**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: April 14-18, 2025 Subject: Reading Period: First-Second

|  |
| --- |
| **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.  b. Recount or summarize the key ideas from the text.   * 15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.  1. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.  * 13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.  1. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.  * 24. Identify the text structures within literary and informational texts.  1. 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. |

|  |
| --- |
| **Outcome(s)/Objective(s)/I can statement:**   * I can use meaningful word parts as clues to unfamiliar words, including base words, roots, and affixes. * I can use text- evidence to explain how supporting details add to the main idea. * I can recount and summarize key ideas from the text. * I can use grade-level vocabulary to gain the meaning of words in the text. * I can identify compare and contrast text structures within literary and informational texts. |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | |  |  |
|  | 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 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
| **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: https://my.mheducation.com/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

checks and balances fairly interpret current process debate proposed

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | What could happen if one person had too much power in the government?  Who tells our government what to do? How? | What could happen if one person had too much power in the government?  Who tells our government what to do? How? | What could happen if one person had too much power in the government?  Who tells our government what to do? How? | What could happen if one person had too much power in the government?  Who tells our government what to do? How? | What could happen if one person had too much power in the government?  Who tells our government what to do? How? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | I can use meaningful word parts as clues to unfamiliar words, including base words, roots, and affixes.  I can use text- evidence to explain how supporting details add to the main idea.  I can recount and summarize key ideas from the text.  I can use grade-level vocabulary to gain the meaning of words in the text.  I can identify, compare, and contrast text structures within literary and informational texts. | I can use meaningful word parts as clues to unfamiliar words, including base words, roots, and affixes.  I can use text- evidence to explain how supporting details add to the main idea.  I can recount and summarize key ideas from the text.  I can use grade-level vocabulary to gain the meaning of words in the text.  I can identify, compare, and contrast text structures within literary and informational texts. | I can use meaningful word parts as clues to unfamiliar words, including base words, roots, and affixes.  I can use text- evidence to explain how supporting details add to the main idea.  I can recount and summarize key ideas from the text.  I can use grade-level vocabulary to gain the meaning of words in the text.  I can identify, compare, and contrast text structures within literary and informational texts. | I can use meaningful word parts as clues to unfamiliar words, including base words, roots, and affixes.  I can use text- evidence to explain how supporting details add to the main idea.  I can recount and summarize key ideas from the text.  I can use grade-level vocabulary to gain the meaning of words in the text.  I can identify, compare, and contrast text structures within literary and informational texts. | I can use meaningful word parts as clues to unfamiliar words, including base words, roots, and affixes.  I can use text- evidence to explain how supporting details add to the main idea.  I can recount and summarize key ideas from the text.  I can use grade-level vocabulary to gain the meaning of words in the text.  I can identify, compare, and contrast text structures within literary and informational texts. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty Phonics – Week 32  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 32  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 32  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 32  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 32  Review Open Court Sound/Spelling Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Unit 5 Lesson 3 Day 1**  **Word Analysis**   * Number Prefixes uni-, bi-, tri-, and multi- (Refer to Explicit Phonics Lesson Plan)   **Build Background**  **Preview the Selection**  **Read the Selection**  **Comprehension Strategies**   * Asking and Answering Questions * Summarizing   **Discuss the Selection**  **Develop Vocabulary Close Reading**  **Fluency**  **Writing**   * Response to Nonfiction   **Spelling**   * Number Prefixes (uni-, bi-, tri-, and multi-) and Location Prefixes (mid-, sub-, trans-, and inter-) | **Unit 5 Lesson 3 Day 2**  **Word Analysis**   * Number Prefixes uni-, bi-, tri-, and multi- (Refer to Explicit Phonics Lesson Plan)   **Close Reading**  **Access Complex Text**   * Classify and Categorize * Compare and Contrast   **Fluency**  **Practice Vocabulary**  **Inquiry**  **Writing**   * Response to Nonfiction   **Penmanship**   * Cursive Letters S, G, N, M, P and R | **Unit 5 Lesson 3 Day 3**  **Word Analysis**   * Location Prefixes mid-, sub-, trans-, and inter- (Refer to Explicit Phonics Lesson Plan)   **Access Complex Text**   * Compare and Contrast   **Writing**  **Build Background**  **Read the Text**  **Theme Connection**  **Fluency**  **Text Connections**  **Apply Vocabulary**  **Practice Comprehension**  **Fluency**  **Inquiry**  **Writing**   * Response to Nonfiction   **Grammar, Usage, and Mechanics**   * Verb to be and Irregular Verbs   **Spelling**  Number Prefixes (uni-, bi-, tri-, and multi-) and Location Prefixes (mid-, sub-, trans-, and inter-) | **Unit 5 Lesson 3 Day 4**  **Word Analysis**   * Location Prefixes mid-, sub-, trans-, and inter- (Refer to Explicit Phonics Lesson Plan)   **Close Reading**  **Writer’s Craft**   * Genre Knowledge * Language Use: Domain-Specific Words   **Look Closer**  **Fluency**  **Social Studies Connection**  **Extend Vocabulary**  **Inquiry**  **Writing**   * Business Letter   **Grammar, Usage, and Mechanics**   * Verb to be and Irregular Verbs | **Unit 5 Lesson 3 Day 5**  **Word Analysis**   * Review Number Prefixes uni-, bi-, tri-, and multi-; Location Prefixes mid-, sub-, trans-, and inter- (Refer to Explicit Phonics Lesson Plan)   **Review Vocabulary**  **Comprehension Strategy**  **Access Complex Text**  **Writer’s Craft**  **Fluency**  **Writing**   * Business Letter   **Spelling**   * Number Prefixes (uni-, bi-, tri-, and multi-) and Location Prefixes (mid-, sub-, trans-, and inter-)   **Grammar, Usage, and Mechanics**   * Verb to be and Irregular Verbs   **Penmanship**   * Cursive Letters S, G, N, M, P and R   **\*Weekly Assessments** | |
| Small Groups | | Open Court Reading Intervention Unit 5 Lesson 3  Day 1 Assignment  Page 157 | Open Court Reading Intervention Unit 5 Lesson 3  Day 2 Assignment  Page 158 | Open Court Reading Intervention Unit 5 Lesson 3  Day 3 Assignment  Page 159-160 | Open Court Reading Intervention Unit 5 Lesson 3  Day 4 Assignment  Page 161 | Open Court Reading Intervention  Unit 5 Lesson 3  Day 5 Assignment  Page 162 | |
| *After/Homework* | |  |  |  |  |  | |
| **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: