**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: February 17-21, 2025 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:** 23. Identify and use text features in informational passages to locate information. Examples: headings, photographs, illustrations, labels, charts, graphs, and legends.25. Identify statements in informational texts as facts or opinions. a. use prior knowledge and/or details from the text to distinguish fact from opinion. |

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| **Outcome(s)/Objective(s)/I can statement:*** use text features to locate ideas, facts, and supporting details.
* identify captions, bold print, subheads, indexes, graphs, maps, glossaries, and illustrations by naming them within a text.
* differentiate between a fact and an opinion in a text.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [x]  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:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  Computer Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

tame fragrant mussel cling level

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Weather Day | * What is a habitat?
 | * How do animals interact with their environments?
 | * What could happen when an animal moves to a different habitat?
 | * How might your habitat be affected if something new was introduced?
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| ***Daily Objective(s)******I Can Statement***  |  | * I can use text features to locate ideas, facts, and supporting details.
 | * I can differentiate between a fact and an opinion in a text.
 | * I can identify captions, bold print, subheads, indexes, graphs, maps, glossaries, and illustrations by naming them within a text.
 | * I can identify captions, bold print, subheads, indexes, graphs, maps, glossaries, and illustrations by naming them within a text.
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| *Preview* *(Before)**Warm-up- Hook* |  | Heggerty Phonics – Week 26Review Sound/Spelling Cards | Heggerty Phonics – Week 26Review Sound/Spelling Cards | Heggerty Phonics – Week 26Review Sound/Spelling Cards | Heggerty Phonics – Week 26Review Sound/Spelling Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- |  | **Identify Text Structure:**Informational texts are stories about real people, animals, places, or events that contain facts.**Select Vocabulary:**Introduce all selected vocabulary using the ***Introduce Word*** routine.**Identify Challenging Language:**Phrase: “Invasive species slip into its new home without anyone noticing” – means these animals are unknowingly brought to a new area and no one notices. Page 93 Student Anthology Book 2**Text to Read:**Ecosystem Invaders**Skill:**Complete a text feature scavenger hunt using “Ecosystem Invaders”. | **Identify Text Structure:**Informational texts are stories about real people, animals, places, or events that contain facts.**Select Vocabulary:**Review words asking students to read and complete a sentence.**Identify Challenging Language:****Text to Read:**Ecosystem Invaders**Skill:**Students will write a short informational paragraph using information from one of the text features from “Ecosystem Invaders”. | **Identify Text Structure:**Informational texts are stories about real people, animals, places, or events that contain facts.**Select Vocabulary:**Discuss the multiple meaning of ***fragrant***. Complete a word web with students.**Identify Challenging Language:**Phrase: “Feral pigs were brought to the U.S. on purpose.” The word feral means wild. Page 98 Student Anthology Book 2**Text to Read:**Ecosystem Invaders**Skill:**Identify facts found in “Ecosystem Invaders” (graphic organizer). | **Identify Text Structure:**Informational texts are stories about real people, animals, places, or events that contain facts.**Select Vocabulary:**Students choose 2-3 words to complete a 4-sqaure graphic organizer.**Identify Challenging Language:****Text to Read:**Ecosystem Invaders**Skill:**Identify opinions found in “Ecosystem Invaders”(graphic organizer). |
|  Small Groups |  | Text Feature Activity | Text Feature Activity | Fact and Opinion Activity | Fact and Opinion Activity |
| *After/Homework* |  | Text Features | Text Features | Facts and Opinions | Facts and Opinions |
| **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: