**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. |

**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:**

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 10  Review Sound Cards | Heggerty Phonics Week 10  Review Sound Cards | Heggerty Phonics Week 10  Review Sound Cards | Heggerty Phonics Week 10  Review 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 2  Day 2 Assignment  Page 49-50 | Open Court Reading Intervention Unit 3 Lesson 2  Day 3 Assignment  Pages 51-52 | Open Court Reading Intervention Unit 3 Lesson 2  Day 4 Assignment  Page 53 | Open Court Reading Intervention Unit 3 Lesson 2  Day 5 Assignment  Page 54 | |
| *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: