**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.
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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 |   | [x]  Other: Clues, Problems, and  Wonderings  |
|  [ ]  |  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:**

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?
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| ***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 Week1Review Sound Cards | Heggerty Phonics Week1Review Sound Cards | Heggerty Phonics Week1Review Sound Cards | Heggerty Phonics Week1Review Sound Cards | Heggerty Phonics Week1Review 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 BackgroundRead the Read AloudFluency 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 BackgroundPreview the SelectionRead the SelectionComprehension Strategy* Asking and Answering Questions

Discuss the Selection Develop VocabularyFluency**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 ReadingAccess Complex Text* Sequence

Practice VocabularyFluency**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 ReadingWriter’s Craft* Story Elements: Plot

Review VocabularyFluency**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):** [x] Class work [x] Notebook [x] Homework [ ] Quizzes [ ] Tests [x] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizze**s** [x] Tests[ ] Group Activities **[ ]** Project Based **[x]** Other: Fluency and Diagnostic Assessment

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