**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: January 13-17, 2025 Subject: Reading Period: First-Second

|  |
| --- |
| **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. |

|  |
| --- |
| **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:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |
|  [ ]  | 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 historical events scientific idea time

technical procedure sequence cause and effect

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 21Review Sound/Spelling Cards | Heggerty Phonics – Week 21Review Sound/Spelling Cards | Heggerty Phonics – Week 21Review Sound/Spelling Cards | Heggerty Phonics – Week 21Review Sound/Spelling Cards | Heggerty Phonics – Week 21Review 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 editionIntroduce <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 editionIntroduce [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 editionLesson:Using sequenceDescribe sequence relationship in text PowerPointPractice:Skill ClosureIndependent Practice(all included in the PowerPoint) | **Standard 24**ACAP Instructional Supports – pages 31-32 or pages 40-44 from February 15, 2022 editionLesson:Cause and Effect PowerPointPractice:Delano Grape Strike | **Standard 28**ACAP Instructional Supports – page 46 or pages 24-26 from February 15, 2022 editionLesson:First and third person point of viewPractice:[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 editionLesson:Point of View PowerPointPractice: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):** [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: