**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. |

**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:**

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? | |
| ***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. | * I can place the events in the story in sequential order. | * I can place the events in the story in sequential order. | * I can place the events in the story in sequential order. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty Phonics – Week 27  Review Sound/Spelling Cards | Heggerty Phonics – Week 27  Review Sound/Spelling Cards | Heggerty Phonics – Week 27  Review Sound/Spelling Cards | Heggerty Phonics – Week 27  Review Sound/Spelling Cards | Heggerty Phonics – Week 27  Review 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):** 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: