**District ELA Lesson Plan**

Teacher: ROBINSON/HALL Date: April 28-MAY 2, 2025 Subject: Reading Period: First-Second

 NOTE: I-READY REVIEW

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| Alabama CCRS/COS Standards**PHONICS**Standard1. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

**VOCABULARY**10.Interpret words and phrases, including figurative language, as they are used in a text.**COMPREHENSION**23. Evaluate how text features and structures contribute to the meaning of an informationaltext.a. Identify and describe the structures within a text, including description, comparison andcontrast, sequence, problem and solution, and cause and effect.b. Interpret information from text features in both print and digital formats.**WRITING**33. Use research to produce clear and coherent writing in which the development andorganization are appropriate to task, purpose, and audience.  |

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| Outcome(s)/Objective(s)/I can statement:I CAN . . . . . . .**PHONICS**• Identify syllable types, including open, closed, vowel-consonant-e, r-controlled, vowelteam (including diphthongs), consonant-le, and “leftovers” including odd and schwasyllables in words.**VOCABULARY*** Explain how specific word choices shape meaning or tone.

**COMREHENSION*** demonstrate comprehension by evaluating how text

features and structures contribute to the meaning of a text.* demonstrate comprehension by identifying and

describing the text structures.* demonstrate comprehension by interpreting

information from text features in both print and digital formats.**WRITING*** Introduce a research topic clearly and group related ideas.
* Integrate and cite evidence to present research findings in written form.
* Paraphrase portions of texts or information presented in diverse media and formats.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  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: https://my.mheducation.com/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

phoneme, grapheme, syllable, syllable type, morpheme, free morpheme, bound morpheme, affix, root, morphological structure, context, isolation, multisyllabic, derivational affix, inflectional affix

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | * How can identifying the text structure and analyzing the use of text features assist in summarizing the main ideas and supporting details of the text?
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| ***Daily Objective(s)******I Can Statement***  | See Above Statements | See Above Statements | See Above Statements | See Above Statements | See Above Statements |
| *Preview* *(Before)**Warm-up- Hook* | I-READY READINGAND MYON READING | I-READY READINGAND MYON READING | I-READY READINGAND MYON READING | I-READY READINGAND MYON READING | I-READY READINGAND MYON READING |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | * **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.**
* **PRACTICE STANDARD**
 | * **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.**
* **PRACTICE STANDARD**
 | * **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.**
* **PRACTICE STANDARD**
 | **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.****PRACTICE STANDARD** | **INTRODUCE AND DISCUSS STANDARDS FOR THE WEEK.****PRACTICE STANDARD** |
|  Small Groups | CLASSROOM CENTERS WITH STANDARDS PRACTICE | CLASSROOM CENTERS WITH STANDARDS PRACTICE | CLASSROOM CENTERS WITH STANDARDS PRACTICE | CLASSROOM CENTERS WITH STANDARDS PRACTICE | CLASSROOM CENTERS WITH STANDARDS PRACTICE |
| *After/Homework* |  |  |  |  |  |
| **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: