**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. |

**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:**

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? |  | |
| ***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. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty Phonics – Week 25  Review Sound/Spelling Cards | Heggerty Phonics – Week 25  Review Sound/Spelling Cards | Heggerty Phonics – Week 25  Review Sound/Spelling Cards | Heggerty Phonics – Week 25  Review Sound/Spelling Cards | Heggerty Phonics – Week 25  Review 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 Tortoise  Theme 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 Tortoise  Setting 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 Mouse  Compare 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 Mouse  Compare 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):** 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: