**District Reading Lesson Plan**

Teacher: Yolanda Randolph Date: April 28-May 02, 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. * 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 * 22. Describe literary elements within a story, including setting, plot, characters, and themes. a. Describe in detail the characters’ behavior, emotions, and traits and explain how their actions influence events in the story. b. Explain how the characters’ actions and dialogue contribute to the meaning of the story. * 24. Identify the text structures within literary and informational texts. a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence. |

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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 understand the text's meaning. * I can identify the author’s purpose of the informational text. * I can identify events that occur in the plot of a story. * I can place events in sequential order in which they occurred in the informational text. |

**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:**

progress strenuous suffrage rally factory campaign marched liberty

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | How do we change the laws? Why do people value their right to vote? What are some ways to let the government know your opinion? | How do we change the laws? Why do people value their right to vote? What are some ways to let the government know your opinion? | How do we change the laws? Why do people value their right to vote? What are some ways to let the government know your opinion? | How do we change the laws? Why do people value their right to vote? What are some ways to let the government know your opinion? | How do we change the laws? Why do people value their right to vote? What are some ways to let the government know your opinion? | |
| ***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 34  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 34  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 34  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 34  Review Open Court Sound/Spelling Cards | Heggerty Phonics – Week 34  Review Open Court Sound/Spelling Cards | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | **Unit 5 Lesson 5 Day 1**  **Word Analysis**   * Prefixes and Suffixes (Refer to Explicit Phonics Lesson Plan)   **Build Background**  **Preview the Selection**  **Read the Selection**  **Comprehension Strategies**   * Clarifying * Making, Revising, and Confirming Predictions   **Discuss the Selection**  **Develop Vocabulary**  **Fluency**  **Writing**   * Writing a Summary   **Spelling**   * Prefixes and Suffixes | **Unit 5 Lesson 5 Day 2**  **Word Analysis**   * Prefixes and Suffixes (Refer to Explicit Phonics Lesson Plan)   **Close Reading**  **Access Complex Text**   * Making Inferences * Sequence   **Writing**  **Fluency**  **Practice Vocabulary**  **Inquiry**  **Writing**   * Writing a Summary   **Penmanship**   * Cursive Letters Q and F | **Unit 5 Lesson 5 Day 3**  **Word Analysis**   * Prefixes and Suffixes (Refer to Explicit Phonics Lesson Plan)   **Access Complex Text**   * Making Inferences * Sequence   **Text Connections**  **Apply Vocabulary**  **Practice Comprehension**  **Fluency**  **Inquiry**  **Writing**   * Writing a Summary   **Grammar, Usage, and Mechanics**   * Complex Sentences   **Spelling**   * Prefixes and Suffixes | **Unit 5 Lesson 5 Day 4**  **Word Analysis**   * Prefixes and Suffixes (Refer to Explicit Phonics Lesson Plan)   **Close Reading**  **Writer’s Craft**   * Point of View * Story Elements: Plot   **Look Closer**  **Fluency**  **Social Studies Connection**  **Extend Vocabulary**  **Inquiry**  **Writing**   * Writing a Summary   **Grammar, Usage, and Mechanics**   * Complex Sentences | **Unit 5 Lesson 5 Day 5**  **Word Analysis**   * Prefixes and Suffixes (Refer to Explicit Phonics Lesson Plan)   **Review Vocabulary**  **Comprehension Strategy**  **Access Complex Text**  **Writer’s Craft**  **Fluency**  **Writing**   * Writing a Summary   **Spelling**   * Prefixes and Suffixes   **Grammar, Usage, and Mechanics**   * Complex Sentences   **Penmanship**   * Cursive Letters Q and F   **\*Weekly Assessments** | |
| Small Groups | | Open Court Reading Intervention Unit 5 Lesson 5  Day 1 Assignment  Page 169 | Open Court Reading Intervention Unit 5 Lesson 5  Day 2 Assignment  Page 170 | Open Court Reading Intervention Unit 5 Lesson 5  Day 3 Assignment  Page 171-172 | Open Court Reading Intervention Unit 5 Lesson 5  Day 4 Assignment  Page 173 | Open Court Reading Intervention  Unit 5 Lesson 5  Day 5 Assignment  Page 174 | |
| *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: