**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. |

**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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**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 7  Review Sound Cards | Heggerty Phonics Week 7  Review Sound Cards | Heggerty Phonics Week 7  Review Sound Cards | Heggerty Phonics Week 7  Review Sound Cards | Heggerty Phonics Week 7  Review 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 6  Day 1 Assignment  Page 31 | Open Court Reading Intervention Unit 1 Lesson 6  Day 2 Assignment  Page 32 | Open Court Reading Intervention Unit 1 Lesson 6  Day 3 Assignment  Pages 33-34 | Open Court Reading Intervention Unit 1 Lesson 6  Day 4 Assignment  Page 35 | Open Court Reading Intervention Unit 1 Lesson 6  Day 5 Assignment  Page 36 | |
| *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: