Teacher: Hall. Robinson 4th Grade Date: 9/30-10/4 Subject: Reading Period: 1st

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| **Alabama CCRS/COS: Standards** LF.PH.1 LF.VO.9LF.FL.5LF.FL.REC.R.6 LF.VO.EXP.S.13R2LF.CO.REC.R.16.bR1LF.CO.14LF.WR.EXP.S.41.aLF.CO.REC.R.15.cLF.CO.REC.R.16.bLF.CO.REC.R.16.cLF.CO.EXP.S.30.aLF.CO.REC.R.21.bLF.CO.EXP.W.28LF.WR.32LF.FL.EXP.W.8LF.CO.14LF.VO.9LF.FL.5LF.FL.REC.R.6R1LF.CO.REC.R.21.cR1TSW EXPLAIN EVENTS, PROCEDURES, IDEAS, OR CONCEPTS IN A HISTORICAL, SCIENTIFIC, OR TECHNICAL TEXT, INCLUDING WHAT HAPPENED AND WHY, BASED ON SPECIFIC INFORMATION IN THE TEXT. **{RL.4.3}** TSW explain how an author uses reasons and evidence to support points in a text. **{RL.4.8}** TSW REFERS TO DETAILS AND EXAMPLES IN A TEXT WHEN EXPLAINING WHAT THE TEXT SAY EXPLICITY AND WHEN DRAWING INFERENCES FROM THE TEXT. **{RI.4.1}** TSW read AND IDENTIFY THE NARRATOR’S POINT OF VIEW IN A LITERARY TEXT AND EXPLAIN HOW IT DIFFERS FROM A CHARACTER’S PERSPECTIVE. **{RL.4.17}** TSW read and comprehend literature, including **stories**, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year. **{RL.4.10}** |

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| **Outcome(s)/Objective(s) Students will ….*** review regular and irregular comparatives and superlatives.
* build oral language skills.
* review regular and irregular comparatives and superlatives.
* review the range of meaning.
* build oral language skills.
* apply the comprehension strategies Making Connections and Clarifying.
* read the selection.
* build on others’ talk in conversation.
* discuss the elements of narrative nonfiction.
* listen attentively.
* build vocabulary.
* demonstrate understanding of Language Use.
* demonstrate understanding of Genre.
* apply selection vocabulary to new contexts.
* read grade-level text orally with proper intonation.
* review the selection vocabulary words.
* review the comprehension strategies Making Connections and Clarifying.
* review Classify and Categorize and Making Inferences.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [x]  Lecture |  | [ ]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [x]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [x]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [x]  Other: \_Clue, Problem, Wondering Board\_\_Concept Question Board\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [x]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [x]  Sound/Spelling Cards / Routine Cards\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [x]  - Questioning Techniques [x]  - Scaffolding Text [x]  -Classroom Talk [x]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smartboard [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

**CONVERSE LUMINOUS**

**EFFICIENT RADIATION**

**CATALYST REPUTATION**

**CONTROVERSIAL SITES**

**LEAD**

**OBSERVE**

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | HOW DO SCIENTISTS COLLABORATE AND WHAT DO THEY LEARN FROM EACH OTHER? | HOW DO SCIENTISTS COLLABORATE AND WHAT DO THEY LEARN FROM EACH OTHER? | HOW DO SCIENTISTS COLLABORATE AND WHAT DO THEY LEARN FROM EACH OTHER? | HOW DO SCIENTISTS COLLABORATE AND WHAT DO THEY LEARN FROM EACH OTHER? | HOW DO SCIENTISTS COLLABORATE AND WHAT DO THEY LEARN FROM EACH OTHER? |
| ***I Can Statement***  | **I CAN ELABORATE HOW SCIENTISTS COLLABORATE AND LEARN FROM EACH OTHER.** | **I CAN ELABORATE HOW SCIENTISTS COLLABORATE AND LEARN FROM EACH OTHER.** | **I CAN ELABORATE HOW SCIENTISTS COLLABORATE AND LEARN FROM EACH OTHER.** | **I CAN ELABORATE HOW SCIENTISTS COLLABORATE AND LEARN FROM EACH OTHER.** | **I CAN ELABORATE HOW SCIENTISTS COLLABORATE AND LEARN FROM EACH OTHER.** |
| *Preview* *(Before)**Warm-up- Hook* | Say SomethingWord AnalysisINTRODUCTION ALL NEW SKILLS | Say SomethingWord Analysis WHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis WHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord AnalysisWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis   |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Share and ShowBUILD BACKGROUND PREVIEW THE SELECTIONCOMPREHENSION STRATEGIES: VISUALIZING, ASK AND ANSWER QUESTIONS DISCUSS THE SLECTIONDEVELOP VOCABULARY BUILD BACKGROUND SET PURPOSEREAD THE READ ALOUD DISCUSS READ ALOUD CONCEPT/QUESTION BOARD  | Popcorn ReadingCLOSE READINGPRACTICE VOCABULARYBUILD BACKGROUD PREVIEW THE SELECTIONREAD THE SELECTIO COMPREHENSION STRATEGIES – MAKING CONNECTIONS AND CLAIFYING DISCUSS THE SLECTION DEVELOP VOCABULARYFLUENCY  | Popcorn ReadingCLOSE READING CLOSE READING ACCESS COMPLEXT TEXT COMPARE AND CONTRASTMAKING INFERENCES WRITINGTEXT CONNECTIONSPRACTICE COMPREHENSION FLUENCY  | Share and Show**HANDING OFF****CLOSE READING REVIEW****CLOSE READING** **POINT OF VIEW** **LOOK CLOSER** **SOCIAL STUDIES CONNECTION**  | WORD ANALYSIS REVIEW VOCABULARY COMPREHENSION STRATEGIES **ACESS COMPLEX TEST** |
|  Small Groups |  INTERVENTION |  INTERVENTION |  INTERVENTION |  INTERVENTION |   |
| *After/Homework* | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection SheetREADING SKILLS 87-88, 93-94WRITING PG 89-90WORD WORK/DECODING PG 91-92, 83-84FLUENCY PG 85-86COMPREHENSION-TEXT CONNECTION PG 130 Q4, Q5,  | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATIONCENTER ACTIVITIESINDEPENDENT REVIEW OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATIONStudy Notes, Home Connection Sheet |
| **Assessment (Formative):** Classwork [ ] Notebook [ ] Homework [x] quizzes [x] Tests [x] Computer activities [ ] Collaborative work [ ]  Project/ Other: |

**Assessment (Summative):** [x] Quizze**s** [x] T**ests** [ ] Group activities **[ ]** Project-based **[ ]** Other:

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