**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: February 24-28, 2025 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:** 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:*** Place events within a story in sequential order.
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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:**

strange scoop vast undercoat ominous

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | * Where are Alaska and Panama located?
 | * Why do animals migrate?
 | * How do different animals deal with weather changes in their habitat?
 | * Why do animals prefer particular habitats?
 | * How do animals interact with their environments?
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| ***Daily Objective(s)******I Can Statement***  | * I can place the events in the story in sequential order.
 | * I can place the events in the story in sequential order.
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 | * I can place the events in the story in sequential order.
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| *Preview* *(Before)**Warm-up- Hook* | Heggerty Phonics – Week 27Review Sound/Spelling Cards | Heggerty Phonics – Week 27Review Sound/Spelling Cards | Heggerty Phonics – Week 27Review Sound/Spelling Cards | Heggerty Phonics – Week 27Review Sound/Spelling Cards | Heggerty Phonics – Week 27Review Sound/Spelling Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Identify Text Structure:**Fantasy texts are stories about people, animals, or objects that are able to do things that they cannot do in the real world.**Select Vocabulary:**Introduce all selected vocabulary using the ***Introduce Word*** routine.**Identify Challenging Language:**Phrase: “…the gangly birds used their beaks to probe the mud for roots and worms” – means these birds were searching for food to eat. Page 126 Student Anthology Book 2**Text to Read:**Is This Panama? **Skill:**Students will complete the Chain of Events graphic organizer for the first half of “Is This Panama?”. | **Identify Text Structure:**Fantasy texts are stories about people, animals, or objects that are able to do things that they cannot do in the real world.**Select Vocabulary:**Review words asking students to read and complete a sentence.**Identify Challenging Language:****Text to Read:**Is This Panama? **Skill:**Students will complete the Chain of Events graphic organizer for the second half of “Is This Panama?”. | **Identify Text Structure:**Fantasy texts are stories about people, animals, or objects that are able to do things that they cannot do in the real world.**Select Vocabulary:**Discuss scoop the multiple meanings of ***scoop***. Complete a word web with students.**Identify Challenging Language:**Phrase: “Sammy island-hopped through the Bahamas before landing in Cuba.” The phrase island hopped means to travel from one island to another. Page 146 Student Anthology Book 2**Text to Read:**Is This Panama? **Skill:**Students will complete the Story Frame “Is This Panama?”. | **Identify Text Structure:**Fantasy texts are stories about people, animals, or objects that are able to do things that they cannot do in the real world.**Select Vocabulary:**Students choose 2-3 words to complete a 4-sqaure graphic organizer.**Identify Challenging Language:****Text to Read:**Is This Panama? **Skill:**Students will complete the Story Frame “Is This Panama?”. | **Identify Text Structure:**Fantasy texts are stories about people, animals, or objects that are able to do things that they cannot do in the real world.**Select Vocabulary:**Review**Identify Challenging Language:****Text to Read:**Is This Panama? **Skill:**Assessment |
|  Small Groups | Sequence of Events Activity | Sequence of Events Activity | Sequence of Events Activity | Sequence of Events Activity | Sequence of Events Activity |
| *After/Homework* | Sequence of Events | Sequence of Events | Sequence of Events | Sequence of Events | Sequence of Events |
| **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: