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.a  LF.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.6R1  LF.CO.REC.R.21.cR1  TSW 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. |

**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: \_Clue, Problem, Wondering Board\_\_  Concept Question Board\_ |
|  | 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  Sound/Spelling Cards / Routine Cards\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - Questioning Techniques  - Scaffolding Text  -Classroom Talk  - T.W.I.R.L. | | | | | | | | | | | | |
| **Technology Integration:**  Smartboard  Document Camera  IPADS  Mac Books  Computers  Kindles  Interactive Tablets  Digital/ Video Camera  Clickers  ACCESS  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 Something  Word Analysis  INTRODUCTION ALL NEW SKILLS | Say Something  Word Analysis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Share and Show  BUILD BACKGROUND  PREVIEW THE SELECTION  COMPREHENSION STRATEGIES:  VISUALIZING, ASK AND ANSWER QUESTIONS  DISCUSS THE SLECTION  DEVELOP VOCABULARY  BUILD BACKGROUND  SET PURPOSE  READ THE READ ALOUD  DISCUSS READ ALOUD  CONCEPT/QUESTION BOARD | Popcorn Reading  CLOSE READING  PRACTICE VOCABULARY  BUILD BACKGROUD  PREVIEW THE SELECTION  READ THE SELECTIO  COMPREHENSION STRATEGIES – MAKING CONNECTIONS AND CLAIFYING  DISCUSS THE SLECTION  DEVELOP VOCABULARY  FLUENCY | Popcorn Reading  CLOSE READING  CLOSE READING  ACCESS COMPLEXT TEXT COMPARE AND CONTRAST  MAKING INFERENCES  WRITING  TEXT CONNECTIONS  PRACTICE 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 CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet  READING SKILLS 87-88, 93-94  WRITING PG 89-90  WORD WORK/DECODING PG 91-92, 83-84  FLUENCY PG 85-86  COMPREHENSION-TEXT CONNECTION PG 130 Q4, Q5, | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  CENTER ACTIVITIES  INDEPENDENT REVIEW OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  Study Notes, Home Connection Sheet | |
| **Assessment (Formative):** Classwork 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: ART TALK