**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: February 03-07, 2025 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:**  19. Determine the explicit or implied main idea and supporting details of a text.  a. Explain how supporting details contribute to the main idea, using textual evidence.  24. Identify the text structures within literary and informational texts.  a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence. |

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| **Outcome(s)/Objective(s)/I can statement:**   * Use textual evidence to explain how the supporting details of a text contribute to the main idea. * Use textual evidence to explain how the compare-and-contrast text structure contributes to the meaning of a text. * Use textual evidence to explain how the problem-and-solution text structure contributes to the meaning of 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:**

Main idea supporting details textual evidence compare-and-contrast text structures problem-and-solution text structures

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * What is textual evidence? * How do you use textual evidence to explain how supporting details contribute to the main idea? * How the compare-and-contrast text structure contributes to the meaning of a text? * How do you use textual evidence to explain how the problem-and-solution text structure contributes to the meaning of a text? | * What is textual evidence? * How do you use textual evidence to explain how supporting details contribute to the main idea? | * What is textual evidence? * How do you use textual evidence to explain how supporting details contribute to the main idea? | * How the compare-and-contrast text structure contributes to the meaning of a text? * How do you use textual evidence to explain how the problem-and-solution text structure contributes to the meaning of a text? | * How the compare-and-contrast text structure contributes to the meaning of a text? * How do you use textual evidence to explain how the problem-and-solution text structure contributes to the meaning of a text? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | * I can use textual evidence to explain how the supporting details of a text contribute to the main idea. * I can use textual evidence to explain how the compare-and-contrast text structure contributes to the meaning of a text. * I can use textual evidence to explain how the problem-and-solution text structure contributes to the meaning of a text. | * I can use textual evidence to explain how the supporting details of a text contribute to the main idea. | * I can use textual evidence to explain how the supporting details of a text contribute to the main idea. | * I can use textual evidence to explain how the compare-and-contrast text structure contributes to the meaning of a text. * I can use textual evidence to explain how the problem-and-solution text structure contributes to the meaning of a text. | * I can use textual evidence to explain how the compare-and-contrast text structure contributes to the meaning of a text. * I can use textual evidence to explain how the problem-and-solution text structure contributes to the meaning of a text. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty Phonics – Week 24  Review Sound/Spelling Cards | Heggerty Phonics – Week 24  Review Sound/Spelling Cards | Heggerty Phonics – Week 24  Review Sound/Spelling Cards | Heggerty Phonics – Week 24  Review Sound/Spelling Cards | Heggerty Phonics – Week 24  Review Sound/Spelling Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Standard 19a**  ACAP Instructional Supports – pages 31-32 or pages 33-37 from February 15, 2022 edition  Introduce  <https://www.flocabulary.com/unit/five-ws/>  Practice -  **Standard 24a**  ACAP Instructional Supports – pages 37-38 or pages 54-56 from February 15, 2022 edition  Introduce  <https://www.flocabulary.com/unit/text-structure/>  Practice | **Standard 19a**  ACAP Instructional Supports – pages 31-32 or pages 33-37 from February 15, 2022 edition  Lesson:  Discuss asking and answering questions as an important comprehension strategy.  Introduce the anchor chart: Asking Questions About the Text (page 34 ACAP Instructional Support February 15, 2022)  Practice:  Asking questions with “Einstein Anderson and the Mighty Ants”   * Student Anthology Book 2, pp. 52-63 * Complete chart using explicit text evidence | **Standard 19a**  ACAP Instructional Supports – pages 31-32 or pages 33-37 from February 15, 2022 edition  Lesson:  Review asking and answering questions  Practice:  Asking questions with “Einstein Anderson and the Mighty Ants”   * Student Anthology Book 2, pp. 52-63 * Complete chart using explicit text evidence | **Standard 24a**  ACAP Instructional Supports – pages 39-40 or pages 54-56 from February 15, 2022 edition  Lesson:  Compare and Contrast  Practice:  Compare and contrast regular ants to giant ants using “Einstein Anderson and the Mighty Ants”   * Student Anthology Book 2, pp. 52-63 * Complete Venn Diagram using explicit text evidence | **Standard 24a**  ACAP Instructional Supports – pages 39-40 or pages 54-56 from February 15, 2022 edition  Lesson:  Problem and Solution    Practice:  Discuss problem and solution using “Einstein Anderson and the Mighty Ants”   * Student Anthology Book 2, pp. 52-63 * Complete problem and solution chart using explicit text evidence | |
| Small Groups | | Text Structure Reading Passage Problem and Solution Graphic Organizer   * Read the passage. Then, complete the answering questions portion. | Text Structure Reading Passage Problem and Solution Graphic Organizer   * Read the passage. Then, complete the answering questions portion. | Text Structure Reading Passage Problem and Solution Graphic Organizer   * Read the passage. Then, complete the answering questions portion. | Text Structure Reading Passage Problem and Solution Graphic Organizer   * Reread the passage. Then, complete the problem and solution portion. | Text Structure Reading Passage Problem and Solution Graphic Organizer   * Reread the passage. Then, complete the problem and solution portion. | |
| *After/Homework* | | Asking and Answering Questions | Asking and Answering Questions | Asking and Answering Questions | Text Features - Compare and contrast | Text Features – Problem and solution | |
| **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: