**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: May 05-09, 2025 Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:** * 15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text. a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.
* 13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.
* 19. Determine the explicit or implied main idea and supporting details of a text. a. Explain how supporting details contribute to the main idea, using textual evidence.
* 20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. Examples: reading for pleasure, application, or information; to identify a theme or an author’s purpose
* 25. Identify statements in informational texts as facts or opinions. a. Use prior knowledge and/or details from the text to distinguish fact from opinion.
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| **Outcome(s)/Objective(s)/I can statement:*** I can use meaningful word parts as clues to unfamiliar words, including base words, roots, and affixes.
* I can use grade-level vocabulary to gain the meaning of words in the text.
* I can identify the author’s purpose of the informational text.
* I can use text evidence to explain how the supporting details add to the main idea.
* I can identify statements as facts or opinions using text evidence.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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

**This Week’s Vocabulary:**

service adversaries slogan anniversary pesky preferred interview

liberty spectators philosophy ambassadors execute vain priority

**PROCEDURAL CONTENT (application)**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | What kind of person could become president? What do you think all presidents should have in common? | What kind of person could become president? What do you think all presidents should have in common? | What kind of person could become president? What do you think all presidents should have in common? | What kind of person could become president? What do you think all presidents should have in common? | What kind of person could become president? What do you think all presidents should have in common? |
| ***Daily Objective(s)******I Can Statement***  | See Above Statements | See Above Statements | See Above Statements | See Above Statements | See Above Statements |
| *Preview* *(Before)**Warm-up- Hook* | Heggerty Phonics – Week 35Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 35Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 35Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 35Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 35Review Open Court Sound/Spelling Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | **Unit 5 Lesson 6 Day 1****Word Analysis*** Review Lesson 1 Concepts (Refer to Explicit Phonics Lesson Plan)

**Build Background****Preview the Selection****Read the Selection****Comprehension Strategies*** Asking and Answering Questions
* Making Connections
* Visualizing

**Fluency** **Inquiry****Writing*** Response to Literature

**Spelling*** Unit 5 Review
 | **Unit 5 Lesson 6 Day 2****Word Analysis*** Review Lesson 2 Concepts (Refer to Explicit Phonics Lesson Plan)

**Review the Selection****Comprehension Strategies*** Asking and Answering Questions
* Making Connections

**Discuss the Selection****Develop Vocabulary****Fluency****Writing*** Response to Literature

**Penmanship*** Cursive Letters H and K
 | **Unit 5 Lesson 6 Day 3****Word Analysis*** Review Lesson 3 Concepts (Refer to Explicit Phonics Lesson Plan)

**Close Reading****Access Complex Text*** Fact and Opinion
* Main Idea and Details
* Making Inferences

**Writing****Text Connections****Practice Comprehension****Fluency****Practice Vocabulary****Writing*** Response to Literature

**Grammar, Usage, and Mechanics*** Unit 5 Review
 | **Unit 5 Lesson 6 Day 4****Word Analysis*** Review Lesson 4 Concepts (Refer to Explicit Phonics Lesson Plan)

**Close Reading****Writer’s Craft*** Autor’s Purpose
* Language Use: Quotations
* Story Elements: Style

**Look Closer****Fluency****Social Studies Connection****Apply Vocabulary****Inquiry****Writing*** Response to Literature

**Penmanship*** Cursive Letters H and K
 | **Unit 5 Lesson 6 Day 5****Word Analysis*** Review Lesson 5 Concepts (Refer to Explicit Phonics Lesson Plan)

**Theme Wrap Up****Writing*** Response to Literature

**\*Unit 5 and Weekly Assessments**  |
|  Small Groups | Open Court Reading Intervention Unit 5 Lesson 6Day 1 AssignmentPage 175 | Open Court Reading Intervention Unit 5 Lesson 6Day 2 AssignmentPage 176 | Open Court Reading Intervention Unit 5 Lesson 6Day 3 AssignmentPage 177-178 | Open Court Reading Intervention Unit 5 Lesson 6Day 4 AssignmentPage 179 | Open Court Reading Intervention Unit 5 Lesson 6Day 5 AssignmentPage 180 |
| *After/Homework* |  |  |  |  |  |
| **Assessment (Formative):** [x] Class work [x] Notebook [x] Homework [ ] Quizzes [ ] Tests [x] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizzes[x] Tests[ ] 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: