**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. |

**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: 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 35  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 35  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 35  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 35  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 35  Review 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 6  Day 1 Assignment  Page 175 | Open Court Reading Intervention Unit 5 Lesson 6  Day 2 Assignment  Page 176 | Open Court Reading Intervention Unit 5 Lesson 6  Day 3 Assignment  Page 177-178 | Open Court Reading Intervention Unit 5 Lesson 6  Day 4 Assignment  Page 179 | Open Court Reading Intervention  Unit 5 Lesson 6  Day 5 Assignment  Page 180 | |
| *After/Homework* | |  |  |  |  |  | |
| **Assessment (Formative):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other:

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: