty Phonics Week 12  Review Sound Cards | |
| ***Instruction***  ***(During)***  **I Do-**  **We Do-**  **Y’all Do-**  **You Do-** | | **Unit 2 Lesson 5 Day 1**  **Phonics and Decoding**   * /ōō/ spelled oo, u, \_ue, u\_e, and \_ew   **Build Background**  **Preview the Selection**  **Read the Selection**  **Comprehension Strategies**   * **Asking Questions** * **Summarizing** * **Visualizing**   **Discuss the Selection**  **Develop Vocabulary**  **Fluency**  **Writing**   * Writing to Inform   **Spelling**   * /ōō/ spelled oo, u, \_ue, u\_e, and \_ew; Homographs and Multiple-Meaning Words | **Unit 2 Lesson 5 Day 2**  **Phonics and Decoding**   * /ōō/ spelled oo, u, \_ue, u\_e, and \_ew   Read Decodable Story   * **Book 3, Story 16: A Visit**   **Close Reading**  **Access Complex Text**   * Cause and Effect * Main Idea and Details   **Writing**  **Fluency**  **Practice Vocabulary**  **Inquiry**  **Writing**   * Writing to Inform   **Penmanship**   * Cursive Lowercase p and j | **Unit 2 Lesson 5 Day 3**  **Word Analysis**   * Homographs and Multiple-Meaning Words   **Access Complex Text**   * Cause and Effect * Main Idea and Details   **Build Background**  **Read the Poems**  **Text Connections**  **Fluency**  **Apply Vocabulary**  **Practice Comprehension**  **Fluency**  **Inquiry**  **Writing**   * Writing to Inform   **Grammar, Usage, and Mechanics**   * Pronouns   **Spelling**   * /ōō/ spelled oo, u, \_ue, u\_e, and \_ew; Homographs and Multiple-Meaning Words | **Unit 2 Lesson 5 Day 4**  **Word Analysis**   * Homographs and Multiple-Meaning Words   **Close Reading**  **Writer’s Craft**   * Genre Knowledge * Text Features: Diagrams   **Look Closer**  **Fluency**  **Science Connection**  **Extend Vocabulary**  **Inquiry**  **Writing**   * Writing to Inform   **Grammar, Usage, and Mechanics**   * Pronouns | **Unit 2 Lesson 5 Day 5**  **Phonics and Decoding**   * /ōō/ spelled oo, u, \_ue, u\_e, and \_ew   **Word Analysis**   * Homographs and Multiple-Meaning Words   **Review Vocabulary**  **Comprehension Strategy**  **Access Complex Text**  **Writer’s Craft**  **Fluency**  **Writing**   * Writing to Inform   **Spelling**   * /ōō/ spelled oo, u, \_ue, u\_e, and \_ew; Homographs and Multiple-Meaning Words   **Grammar, Usage, and Mechanics**   * Pronouns   **Penmanship**   * Cursive Lowercase p and j   **Weekly Assessments** | |
| ***Small Groups*** | | Open Court Reading Intervention Unit 2 Lesson 5  Day 2 Assignment  Page 61 | Open Court Reading Intervention Unit 2 Lesson 5  Day 2 Assignment  Page 62 | Open Court Reading Intervention Unit 2 Lesson 5  Day 3 Assignment  Pages 63-64 | Open Court Reading Intervention Unit 2 Lesson 5  Day 4 Assignment  Page 65 | Open Court Reading Intervention Unit 2 Lesson 5  Day 5 Assignment  Page 66 | |
| ***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: