**District Reading Lesson Plan**

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

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| **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. |

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| **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:**

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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:**

setting plot theme compare contrast text features heading photograph illustration label

chart graph legend

**PROCEDURAL CONTENT (application)**

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|  | | **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 23  Review Sound/Spelling Cards | Heggerty Phonics – Week 23  Review Sound/Spelling Cards | Heggerty Phonics – Week 23  Review Sound/Spelling Cards | Heggerty Phonics – Week 23  Review Sound/Spelling Cards | Heggerty Phonics – Week 23  Review 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 edition  Introduce  <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 edition  Introduce  <https://www.flocabulary.com/unit/text-features/>  Practice | **Standard 22d**  ACAP Instructional Supports – pages 39-40 or pages 29-32 from February 15, 2022 edition  Lesson:  “Same Author, Different Story”  -Looking closer at two Curious George Books  Practice:  A Closer Look: Comparing Two Beatrix Potter Stories | **Standard 22d**  ACAP Instructional Supports – pages 31-32 or pages 29-32 from February 15, 2022 edition  Lesson:  Review comparing and contrasting stories  Practice:  Complete the Venn Diagram by  comparing “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 edition  Lesson:  Thieves: Nonfiction Text Features PowerPoint  Practice:  Complete the “Matching Text Features” Study Guide | **Standard 23a**  ACAP Instructional Supports – page 46 or pages 52-53 from February 15, 2022 edition  Lesson:  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):** 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: