**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. |

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  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? | |
| ***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. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | |  | Heggerty Phonics – Week 26  Review Sound/Spelling Cards | Heggerty Phonics – Week 26  Review Sound/Spelling Cards | Heggerty Phonics – Week 26  Review Sound/Spelling Cards | Heggerty Phonics – Week 26  Review 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):** 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: