**District Lesson Reading Plan**

Teacher: Yolanda Randolph Date: September 23-27, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:** * RF.3.3c; L.3.Ii; L.3.2e-f; L.3.4d; RL.3.1; RF.3.4a-c; L.3.4a; L.3.5c
* L.3.5b; RL.3.10; RL. 3.I; SL.3.Ia-d; L.3.4a; L.3.6; RF.3.4a-b; RL.3.3; L.3.5b; RL.3.5; RL.3.6; RL.3.7
* W.3.Ia-b; W.3.4; W.3.Ic; L.3.Ia; L.3.2e; L.3.Ii
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| **Outcome(s)/Objective(s)/I can statement:*** review words with /ā/ spelled a and a\_e, /ī/ spelled i and i\_e, and /ō/ spelled o and o\_e, as well as compound words.
* learn new high frequency words.
* read a Decodable Story.
* review words with /ē/ spelled e and e\_e and /ū/ spelled u and u\_e, plus antonyms and synonyms.
* review words with /j/ spelled ge and gi\_ and /s/ spelled ce, ci\_, and cy, as well as shades of meaning.
* review words with /ā/ spelled ai\_ and \_ay and /əl/ spelled \_le, \_el, \_al, and \_il, as well as regular plurals.
* build writing skills.
* build fluency.
* review words with /m/ spelled \_mb, /n/ spelled kn\_, /r/ spelled wr\_, /f/ spelled ph, and /w/ spelled wh\_, as well as irregular plurals.
* build writing skills.
* learn and apply the comprehension strategies Predicting, Asking Questions, and Clarifying.
* read the first half of the selection.
* focus on accuracy when reading fluently.
* read the second half of “The White Spider’s Gift.”
* reread “The White Spider’s Gift” while digging deeper into the text.
* read excerpts from “The White Spider’s Gift” to focus on writer’s craft.
* build fluency.
* learn new vocabulary words.
* answer questions to better understand the selection.
* review the selection vocabulary words.
* discuss the unit reading selections.
* discuss the unit theme.
* complete a culminating task.
* review linking/transition words.
* use a graphic organizer to begin planning their opinion writing.
* take the Unit 1 spelling assessment.
* review the writer’s goal for their opinion writing.
* revise and edit their opinion writing drafts.
* learn about /ā/ and /ǝl/ spelling patterns and regular plurals.
* receive feedback from peers about writing plans.
* set goals for opinion writing.
* begin drafting their opinion writing.
* review formation of cursive lowercase letters i, t, and l
* review goals for opinion writing.
* finish drafting their opinion writing.
* receive feedback in writers’ conference about their drafts and begin revising.
* finish revising their opinion writing draft.
* edit and publish their opinion writing.
* review the formation of cursive lowercase letters e, o, and a.
* publish their writing.
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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:** [ ]  Smart board [x]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [ ]  Computer Program: https://my.mheducation.com/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**PROCEDURAL CONTENT (application)**

**This Week’s Vocabulary:**

* integrity
* throughout
* toward
* distant
* assemble
* noble
* compete

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | * What makes somebody a good person?
* How does actions speak louder than words?
 | * What makes somebody a good person?
* How does actions speak louder than words?
 | * What makes somebody a good person?
* How does actions speak louder than words?
 | * What makes somebody a good person?
* How does actions speak louder than words?
 | * What makes somebody a good person?
* How does actions speak louder than words?
 |
| ***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 7Review Sound Cards | Heggerty Phonics Week 7Review Sound Cards | Heggerty Phonics Week 7Review Sound Cards | Heggerty Phonics Week 7Review Sound Cards | Heggerty Phonics Week 7Review Sound Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Unit 1 Lesson 6 Day 1****Phonics and Decoding*** Review Lesson 1 Sounds and Spelling

**Word Analysis*** Review Lesson 1 Concepts

**Reading a Decodable Story*** Book 2, Story 11

**Build Background****Preview the Selection****Read the Selection****Comprehension Strategies*** Asking and Answering Questions
* Clarifying
* Making, Revising, and Confirming Predictions

**Fluency****Inquiry****Writing*** Opinion Writing

**Spelling*** Unit 1 Review
 | **Unit 1 Lesson 6 Day 2****Phonics and Decoding*** Review Lesson 2 Sounds and Spelling

**Word Analysis*** Review Lesson 2 Concepts

**Fluency****Read the Selection****Comprehension Strategies*** Asking and Answering Questions
* Clarifying
* Making, Revising, and Confirming Predictions

**Discuss the Selection****Develop Vocabulary****Fluency****Writing*** Opinion Writing

**Penmanship*** Cursive Letters i, t, and l
 | **Unit 1 Lesson 6 Day 3****Phonics and Decoding*** Review Lesson 3 Sounds and Spelling

**Word Analysis*** Review Lesson 3 Concepts

**Fluency****Close Reading****Access Complex Text*** Cause and Effect
* Compare and Contrast
* Making Inferences

**Writing****Text Connections****Apply Vocabulary****Practice Comprehension****Fluency****Practice Vocabulary****Writing*** Opinion Writing

**Grammar, Usage, and Mechanics*** Unit 1 Review
 | **Unit 1 Lesson 6 Day 4****Phonics and Decoding*** Review Lesson 4 Sounds and Spelling

**Word Analysis*** Review Lesson 4 Concepts

**Fluency****Close Reading****Writer’s Craft*** Genre Knowledge
* Story Elements: Character and Plot

**Look Closer****Fluency****Social Studies Connection****Apply Vocabulary****Inquiry****Writing*** Opinion Writing

**Grammar, Usage, and Mechanics*** Cursive Letters e, a, and o
 | **Unit 1 Lesson 6 Day 5****Phonics and Decoding*** Review Lesson 5 Sounds and Spelling

**Word Analysis*** Review Lesson 5 Concepts

**Theme Wrap-Up****Writing*** Opinion Writing

**Weekly and Unit 1Assessments** |
|  Small Groups | Open Court Reading Intervention Unit 1 Lesson 6Day 1 AssignmentPage 31 | Open Court Reading Intervention Unit 1 Lesson 6Day 2 AssignmentPage 32 | Open Court Reading Intervention Unit 1 Lesson 6Day 3 AssignmentPages 33-34 | Open Court Reading Intervention Unit 1 Lesson 6Day 4 AssignmentPage 35 | Open Court Reading Intervention Unit 1 Lesson 6Day 5 AssignmentPage 36 |
| *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: