**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: October 14-18, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS: Standards** * R2, LF.PH.8.a, LF.PH.8.c, LF.FL.9, LF.FL.12, LF.PH.8.b, LF.PH.8.d, LF.PH.8.j, LF.WR.32.a, LF.WR.32.b, LF.WR.32.c, LF.FL.10, LF.VO.14.d, LF.PH.8.h, LF.WR.32.e
* R3, LF.CO.20, LF.CO.R.23.b, LF.CO.19.b, LF.CO.R.26.a, R1, LF.OL.1.a, LF.OL.2.a, LF.OL.S.4, LF.OL.S.5, LF.VO.R.16, LF.CO.R.24.a, LF.FL.10, LF.WR.W.39.a, R4, LF.CO.R.23.a, LF.CO.R.23.c
* R5, LF.WR.32.c, LF.WR.32.e, LF.VO.W.17, LF.WR.31, LF.OL.3, LF.CO.L.29, LF.WR.W.34, LF.WR.W.38, LF.PH.8.h, LF.PH.8.c
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| **Outcome(s)/Objective(s)/I can statement*** read words with /ō/ spelled oa\_ and \_ow.
* spell dictated words with /ō/ correctly.
* build oral language skills.
* build oral language skills.
* practice spelling words with /ō/ spelled oa\_ and \_ow.
* learn new high-frequency words.
* read a **Decodable Story**.
* build fluency.
* understand homophones.
* build oral language skills.
* build their oral language skills.
* read words with /ō/ spelled oa\_ and \_ow.
* understand homophones.
* build oral language skills.
* build fluency.
* learn and apply the comprehension strategies Making Connections, Summarizing, and Visualizing.
* read the entire selection.
* learn new vocabulary words.
* focus on reading with correct phrasing.
* learn and apply the comprehension strategies Making Connections, Summarizing, and Visualizing.
* read the entire selection.
* learn new vocabulary words.
* focus on reading with correct phrasing.
* finish reading “Tornadoes!”
* review the selection vocabulary words.
* focus on reading with automaticity.
* learn about conducting research on the Internet.
* read excerpts from “Tornadoes!” 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 social studies link.
* review the selection vocabulary words.
* review the comprehension strategies.
* review elements of accessing complex text.
* review writer's craft elements.
* build fluency.
* receive feedback about their drafts in writers’ conferences.
* learn about cause-and-effect signal words.
* revise the drafts of their informative/explanatory texts.
* learn about /ō/ spelling patterns and homophones.
* use proofreading marks and a checklist to edit their informative/explanatory texts.
* develop handwriting skills by practicing the formation of cursive letters h and f.
* create final copies of their informative/explanatory texts for publishing.
* evaluate their informative/explanatory texts based on writer’s goals.
* learn about types of sentences.
* review spelling words.
* review the steps of the writing process.
* review the purpose of writing to inform.
* choose a topic for their informative/explanatory text.
* review taking notes from a source.
* review types of sentences.
* complete a TREE diagram to plan their informative/explanatory texts.
* evaluate their TREE diagrams as good plans for writing.
* take the spelling assessment.
* review types of sentences.
* review the formation of small letters h and f.
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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:**

Precautions updraft funnel cloud demolish radar prepare classifications

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | **Columbus Day/****Professional Development** | How can weather impact your community?What are ways we can protect ourselves from weather we cannot control? | How can weather impact your community?What are ways we can protect ourselves from weather we cannot control? | How can weather impact your community?What are ways we can protect ourselves from weather we cannot control? | How can weather impact your community?What are ways we can protect ourselves from weather we cannot control? |
| ***Daily Objective(s)******I Can Statement***  |  | See Above Statements | See Above Statements | See Above Statements | See Above Statements |
| *Preview* *(Before)**Warm-up- Hook* |  | Heggerty Phonics Week 10Review Sound Cards | Heggerty Phonics Week 10Review Sound Cards | Heggerty Phonics Week 10Review Sound Cards | Heggerty Phonics Week 10Review Sound Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- |  | **Unit 2 Lesson 3 Day 1****Phonics and Decoding*** /ō/ spelled oa\_ and \_ow

**Build Background****Preview the Selection****Read the Selection****Comprehension Strategies*** **Making Connections**
* **Summarizing**
* **Visualizing**

**Discuss the Selection****Develop Vocabulary****Fluency****Writing*** Writing to Inform

**Spelling*** /ō/ spelled oa\_ and \_ow; Homophones
 | **Unit 2 Lesson 3 Day 2****Phonics and Decoding*** /ō/ spelled oa\_ and \_ow

Read Decodable Story* **Book 3, Story 14: More Bats**

**Close Reading****Access Complex Text*** Cause and Effect
* Sequence

**Writing****Fluency****Practice Vocabulary****Inquiry****Writing*** Writing to Inform

**Penmanship*** Cursive Lowercase h and f
 | **Unit 2 Lesson 3 Day 3****Word Analysis*** Homophones

**Access Complex Text*** Cause and Effect
* Sequence

**Text Connections****Fluency****Apply Vocabulary****Practice Comprehension****Fluency****Inquiry****Writing*** Writing to Inform

**Grammar, Usage, and Mechanics*** Types of Sentences

**Spelling*** /ō/ spelled oa\_ and \_ow; Homophones
 | **Unit 2 Lesson 3 Day 4/5****Word Analysis*** Homophones

**Close Reading****Writer’s Craft*** Author’s Purpose
* Text Features: Illustrations

**Look Closer****Fluency****Social Studies Connection****Extend Vocabulary****Inquiry****Writing*** Writing to Inform

**Grammar, Usage, and Mechanics*** Types of Sentences

**Weekly Assessment** |
|  Small Groups |  | Open Court Reading Intervention Unit 3 Lesson 2Day 2 AssignmentPage 49-50 | Open Court Reading Intervention Unit 3 Lesson 2Day 3 AssignmentPages 51-52 | Open Court Reading Intervention Unit 3 Lesson 2Day 4 AssignmentPage 53 | Open Court Reading Intervention Unit 3 Lesson 2Day 5 AssignmentPage 54 |
| *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: