**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: April 07-11, 2025 Subject: Reading Period: First-Second

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| **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.

a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.  |

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

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|  [x]  | 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 |   |  [x]  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 [ ]  Computer Program: https://my.mheducation.com/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

leadership immediately ashamed pace moral candidate decisions

foundation numerous volunteers participate prominent populations

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | How do elections work?Why is it important for citizens to participate in elections? | How do elections work?Why is it important for citizens to participate in elections? | How do elections work?Why is it important for citizens to participate in elections? | How do elections work?Why is it important for citizens to participate in elections? | How do elections work?Why is it important for citizens to participate in elections? |
| ***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 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 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 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 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. |
| *Preview* *(Before)**Warm-up- Hook* | Heggerty Phonics – Week 31Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 31Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 31Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 31Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 31Review Open Court Sound/Spelling Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Unit 5 Lesson 2 Day 1****Word Analysis*** Prefixes ex- and en-/em-(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*** Persuasive Writing

**Spelling*** Prefixes ex-, en-/em-, dis-, and auto-
 | **Unit 5 Lesson 2 Day 2****Word Analysis*** Prefixes ex- and en-/em- (Refer to Explicit Phonics Lesson Plan)

**Close Reading****Access Complex Text*** Compare and Contrast
* Main Idea and Details

**Fluency****Practice Vocabulary****Inquiry** **Writing*** Response to Nonfiction

**Penmanship*** Cursive Letters P and R
 | **Unit 5 Lesson 2 Day 3****Word Analysis*** Prefixes dis- and auto- (Refer to Explicit Phonics Lesson Plan)

**Access Complex Text*** Compare and Contrast
* Main Idea and Details

**Writing****Build Background****Read the Poem****Theme Connection****Fluency****Text Connections****Apply Vocabulary****Practice Comprehension****Fluency****Inquiry****Writing*** Response to Nonfiction

**Grammar, Usage, and Mechanics*** Past, Present, and Future Tense Verbs

**Spelling**Prefixes ex-, en-/em-, dis-, and auto- | **Unit 5 Lesson 2 Day 4****Word Analysis*** Prefixes dis- and auto- (Refer to Explicit Phonics Lesson Plan)

**Close Reading****Writer’s Craft*** Genre Knowledge
* Point of View

**Look Closer****Fluency****Social Studies Connection****Extend Vocabulary****Inquiry****Writing*** Response to Nonfiction

**Grammar, Usage, and Mechanics*** Past, Present, and Future Tense Verbs
 | **Unit 5 Lesson 2 Day 5****Word Analysis*** Prefixes ex-, en-/em-, dis-, and auto- (Refer to Explicit Phonics Lesson Plan)

**Review Vocabulary****Comprehension Strategy****Access Complex Text****Writer’s Craft****Fluency****Writing*** Response to Nonfiction

**Spelling*** Prefixes ex-, en-/em-, dis-, and auto-

**Grammar, Usage, and Mechanics*** Past, Present, and Future Tense Verbs

**Penmanship*** Cursive Letters P and R

**\*Weekly Assessments**  |
|  Small Groups | Open Court Reading Intervention Unit 5 Lesson 2Day 1 AssignmentPage 151 | Open Court Reading Intervention Unit 5 Lesson 2Day 2 AssignmentPage 152 | Open Court Reading Intervention Unit 5 Lesson 2Day 3 AssignmentPage 153-154 | Open Court Reading Intervention Unit 5 Lesson 2Day 4 AssignmentPage 155 | Open Court Reading Intervention Unit 5 Lesson 2Day 5 AssignmentPage 156 |
| *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 [x]  The Important Thing [ ]  Cue Cards [x]  Teacher Questions [ ]  Student Summary [ ]  Other: