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

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  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 [x]  - Scaffolding Text [x]  -Classroom Talk [ ]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  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 12Review Sound Cards | Heggerty Phonics Week 12Review Sound Cards | Heggerty Phonics Week 12Review Sound Cards | Heggerty Phonics Week 12Review Sound Cards | Heggerty Phonics Week 12Review 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 5Day 2 AssignmentPage 61 | Open Court Reading Intervention Unit 2 Lesson 5Day 2 AssignmentPage 62 | Open Court Reading Intervention Unit 2 Lesson 5Day 3 AssignmentPages 63-64 | Open Court Reading Intervention Unit 2 Lesson 5Day 4 AssignmentPage 65 | Open Court Reading Intervention Unit 2 Lesson 5Day 5 AssignmentPage 66 |
| ***After/Homework*** |  |  |  |  |  |
| **Assessment (Formative):** [x] Class work [x] Notebook [x] Homework [ ] Quizzes [ ] Tests [x] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizze**s** [x] T**ests** [ ] Group Activities **[ ]** Project Based **[ ]** Other:

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