

## District Lesson Plan Template

Teacher: Ms. A.Johnson

Date: May 12-16, 2025

Subject: ELA

Period:

First

### Alabama CCRS/COS: Standards

K.9g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.

K.10c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.

### Outcome(s)/Objective(s)/I can statement

Students will blend three letter words (CVC).

Students will listen to and discuss "My Colors, My World" and "Purple, Orange, Green, and Dan" and "Color".

### ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:

- |                                     |                                            |                                                             |                                             |                                                |                                                        |
|-------------------------------------|--------------------------------------------|-------------------------------------------------------------|---------------------------------------------|------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> KWL        | <input type="checkbox"/> Word Splash       | <input type="checkbox"/> Anticipation Guide                 | <input type="checkbox"/> Lecture            | <input type="checkbox"/> Graphic Organizer/VLT | <input checked="" type="checkbox"/> Poem, Rhymes, etc. |
| <input type="checkbox"/> Survey     | <input type="checkbox"/> Possible Sentence | <input checked="" type="checkbox"/> Think-Pair-Share        | <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Pictograph            | <input type="checkbox"/> Acronyms/Word                 |
| <input type="checkbox"/> First Word | <input type="checkbox"/> Concept Map       | <input type="checkbox"/> Vocabulary Overview                | <input type="checkbox"/> Model              | <input type="checkbox"/> Diagram               | <input type="checkbox"/> Other: _____                  |
| <input type="checkbox"/> Word Map   | <input type="checkbox"/> Frayer Model      | <input type="checkbox"/> Daily Language Practice (DLP)_____ | <input type="checkbox"/> Hands-on           | <input type="checkbox"/> Mind Map/Visual Guide |                                                        |

### Engagement Strategies:

- |                                                                |                                             |                                                     |                                       |
|----------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> - Collaborative Group Work | <input type="checkbox"/> - Writing to Learn | <input type="checkbox"/> - Literacy Groups          | <input type="checkbox"/> Other:_____  |
| <input type="checkbox"/> - Questioning Techniques              | <input type="checkbox"/> - Scaffolding Text | <input checked="" type="checkbox"/> -Classroom Talk | <input type="checkbox"/> - T.W.I.R.L. |

**Technology Integration:** ☒ Smart board   ☐ Document Camera   ☐ IPADS   ☐ Macbooks   ☐ Computers   ☐ Kindles   ☐ Interactive Tablets   ☐ Digital/ Video Camera   ☐ Clickers   ☐ ACCESS   ☐ Computer Program:\_\_\_\_\_   ☐ Other:\_\_\_\_\_

### This Week's Vocabulary:

extra, shade, wide, world, ripe

### PROCEDURAL CONTENT (application)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Essential Question</b>	What colors do you see?	What colors do you see?	What colors do you see?	What colors do you see?	What colors do you see?
<b>Daily Objective(s) I Can Statement</b>	I can blend three letter words.	I can blend three letter words.	I can blend three letter words.	I can blend three letter words.	I can blend three letter words.
<b>Preview (Before) Warm-up- Hook</b>	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness
<b>Instruction (During)</b> I Do- We Do- Y'all Do- You Do-	Build Background Explicit Vocabulary Instruction Read and Discuss the Selection	Review Explicit Vocabulary Instruction Read and Discuss the Selection	Review Explicit Vocabulary Instruction Read and Discuss the Selection	Review Explicit Vocabulary Instruction Read and Discuss the Selection	Review Weekly Assessment
Small Groups	Teacher Table Skills Fluency Decoding Word Work	Teacher Table Skills Fluency Decoding Word Work	Teacher Table Skills Fluency Decoding Word Work	Teacher Table Skills Fluency Decoding Word Work	Teacher Table Skills Fluency Decoding Word Work
<b>After/Homework</b>	Practice writing name and alphabets	Practice writing name and alphabets	Practice writing name and alphabets	Practice writing name and alphabets	Practice writing name and alphabets

**Assessment (Formative):** ☒ Class work ☐ Notebook ☒ Homework ☐ quizzes ☐ Tests ☐ Computer activities ☐ Collaborative work ☐ Project/ Other:

**Assessment (Summative):** ☐ Quizzes ☐ Tests ☒ Group activities ☐ Project based ☐ Other:

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

