**District ELA Lesson Plan**

Teacher: Yolanda Randolph Date: August 14-18, 2023 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS: Standards**   * R2, LF.PH.8.j, LF.FL.9, LF.FL.10, LF.FL.12, LF.PH.8.a, LF.PH.8.c, LF.PH.8.e * R3, LF.CO.20, LF.OL.S.4, R1, LF.OL.1.a, LF.OL.2.a, LF.VO.R.16, LF.PH.8.b, LF.FL.10, LF.CO.R.23.cR4 * LF.WR.W.38 |

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| **Outcome(s)/Objective(s)/I can statement**   * review short vowels and consonants. * spell dictated words correctly. * review r-controlled vowels. * review short vowels and consonant digraphs. * review consonant digraphs. * build oral language skills. * read a **Decodable Story.** * learn and practice listening and discussion rules. * discuss the elements of an adventure tale. * listen attentively. * build vocabulary. * practice browsing and setting purposes for reading. * learn the comprehension strategy Asking and Answering Questions. * read and discuss the selection. * reread “Robinson Crusoe” while digging deeper into the text. * review the selection vocabulary words. * build fluency. * reread the second part of “Robinson Crusoe” to focus on writer’s craft. * discuss the captions text feature. * read and discuss the social studies connection. * learn about the Writer's Notebook and Workshop. * write about "Around the World in 80 Days". * write about “Robinson Crusoe.” * write about themselves. * write a recommendation. * write about Social Studies Connection. * complete activities in Workshop. |

**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: Clues, Problems, and  Wonderings |
|  | 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:**

endeavor permanent

halt sandbar

pounds startled

scoffed tended

deserted natives

mutinied

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * How far would you go to meet a challenge? | * What if something unexpected happens while you are looking for an adventure? | * What if something unexpected happens while you are looking for an adventure? | * What if something unexpected happens while you are looking for an adventure? | * What if something unexpected happens while you are looking for an adventure? | |
| ***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 Week1  Review Sound Cards | Heggerty Phonics Week1  Review Sound Cards | Heggerty Phonics Week1  Review Sound Cards | Heggerty Phonics Week1  Review Sound Cards | Heggerty Phonics Week1  Review Sound Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Unit 1 Getting Started Day 1**  **Foundational Skills**  Phonics and Decoding   * /a/ spelled a; /i/ spelled i; /o/ spelled o; /b/ spelled b; /k/ spelled c, k; /d/ spelled d; /f/ spelled f, ff /g/ spelled g; /h/ spelled h\_; /m/ spelled m; /n/ spelled n; /s/ spelled s, ss; /t/ spelled t, tt * Blending * About the Words * Developing Oral Language * Dictation and Spelling * Fluency: Read a Decodable Story   **Reading and Responding**  Build Background  Read the Read Aloud  Fluency  Read Aloud  Discuss the Read Aloud  **Language Arts**  **Writing**   * Writing Area * Writer’s Notebook   **Workshop**   * Introduce Workshop * Workshop Rules | **Unit 1 Getting Started Day 2**  **Foundational Skills**  Phonics and Decoding   * /e/ spelled e, \_ea\_; /u/ spelled u; /j/ spelled j; /l/ spelled l, ll; /p/ spelled p; /kw/ spelled qu\_; /r/ spelled r; /v/ spelled v; /w/ spelled w\_; /ks/ spelled ■x; /y/ spelled y\_; /z/ spelled z, zz, \_s * Blending * About the Words * Developing Oral Language * Dictation and Spelling * Fluency: Read a Decodable Story   **Reading and Responding**  Build Background  Preview the Selection  Read the Selection  Comprehension Strategy   * Asking and Answering Questions   Discuss the Selection  Develop Vocabulary  Fluency  **Language Arts**  **Writing**  Writing about the selection | **Unit 1 Getting Started Day 3**  **Foundational Skills**  Phonics and Decoding   * /a/ spelled a; /e/ spelled e, \_ea\_; /i/ spelled i; /o/ spelled o; /u/ spelled u; /j/ spelled ■dge; /k/ spelled ■ck; /ng/ spelled ■ng; /nk/ spelled ■nk * Blending * About the Words * Developing Oral Language * Dictation and Spelling * Fluency: Read a Decodable Story   **Reading and Responding**  Close Reading  Access Complex Text   * Sequence   Practice Vocabulary  Fluency  **Language Arts**  **Writing**  Writing about the selection | **Unit 1 Getting Started Day 4**  **Foundational Skills**  Phonics and Decoding   * /ar/ spelled ar; /er/ spelled er, ir, ur, ear; /or/ spelled or, ore * Blending * About the Words * Developing Oral Language * Dictation and Spelling * Fluency: Read a Decodable Story   **Reading and Responding**  Close Reading  Writer’s Craft   * Story Elements: Plot   Review Vocabulary  Fluency  **Language Arts**  **Writing**  Writing about the selection | **Unit 1 Getting Started Day 5**  **Foundational Skills**  Phonics and Decoding   * /sh spelled sh; /th/ spelled th; /ch/ spelled ch, ■tch; * Blending * About the Words * Developing Oral Language * Dictation and Spelling * Fluency: Read a Decodable Story   **Reading and Responding**  Social Studies Connection   * Text feature * Reading “The History of Ships” * Go Digital   **Language Arts**  **Writing**  Writing about the Social Studies Connection | |
| Small Groups | | Open Court Reading Intervention | Open Court Reading Intervention | Open Court Reading Intervention | Open Court Reading Intervention | Open Court Reading Intervention | |
| *After/Homework* | |  |  |  |  |  | |
| **Assessment (Formative):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** TestsGroup Activities Project Based Other: Fluency and Diagnostic Assessment

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