**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: January 27-31, 2025 Subject: Reading Period: First-Second

|  |
| --- |
| **Alabama CCRS/COS Standards:** 22. Describe literary elements within a story, including setting, plot, characters, and themes.  d. Compare and contrast the themes, settings, and plots from two texts.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.  |

|  |
| --- |
| **Outcome(s)/Objective(s)/I can statement:*** Compare and contrast the themes from two texts.
* Compare and contrast the settings from two texts.
* Compare and contrast the plots from two texts.
* Use text features to locate information in informational passages.
* Explain how text features support details in the text.
* Explain how illustrations contribute to meaning in a story.
 |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |
|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [x]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  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 [x]  Computer Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

setting plot theme compare contrast text features heading photograph illustration label

chart graph legend

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | * How do you compare and contrast the themes from two texts?
* How do you compare and contrast the settings from two texts?
* How do you compare and contrast the plots from two texts?
* How do text features support details in the text?
* How do illustrations contribute to meaning in a story?
 | * How do you compare and contrast the themes from two texts?
* How do you compare and contrast the settings from two texts?
* How do you compare and contrast the plots from two texts?
 | * How do you compare and contrast the themes from two texts?
* How do you compare and contrast the settings from two texts?
* How do you compare and contrast the plots from two texts?
 | * How do text features support details in the text?
* How do illustrations contribute to meaning in a story?
 | * How do text features support details in the text?
* How do illustrations contribute to meaning in a story?
 |
| ***Daily Objective(s)******I Can Statement***  | * I can compare and contrast the themes from two texts.
* I can compare and contrast the settings from two texts.
* I can compare and contrast the plots from two texts.
* I can use text features to locate information in informational passages.
* I can explain how text features support details in the text.
* I can explain how illustrations contribute to meaning in a story.
 | * I can compare and contrast the themes from two texts.
* I can compare and contrast the settings from two texts.
* I can compare and contrast the plots from two texts.
 | * I can compare and contrast the themes from two texts.
* I can compare and contrast the settings from two texts.
* I can compare and contrast the plots from two texts.
 | * I can explain how text features support details in the text.
* I can explain how illustrations contribute to meaning in a story.
 | * I can explain how text features support details in the text.
* I can explain how illustrations contribute to meaning in a story.
 |
| *Preview* *(Before)**Warm-up- Hook* | Heggerty Phonics – Week 23Review Sound/Spelling Cards | Heggerty Phonics – Week 23Review Sound/Spelling Cards | Heggerty Phonics – Week 23Review Sound/Spelling Cards | Heggerty Phonics – Week 23Review Sound/Spelling Cards | Heggerty Phonics – Week 23Review Sound/Spelling Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Standard 22d**ACAP Instructional Supports – pages 34-36 or pages 29-32 from February 15, 2022 editionIntroduce <https://www.flocabulary.com/unit/compare-and-contrast/>Practice -**Standard 23a**ACAP Instructional Supports – pages 37-38 or pages 52-53 from February 15, 2022 editionIntroduce <https://www.flocabulary.com/unit/text-features/>Practice  | **Standard 22d**ACAP Instructional Supports – pages 39-40 or pages 29-32 from February 15, 2022 editionLesson:“Same Author, Different Story”-Looking closer at two Curious George BooksPractice:A Closer Look: Comparing Two Beatrix Potter Stories | **Standard 22d**ACAP Instructional Supports – pages 31-32 or pages 29-32 from February 15, 2022 editionLesson:Review comparing and contrasting storiesPractice:Complete the Venn Diagram bycomparing “The Country Mouse and the City Mouse”* Student Anthology Book 2, pp. 12-23
* https://www.youtube.com/watch?v=Gd0FGjsoKKI
 | **Standard 23a**ACAP Instructional Supports – page 46 or pages 52-53 from February 15, 2022 editionLesson:Thieves: Nonfiction Text Features PowerPointPractice:Complete the “Matching Text Features” Study Guide | **Standard 23a**ACAP Instructional Supports – page 46 or pages 52-53 from February 15, 2022 editionLesson:Review text features and how they support details from the text Practice:Find various text features in “Hot Enough to Fry an Egg”(Student Anthology Book 1, pp. 242-259) and discuss how these features support the text on deserts. |
|  Small Groups | Comparing and contrasting the theme, setting, and plot of “The Three Little Pigs” and “The True Story of the Three Little Pigs” | Comparing and contrasting the theme, setting, and plot of “The Three Little Pigs” and “The True Story of the Three Little Pigs” | Comparing and contrasting the theme, setting, and plot of “The Three Little Pigs” and “The True Story of the Three Little Pigs” | Find various text features in “Seasons of Change”(Student Anthology Book 1, pp. 178-193) and discuss how these features support the text on seasons. | Find various text features in “Seasons of Change”(Student Anthology Book 1, pp. 178-193) and discuss how these features support the text on seasons. |
| *After/Homework* | Comparing and Contrasting Themes, Plots, and Settings | Comparing and Contrasting Themes, Plots, and Settings | Comparing and Contrasting Themes, Plots, and Settings | Text Features | Text Features |
| **Assessment (Formative):** [x] Class work [x] Notebook [x] Homework [ ] Quizzes [ ] Tests [x] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizze**s** [x] T**ests** [ ] 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: