

Ransom Reader

Is it Hot?

Content and teacher activity	Student activity	Learning materials and resources	Time	Formative assessment	Content and teacher activity
How are you explaining and demonstrating the topic? (The teaching strategies/ methodology selected)	What are the students doing to understand the topic?	What resources will you use that will support the teaching and learning activities?		How do you plan to assess learning as it is happening?	How are you explaining and demonstrating the topic? (The teaching strategies/ methodology selected)
Week 1 - Day 1: Introduction & Exploring the Cover	Show the cover of the book <i>It's Hot!</i> . Discuss the title and that it's non-fiction. Ask what students think makes something "hot." Explain the difference between fiction and non-fiction.	Students observe the cover and share ideas about hot things. They try to explain fiction vs. non-fiction.	20 min	Book cover of <i>It's Hot!</i> , flashcards with "fiction" and "non-fiction"	Observe students' responses and ideas about "hot" and fiction/non-fiction.
Week 1 - Day 2: Phonics Recap (j, w, x, y, qu)	Recap phonics for letters j, w, x, y, qu. Show flashcards with pictures (e.g., <i>jacket</i> , <i>water</i>). Practice blending sounds to make words.	Students blend sounds to read simple words from the book (e.g., <i>Jamal</i> , <i>jacket</i>).	20 min	Phonics flashcards for j, w, x, y, qu	Listen for correct sound recognition and blending by students.
Week 1 - Day 3: Vocabulary Introduction	Introduce new vocabulary (<i>liquid</i> , <i>jet</i> , <i>max</i>). Show pictures or objects to explain the meaning of each word. Ask students to say the words and use them in a	Students interact with objects or pictures representing the vocabulary and use the words in simple sentences.	20 min	Pictures or objects (cup of water for <i>liquid</i> , water stream for <i>jet</i>)	Observe students' use of vocabulary in context.

	sentence.				
Week 1 - Day 4: Independent Reading (Page 1-3)	Ask students to read the first three pages independently. Monitor their reading behaviors and provide support as needed.	Students read independently, focusing on segmenting and blending sounds.	20 min	Book: <i>It's Hot!</i>	Assess students' ability to read and decode words independently.
Week 1 - Day 5: Fluency Practice (Page 4-5)	Model fluent reading of pages 4-5. Emphasize expression. Then, ask students to read the passage with expression.	Students read the passage with expression, trying to mirror the teacher's fluency.	20 min	Book: <i>It's Hot!</i>	Observe reading fluency and expression. Provide corrective feedback as needed.
Week 2 - Day 6: Revisiting Phonics	Revisit any letters or sounds that students struggled with during the first week. Practice decoding similar words with those sounds.	Students decode words with the same sounds (e.g., <i>Jamal, jacket, yes</i>).	20 min	Phonics flashcards	Listen for progress in phonics decoding and support struggling students.
Week 2 - Day 7: Comprehension Questions (Page 1-3)	Ask comprehension questions: Who has a pan? Why will the pan get hot? Use pictures from the book to support answers.	Students answer questions and use the pictures to explain their answers.	20 min	Book: <i>It's Hot!</i> , pictures from pages 1-3	Check understanding through students' answers and explanations.
Week 2 - Day 8: Discussion on Heat Safety	Lead a discussion on why some things get hot. Ask: Why do we wear sunglasses when it's sunny? Why shouldn't we look directly at the sun?	Students participate in the discussion, sharing what they know about heat safety.	20 min	Visuals (sunglasses, sun), safety-related pictures	Assess students' understanding of heat safety through their responses.
Week 2 - Day 9: Reading Practice (Page 6-7)	Ask students to read pages 6-7 in pairs. Monitor their segmenting and blending,	Students read in pairs, helping each other sound out words.	20 min	Book: <i>It's Hot!</i>	Observe student collaboration and reading strategies.

	providing support where needed.				
Week 2 - Day 10: Vocabulary Review & Game	Review the vocabulary (<i>liquid, jet, max</i>) with a matching game. Have students match the word to the correct picture.	Students participate in a vocabulary matching game.	20 min	Word cards, matching pictures	Assess vocabulary retention through the matching game.