**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: April 21-25, 2025 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:** * 15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text. a. 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.
* 20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. Examples: reading for pleasure, application, or information; to identify a theme or an author’s purpose
* 23. Identify and use text features in informational passages to locate information. Examples: headings, photographs, illustrations, labels, charts, graphs, legends a. Explain how text features support details in the text. b. Explain how illustrations contribute to meaning in a story. c. Interpret text features used in written and digital formats.
* 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:*** I can use meaningful word parts as clues to unfamiliar words, including base words, roots, and affixes.
* I can use grade-level vocabulary to gain the meaning of words in the text.
* I can identify the author’s purpose of the informational text.
* I can identify and use text features in informational texts to locate information.
* I can place events in sequential order in which they occurred in the informational 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:**

symbol architecture amateur wing scarce perservere chamber

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | What are symbols of our government? What do these symbols stand for? Why are they important? | What are symbols of our government? What do these symbols stand for? Why are they important? | What are symbols of our government? What do these symbols stand for? Why are they important? | What are symbols of our government? What do these symbols stand for? Why are they important? | What are symbols of our government? What do these symbols stand for? Why are they important? |
| ***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 33Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 33Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 33Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 33Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 33Review Open Court Sound/Spelling Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Unit 5 Lesson 4 Day 1****Word Analysis*** Words with the Same Base (Refer to Explicit Phonics Lesson Plan)

**Build Background****Preview the Selection****Read the Selection****Comprehension Strategies*** Clarifying
* Making Connections

**Discuss the Selection****Develop Vocabulary Close Reading****Fluency** **Writing*** Business Letter

**Spelling*** Words with the Same Base and Shades of Meaning
 | **Unit 5 Lesson 4 Day 2****Word Analysis*** Words with the Same Base (Refer to Explicit Phonics Lesson Plan)

**Close Reading****Access Complex Text*** Classify and Categorize
* Sequence

**Fluency****Practice Vocabulary****Inquiry** **Writing*** Business Letter

**Penmanship*** Cursive Letters D and B
 | **Unit 5 Lesson 4 Day 3****Word Analysis*** Shades of Meaning (Refer to Explicit Phonics Lesson Plan)

**Access Complex Text*** Classify and Categorize
* Sequence

**Writing****Text Connections****Apply Vocabulary****Practice Comprehension****Fluency****Inquiry****Writing*** Business Letter

**Grammar, Usage, and Mechanics*** Prepositions and Prepositional Phrases

**Spelling*** Words with the Same Base and Shades of Meaning
 | **Unit 5 Lesson 4 Day 4****Word Analysis*** Shades of Meaning (Refer to Explicit Phonics Lesson Plan)

**Close Reading****Writer’s Craft*** Author’s Purpose
* Text Features: Headings and Captions

**Look Closer****Fluency****Science Connection****Extend Vocabulary****Inquiry****Writing*** Writing a Summary

**Grammar, Usage, and Mechanics*** Prepositions and Prepositional Phrases
 | **Unit 5 Lesson 4 Day 5****Word Analysis*** Words with the Same Base and Shades of Meaning (Refer to Explicit Phonics Lesson Plan)

**Review Vocabulary****Comprehension Strategy****Access Complex Text****Writer’s Craft****Fluency****Writing*** Writing a Summary

**Spelling*** Words with the Same Base and Shades of Meaning

**Grammar, Usage, and Mechanics*** Prepositions and Prepositional Phrases

**Penmanship*** Cursive Letters D and B

**\*Weekly Assessments**  |
|  Small Groups | Open Court Reading Intervention Unit 5 Lesson 4Day 1 AssignmentPage 163 | Open Court Reading Intervention Unit 5 Lesson 4Day 2 AssignmentPage 164 | Open Court Reading Intervention Unit 5 Lesson 4Day 3 AssignmentPage 165-166 | Open Court Reading Intervention Unit 5 Lesson 4Day 4 AssignmentPage 167 | Open Court Reading Intervention Unit 5 Lesson 4Day 5 AssignmentPage 168 |
| *After/Homework* |  |  |  |  |  |
| **Assessment (Formative):** [x] Class work [x] Notebook [x] Homework [ ] Quizzes [ ] Tests [x] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizzes[x] Tests[ ] 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: