**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: December 09-13, 2024 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:**   * RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. * RI.3.14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. * L.3.40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. |

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| **Outcome(s)/Objective(s)/I can statement:**   * Describe literary elements in a story. * Identify the characters. * Describe in detail the character’s behavior, emotions, traits, and how their actions influence story events. * Use text features to locate information in informational passages. * Explain how text features support details in the text. * Use grade-level vocabulary in writing. |

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

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

**This Week’s Vocabulary:**

Grade-level vocabulary characters theme behavior emotion trait text features heading

Photograph illustration label chart graph legend

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * How do you describe the characters in a story? * How do you describe in detail how the characters’ behavior, emotions, and traits influenced story events? | * How do you describe the characters in a story? * How do you describe in detail how the characters’ behavior, emotions, and traits influenced story events? | * How do text features support details in the text? * How do you use text features to locate information in informational passages? | * How do text features support details in the text? * How do you use text features to locate information in informational passages? | * How do you use grade-level vocabulary in writing? * How do you use domain-appropriate vocabulary in writing? | |
| ***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* | | Heggerty Phonics – Week 18  Review Sound/Spelling Cards | Heggerty Phonics – Week 18  Review Sound/Spelling Cards | Heggerty Phonics – Week 18  Review Sound/Spelling Cards | Heggerty Phonics – Week 18  Review Sound/Spelling Cards | Heggerty Phonics – Week 18  Review Sound/Spelling Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Standard 22**  ACAP Instructional Supports – pages 34-36 or pages 15-17 from February 2022  Character Trait Mini Lesson (PPT)  Additional resources:  <http://msmason3.weebly.com/characters-traits-and-point-of-view.html> | **Standard 22**  ACAP Instructional Supports – pages 34-36 or pages 15-17 from February 2022  Read “The Recess Queen” and complete graphic organizer  <https://youtu.be/E37caQCFMUo?si=bbhaoQ7kLOjD02wt> | **Standard 23**  ACAP Instructional Supports – pages 37-38 or pages 48-49 from February 2022  Text Feature PowerPoint  Find text features within the Open Court textbook | **Standard 23**  ACAP Instructional Supports – pages 37-38  Review Text Features  Complete the “Text Feature Study Guide” | **Standard 40**  ACAP Instructional Supports – page 67 or 45-47  Grade Level and Domain Appropriate Words (Content Area Words)  Word Works Worksheets | |
| Small Groups | | Inside/Outside Character Traits (PPT) | Inside/Outside Character Traits (PPT) | Text Feature Activity | Text Feature Activity | Grade Level and Domain Appropriate Words (Content Area Words) | |
| *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: