**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: December 02-06, 2024 Subject: Reading Period: First-Second

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| **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. * 15.b - I can decode and encode words by analyzing meaningful parts (morphemes) of words and phrases in discussions and/or text to apply knowledge of the changes in tense (- ed), number (- s), and degree (- er and - est) signified by inflected endings to determine the meaning of a word. * 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. |

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| **Outcome(s)/Objective(s)/I can statement:**   * decode and encode words with /aw/ spelled au\_, aw, augh, ough, and al, irregular comparatives and superlatives. * learn new high-frequency words. * read a Decodable Story. * build fluency. * learn and apply the comprehension strategies Summarizing and Clarifying as they read “The Overlanders”. * build fluency. * learn new selection vocabulary words. * dig deeper into the text, by discussing sequence and making inferences; point of view; and descriptive words. * read and analyze song. * learn about /aw/ spelling patterns and irregular comparatives and superlatives. * develop handwriting skills by practicing the formation of cursive lowercase letters b and k. * learn about compound sentences. |

**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:**

pioneer ferry yoke

trade abandon acres

territory

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Why would somebody move to a new community?  * Who were the first people to live in your community? * What obstacles did they overcome? | Why would somebody move to a new community?  * Who were the first people to live in your community? * What obstacles did they overcome? | Why would somebody move to a new community?  * Who were the first people to live in your community? * What obstacles did they overcome? | Why would somebody move to a new community?  * Who were the first people to live in your community? * What obstacles did they overcome? | Why would somebody move to a new community?  * Who were the first people to live in your community? * What obstacles did they overcome? | |
| ***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 17  Review Sound/Spelling Cards | Heggerty Phonics – Week 17  Review Sound/Spelling Cards | Heggerty Phonics – Week 17  Review Sound/Spelling Cards | Heggerty Phonics – Week 17  Review Sound/Spelling Cards | Heggerty Phonics – Week 17  Review Sound/Spelling Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Unit 3 Lesson 3 Day 1  **Phonics and Decoding**   * /aw/ spelled au\_, aw, augh, ough, and al   **Build Background**  **Preview the Selection**  **Read the Selection**  **Comprehension Strategies**   * Summarizing * Clarifying   **Discuss the Selection**  **Develop Vocabulary**  **Fluency**  **Writing**   * Narrative Writing   **Spelling**   * /aw/ spelled au\_, aw, augh, ough, and al; Irregular Comparatives and Superlatives | Unit 3 Lesson 3 Day 2  **Phonics and Decoding**   * /aw/ spelled au\_, aw, augh, ough, and al   **Reading a Decodable Story**   * Book 4, Story 20: Collecting Baseball Cards   **Close Reading**  **Access Complex Text**   * Sequence * Making Inferences   **Fluency**  **Practice Vocabulary**  **Inquiry**  **Writing**   * Narrative Writing   **Penmanship**   * Review Cursive Lowercase Letters b and k | Unit 3 Lesson 3 Day 3  **Word Analysis**   * Irregular Comparatives and Superlatives   **Access Complex Text**   * **Making Inferences**   **Build Background**  **Read the Song**  **Theme Connections**  **Fluency**  **Text Connection**  **Apply Vocabulary**  **Practice Comprehension**  **Fluency**  **Inquiry**  **Writing**   * Narrative Writing   **Grammar, Usage, and Mechanics**   * Compound Sentences   **Spelling**   * /aw/ spelled au\_, aw, augh, ough, and al; Irregular Comparatives and Superlatives | Unit 3 Lesson 3 Day 4  **Word Analysis**   * Irregular Comparatives and Superlatives   **Close Reading**  **Writer’s Craft**   * Point of View * Language Use: Descriptive Words   **Look Closer**  **Fluency**  **Social Studies Connection**  **Extend Vocabulary**  **Inquiry**  **Writing**   * Narrative Writing   **Grammar, Usage, and Mechanics**   * Compound Sentences | Unit 3 Lesson 3 Day 5  **Phonics and Decoding**   * /aw/ spelled au\_, aw, augh, ough, and al   **Word Analysis**   * Irregular Comparatives and Superlatives   **Review Vocabulary**  **Comprehension Strategy**  **Access Complex Text**  **Writer’s Craft**  **Fluency**  **Writing**   * Narrative Writing   **Grammar, Usage, and Mechanics**   * Compound Sentences   **Spelling**   * /aw/ spelled au\_, aw, augh, ough, and al; Irregular Comparatives and Superlatives   **Penmanship**   * Review Cursive Lowercase Letters b and k   **Weekly Assessments** | |
| Small Groups | | Open Court Reading Intervention Unit 3 Lesson 2  Day 1 Assignment  Page 85 | Open Court Reading Intervention Unit 3 Lesson 2  Day 2 Assignment  Page 86 | Open Court Reading Intervention Unit 3 Lesson 2  Day 3 Assignment  Page 87-88 | Open Court Reading Intervention Unit 3 Lesson 2  Day 4 Assignment  Page 89 | Open Court Reading Intervention Unit 3 Lesson 2  Day 5 Assignment  Page 90 | |
| *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: