**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: January 20-24, 2025 (REVIEW) Subject: Reading Period: First-Second

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| **Alabama CCRS/COS Standards:** RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.RI.3.12. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect. |

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| **Outcome(s)/Objective(s)/I can statement:*** Identify the narrator and the narrator’s point of view in a text.
* Identify the characters and the characters’ point of view in a text.
* Distinguish a personal point of view from that of the narrator and characters.
* Use language that pertains to time, sequence, and cause and effect.
* Explain the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [ ]  | 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: https://my.mheducation.com/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

point of view narrator characters distinguish informational text time sequence

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Dr. Martin Luther King, Jr. Day | Severe Winter Weather | Severe Winter Weather | How do you explain the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect? | How do you identify the point of view of a narrator or character? |
| ***Daily Objective(s)******I Can Statement***  |  |  |  | See Above Statements | See Above Statements |
| *Preview* *(Before)**Warm-up- Hook* |  |  |  | Heggerty Phonics – Week 22Review Sound/Spelling Cards | Heggerty Phonics – Week 22Review Sound/Spelling Cards |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- |  |  |  | **Standard 24**ACAP Instructional Supports – pages 39-40 or pages 40-44 from February 15, 2022 editionLesson:<https://www.flocabulary.com/unit/sequence/>Using sequenceDescribe sequence relationship in text PowerPointPractice:Place story events in sequence from “A Saguaro’s Story” on pages 30-43 (Student Anthology Book 2) | **Standard 28**ACAP Instructional Supports – page 46 or pages 24-26 from February 15, 2022 editionLesson:[https://www.flocabulhttps://drive.google.com/file/d/1pHqcC5iAMIemkrCLaWu2Kn53liYzfv6D/viewary.com/unit/point-of-view/](https://www.flocabulary.com/unit/point-of-view/)Point of View PowerPointPractice:Discuss the point of view used in “A Saguaro’s Story” on pages 30-43 (Student Anthology Book 2) |
|  Small Groups |  |  |  | SequenceSkill ClosureIndependent Practice(all included in the PowerPoint) | Point of View[Point of View Worksheets | Who is Telling the Story](https://www.k12reader.com/worksheet/point-of-view-who-is-telling-the-story/view/)Point of View Task Cards |
| *After/Homework* |  |  |  | Worksheet | Worksheet |
| **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: