**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: February 10-14, 2025 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:** 22. Describe literary elements within a story, including setting, plot, characters, and themes.  d. Compare and contrast the themes, settings, and plots from two texts. |

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| **Outcome(s)/Objective(s)/I can statement:*** identify the theme of the text. Use textual evidence to explain how the compare-and-contrast text structure contributes to the meaning of a text.
* identify the setting and plot of the text.
* compare and contrast the theme of two texts.
* compare and contrast the settings and plots of two texts.
* read and understand the text.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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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:**

Opportunity plodded arrangement steadily satisfaction panted

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | * Have you ever won a race even though you were slower than the other person?
* How did that happen?
 | * Do you think you are fast like the hare or steady like the tortoise?
* Tell your partner why you think so.
 | * Have you ever visited a cousin that lives in another town or city?
 | * Would you rather live in the city or country? Why?
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| ***Daily Objective(s)******I Can Statement***  | * I can identify the theme of the text.
 | * I can identify the setting and plot of the text.
 | * I can compare and contrast the theme of two texts.
 | * I can compare and contrast the settings and plots of two texts.
 | * I can read and understand the text.
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| *Preview* *(Before)**Warm-up- Hook* | Heggerty Phonics – Week 25Review Sound/Spelling Cards | Heggerty Phonics – Week 25Review Sound/Spelling Cards | Heggerty Phonics – Week 25Review Sound/Spelling Cards | Heggerty Phonics – Week 25Review Sound/Spelling Cards | Heggerty Phonics – Week 25Review Sound/Spelling Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Identify Text Structure:**Fables are short stories that typically feature animals as characters and convey a moral lesson.**Select Vocabulary:**Introduce all selected vocabulary using the ***Introduce Word*** routine.**Identify Challenging Language:**Phrase: “the grass would grow over you” – means going so slow that the grass would grow and cover you up.**Text to Read:**The Hare and the Tortoise**Skill:**Complete the theme section of T-Chart for The Hare and the TortoiseTheme is the central message or the lesson the author wants to tell throughout the story. | **Identify Text Structure:**Fables are short stories that typically feature animals as characters and convey a moral lesson.**Select Vocabulary:**Review words asking students to read and complete a sentence.**Identify Challenging Language:****Text to Read:**The Hare and the Tortoise**Skill:**Complete the setting and plot sections of T-Chart for The Hare and the TortoiseSetting is when and where the story takes place. Plot is the events that occur at the beginning, middle, and end of the story. | **Identify Text Structure:**Fables are short stories that typically feature animals as characters and convey a moral lesson.**Select Vocabulary:**Discuss the multiple meaning of ***arrangement***. Complete a word web with students.**Identify Challenging Language:**Phrase: “The finest foods are at my fingertips.” Page 19 Student Anthology Book 2**Text to Read:**City Mouse, Country Mouse**Skill:**Complete the theme section T-Chart of City Mouse, Country MouseCompare the theme of the two texts. | **Identify Text Structure:**Fables are short stories that typically feature animals as characters and convey a moral lesson.**Select Vocabulary:**Students choose 2-3 words to complete a 4-sqaure graphic organizer.**Identify Challenging Language:****Text to Read:**City Mouse, Country Mouse**Skill:**Complete the setting and plot sections T-Chart of City Mouse, Country MouseCompare the setting and plot of the two texts. | **Identify Text Structure:**Fables are short stories that typically feature animals as characters and convey a moral lesson.**Select Vocabulary:**Review all vocabulary words. ***Assessment*****Identify Challenging Language:**Review**Text to Read:**Review/Assessment**Skill:**Review |
|  Small Groups | Comparing and contrasting the theme, setting, and plot of “The Three Little Pigs” and “The True Story of the Three Little Pigs” | Comparing and contrasting the theme, setting, and plot of “The Three Little Pigs” and “The True Story of the Three Little Pigs” | Comparing and contrasting the theme, setting, and plot of “The Three Little Pigs” and “The True Story of the Three Little Pigs” | Comparing and contrasting the theme, setting, and plot of “The Three Little Pigs” and “The True Story of the Three Little Pigs” | Comparing and contrasting the theme, setting, and plot of “The Three Little Pigs” and “The True Story of the Three Little Pigs” |
| *After/Homework* | Comparing and Contrasting Themes, Plots, and Settings | Comparing and Contrasting Themes, Plots, and Settings | Comparing and Contrasting Themes, Plots, and Settings | Comparing and Contrasting Themes, Plots, and Settings | Comparing and Contrasting Themes, Plots, and Settings |
| **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: