**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: March 31-April 04, 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.  b. Recount or summarize the key ideas from the text.  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:**   * Students will be able to identify the main idea of an informational text and summarize supporting details. * Students will discuss how a character's actions (cause) lead to specific outcomes (effects) in a story, reflecting on the consequences of those actions. |

**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:**

muskets raid taxes waded ambushed hounded government vote peaceful

revolution election colonists nation region unity empire documents trend

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * Why are leaders valuable? * What would it be like if no one was in charge? * Do you think it would be fun or scary? | * What are some ways that people make decisions as a group? * What ways are the easiest? * What ways are the most fair? | * What are some ways that people make decisions as a group? * What ways are the easiest? * What ways are the most fair? | * What are some ways that people make decisions as a group? * What ways are the easiest? What ways are the most fair? | * What are some ways that people make decisions as a group? * What ways are the easiest? * What ways are the most fair? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | * Students will be able to identify the main idea of an informational text and summarize supporting details. * Students will discuss how a character's actions (cause) lead to specific outcomes (effects) in a story, reflecting on the consequences of those actions. | * Students will be able to identify the main idea of an informational text and summarize supporting details. * Students will discuss how a character's actions (cause) lead to specific outcomes (effects) in a story, reflecting on the consequences of those actions. | * Students will be able to identify the main idea of an informational text and summarize supporting details. * Students will discuss how a character's actions (cause) lead to specific outcomes (effects) in a story, reflecting on the consequences of those actions. | * Students will be able to identify the main idea of an informational text and summarize supporting details. * Students will discuss how a character's actions (cause) lead to specific outcomes (effects) in a story, reflecting on the consequences of those actions. | * Students will be able to identify the main idea of an informational text and summarize supporting details. * Students will discuss how a character's actions (cause) lead to specific outcomes (effects) in a story, reflecting on the consequences of those actions. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty Phonics – Week 30  Review Sound/Spelling Cards | Heggerty Phonics – Week 30  Review Sound/Spelling Cards | Heggerty Phonics – Week 30  Review Sound/Spelling Cards | Heggerty Phonics – Week 30  Review Sound/Spelling Cards | Heggerty Phonics – Week 30  Review Sound/Spelling Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Identify Text Structure:**  Informational text is a story about real people, animals, places, or events. It contains facts and text features like diagrams and photographs.  **Select Vocabulary:**  Introduce all selected vocabulary using the ***Introduce Word*** routine.  **Identify Challenging Language:**  **Text to Read:**  Unit 5 Lesson 1 “A Call to War”  Read Aloud from Teacher’s Anthology Book, T14-T16  **Skill:**  Summarizing | **Identify Text Structure:**  Informational text is a story about real people, animals, places, or events. It contains facts and text features like diagrams and photographs.  **Select Vocabulary:**  Review words asking students to read and complete a sentence.  **Identify Challenging Language:**  Phrase: “It often took a war or a revolution to force a leader from power” – means forcefully removing someone from their position in the government. Page 163 Student Anthology Book 2  **Text to Read:**  Unit 5 Lesson 1 The Road to Democracy Student Anthology Volume 2, pp. 160-173  **Skill:**  Clarifying  Visualizing | **Identify Text Structure:**  Informational text is a story about real people, animals, places, or events. It contains facts and text features like diagrams and photographs.  **Select Vocabulary:**  Discuss the meaning of ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***. Complete a word web with students.  **Identify Challenging Language:**  **Text to Read:**  Unit 5 Lesson 1 The Road to Democracy Student Anthology Volume 2, pp. 160-173  **Skill:**  Cause and Effect  Main Idea and Details | **Identify Text Structure:**  Informational text is a story about real people, animals, places, or events. It contains facts and text features like diagrams and photographs.  **Select Vocabulary:**  Students choose 2-3 words to complete a 4-square graphic organizer.  **Identify Challenging Language:**  Phrase: “Lords forced their king to sign one of history’s most important documents, the Magna Carta.” Documents are pieces of written, printed, or electronic matter that provide information or evidence or that serve as an official record. Page 169 Student Anthology Book 2  **Text to Read:**  Unit 5 Lesson 1 The Road to Democracy Student Anthology Volume 2, pp. 160-173  **Skill:**  Author’s Purpose  Text Features | **Identify Text Structure:**  Informational text is a story about real people, animals, places, or events. It contains facts and text features like diagrams and photographs.  **Select Vocabulary:**  Review  **Identify Challenging Language:**  **Text to Read:**  Unit 5 Lesson 1 The Road to Democracy Student Anthology Volume 2, pp. 160-173  **Skill:**  Review various skills | |
| Small Groups | | ACAP Workbook | ACAP Workbook | ACAP Workbook | ACAP Workbook | ACAP Workbook | |
| *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: