**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: January 13-17, 2025 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. |

**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:**

point of view narrator characters distinguish informational text historical events scientific idea time

technical procedure sequence cause and effect

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * What is the common language that pertains to time and sequence? * What is common language that pertains to cause and effect? * What is point of view? | * 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 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? | * 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 | See Above Statements | See Above Statements | See Above Statements | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Heggerty Phonics – Week 21  Review Sound/Spelling Cards | Heggerty Phonics – Week 21  Review Sound/Spelling Cards | Heggerty Phonics – Week 21  Review Sound/Spelling Cards | Heggerty Phonics – Week 21  Review Sound/Spelling Cards | Heggerty Phonics – Week 21  Review 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 edition  Introduce  <https://www.flocabulary.com/unit/cause-and-effect/>  <https://www.flocabulary.com/unit/sequence/>  <https://www.flocabulary.com/unit/text-structure/>  Practice -  **Standard 28**  ACAP Instructional Supports – page 46 or pages 24-26 from February 15, 2022 edition  Introduce  [https://www.flocabulhttps://drive.google.com/file/d/1pHqcC5iAMIemkrCLaWu2Kn53liYzfv6D/viewary.com/unit/point-of-view/](https://www.flocabulary.com/unit/point-of-view/)  Practice | **Standard 24**  ACAP Instructional Supports – pages 39-40 or pages 40-44 from February 15, 2022 edition  Lesson:  Using sequence  Describe sequence relationship in text PowerPoint  Practice:  Skill Closure  Independent Practice  (all included in the PowerPoint) | **Standard 24**  ACAP Instructional Supports – pages 31-32 or pages 40-44 from February 15, 2022 edition  Lesson:  Cause and Effect PowerPoint  Practice:  Delano Grape Strike | **Standard 28**  ACAP Instructional Supports – page 46 or pages 24-26 from February 15, 2022 edition  Lesson:  First and third person point of view  Practice:  [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 | **Standard 28**  ACAP Instructional Supports – page 46 or pages 24-26 from February 15, 2022 edition  Lesson:  Point of View PowerPoint  Practice:  Author’s Purpose and Author’s Point of View | |
| Small Groups | |  | Sequence | Cause and Effect | Point of View | Point of View | |
| *After/Homework* | |  |  |  |  |  | |
| **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: