**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: March 03-07, 2025 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:**  27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.  Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile |

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| **Outcome(s)/Objective(s)/I can statement:**   * Students should be able to recognize and explain basic literary devices like similes, metaphors, personification, and alliteration within a 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

Personification alliteration onomatopoeia metaphor simile

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * What is poetry? | * What are similes and metaphors? | * Have you ever heard of onomatopoeia? | * What are personification and alliteration? | * Can you identify the basic literary devices found in poetry? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | * Students should be able to recognize and explain basic literary devices like similes, metaphors, personification, and alliteration within a text. | * Students should be able to recognize and explain basic literary devices like similes, metaphors, personification, and alliteration within a text. | * Students should be able to recognize and explain basic literary devices like similes, metaphors, personification, and alliteration within a text. | * Students should be able to recognize and explain basic literary devices like similes, metaphors, personification, and alliteration within a text. | * Students should be able to recognize and explain basic literary devices like similes, metaphors, personification, and alliteration within a text. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty Phonics – Week 28  Review Sound/Spelling Cards | Heggerty Phonics – Week 28  Review Sound/Spelling Cards | Heggerty Phonics – Week 28  Review Sound/Spelling Cards | Heggerty Phonics – Week 28  Review Sound/Spelling Cards | Heggerty Phonics – Week 28  Review Sound/Spelling Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Identify Text Structure:**  Poetry is a type of writing that uses words to create a feeling or response in the reader. It often uses rhythm and rhyme to create a musical effect.  **Select Vocabulary:**  Introduce all selected vocabulary using the ***Introduce Word*** routine.  **Identify Challenging Language:**  **Text to Read:**  Introduce poetry  <https://www.flocabulary.com/unit/what-is-poetry/>  **Skill:**  Students will be provided examples of personification, alliteration, similes, metaphors, and onomatopoeia. | **Identify Text Structure:**  Poetry is a type of writing that uses words to create a feeling or response in the reader. It often uses rhythm and rhyme to create a musical effect.  **Select Vocabulary:**  Review words asking students to read and complete a sentence.  **Identify Challenging Language:**  Phrase: “…I hear the saxophone its sweet notes racing to and fro” – means musical notes were moving back and forth. Page 351 Student Anthology Book 2  **Text to Read:**  <https://www.flocabulary.com/unit/similes-metaphors/>  Jazz Is Everywhere  **Skill:**  Students will find similes and metaphors in the poem, Jazz Is Everywhere | **Identify Text Structure:**  Poetry is a type of writing that uses words to create a feeling or response in the reader. It often uses rhythm and rhyme to create a musical effect.  **Select Vocabulary:**  Discuss the meaning of ***onomatopoeia***. Complete a word web with students.  **Identify Challenging Language:**  **Text to Read:**  <https://www.flocabulary.com/unit/onomatopoeia/>  Jazz Is Everywhere  **Skill:**  Students will find onomatopoeia in the poem, Jazz Is Everywhere | **Identify Text Structure:**  Poetry is a type of writing that uses words to create a feeling or response in the reader. It often uses rhythm and rhyme to create a musical effect.  **Select Vocabulary:**  Students choose 2-3 words to complete a 4-sqaure graphic organizer.  **Identify Challenging Language:**  Phrase: “A pizza resplendent with oceans of sauce.” Resplendent means having a very bright or beautiful appearance.  **Text to Read:**  <https://www.flocabulary.com/unit/alliteration-assonance/>  <https://www.flocabulary.com/unit/personification/>  A Pizza the Size of the Sun  **Skill:**  Students will find alliteration and personification in the poem, A Pizza the Size of the Sun | **Identify Text Structure:**  Poetry is a type of writing that uses words to create a feeling or response in the reader. It often uses rhythm and rhyme to create a musical effect.  **Select Vocabulary:**  Review  **Identify Challenging Language:**  **Text to Read:**  Jazz Is Everywhere  A Pizza the Size of the Sun  **Skill:**  Assessment | |
| Small Groups | | Poetry | Poetry | Poetry | Poetry | Poetry | |
| *After/Homework* | | Poetry | Poetry | Poetry | Poetry | Poetry | |
| **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: