

## District Lesson Plan Template

Teacher: Ms. A.Johnson

Date: February 10-14, 2025

Subject: ELA

Period:

First

### Alabama CCRS/COS: Standards

K.9f. Identify the initial, final, and medial sounds of spoken words.

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

K.10a. Produce the most frequently sound(s) for each consonant, including x and q, which have two phonemes (sounds). Ex: x=/ks/ and q=/kw/

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

Students will recognize the letters and sounds Ee and Qq.

Students will listen to and discuss "What Plants Need" and "Jack and the Beanstalk".

### 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:

needs, exhibit, olives, fig, lessons, bramble, wetland, area

### PROCEDURAL CONTENT (application)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Essential Question</b>	What do plants need to grow?	What do plants need to grow?	What do plants need to grow?	What do plants need to grow?	What do plants need to grow?
<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 Preview the Poem Read the Poem Comprehension Strategy Close Reading: Writer's Craft Discuss the Poem Develop Vocabulary	Build Background Preview the Selection Read the Selection Comprehension Strategies Print and Book Awareness Discuss the Selection Develop Vocabulary	Practice Vocabulary Close Reading Writer's Craft Access Complex Text Develop Vocabulary	Practice Vocabulary Build Background Preview the Poem Read the Poem Comprehension Strategy Close Reading: Writer's Craft Discuss the Poem Develop Vocabulary	Practice Vocabulary Review Big Book Comprehension Strategies Access Complex Text Writer's Craft Inquiry Concept/Question Board
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:

