**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: March 10-14, 2025 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:**  11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.  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.  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 text structures, poetry devices, text features, and literary devices. |

**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:**

prepare ancient fossil galaxy megalodons

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * What are the various text structures? | * What are the various text structures? | * What are the differences between stanzas and lines? | * Can you identify the text features that have been previously covered? | * 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 text structures, poetry devices, text features, and literary devices. | * Students should be able to recognize and explain basic text structures, poetry devices, text features, and literary devices. | * Students should be able to recognize and explain basic text structures, poetry devices, text features, and literary devices. | * Students should be able to recognize and explain basic text structures, poetry devices, text features, and literary devices. | * Students should be able to recognize and explain basic text structures, poetry devices, text features, and literary devices. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty Phonics – Week 29  Review Sound/Spelling Cards | Heggerty Phonics – Week 29  Review Sound/Spelling Cards | Heggerty Phonics – Week 29  Review Sound/Spelling Cards | Heggerty Phonics – Week 29  Review Sound/Spelling Cards | Heggerty Phonics – Week 29  Review Sound/Spelling Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Identify Text Structure:**  Informational text is a type of nonfiction writing that gives facts and details about a topic.  **Select Vocabulary:**  Introduce all selected vocabulary using the ***Introduce Word*** routine.  **Identify Challenging Language:**  **Text to Read:**  AL ACAP Success ELA  Text Structure, pp. 125-130  **Skill:**  Students will complete the assignment on text structures. | **Identify Text Structure:**  Informational text is a type of nonfiction writing that gives facts and details about a topic.  **Select Vocabulary:**  Discuss the multiple meanings of ***ancient***.  **Identify Challenging Language:**  Phrase: “…They have an ear hole but no flap.” – this means it is an external opening to the ear canal that opens and closes. Page 127 ACAP Workbook  **Text to Read:**  AL ACAP Success ELA  Text Structure, pp. 125-130  **Skill:**  Students will complete the assignment on text structures. | **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:**  Complete a word web with students. Review words asking students to read and complete a sentence.  **Identify Challenging Language:**  **Text to Read:**  AL ACAP Success ELA  Text Structure, pp. 130-135  **Skill:**  Students will complete the assignment on poetry structure. | **Identify Text Structure:**  Informational text is a type of nonfiction writing that gives facts and details about a topic.  **Select Vocabulary:**  Students choose 2-3 words to complete a 4-sqaure graphic organizer.  **Identify Challenging Language:**  Phrase: “The Diet of Gorillas.” Resplendent means the kinds of food that gorillas habitually eat. Page 121 ACAP Workbook  **Text to Read:**  AL ACAP Success ELA  Text Structure, pp. 118-124  **Skill:**  Students will complete the assignment on text features. | **Identify Text Structure:**  Informational text is a type of nonfiction writing that gives facts and details about a topic.  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:**  Review  **Skill:**  Assessment | |
| Small Groups | | Text Structure | Text Structure | Poetry | Text Features | Poetry | |
| *After/Homework* | | Text Structure | Text Structure | Poetry | Text Features | 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: