**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. |

**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: 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 31  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 31  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 31  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 31  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 31  Review 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 2  Day 1 Assignment  Page 151 | Open Court Reading Intervention Unit 5 Lesson 2  Day 2 Assignment  Page 152 | Open Court Reading Intervention Unit 5 Lesson 2  Day 3 Assignment  Page 153-154 | Open Court Reading Intervention Unit 5 Lesson 2  Day 4 Assignment  Page 155 | Open Court Reading Intervention  Unit 5 Lesson 2  Day 5 Assignment  Page 156 | |
| *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: