Teacher: Robinson/Hall 4th Grade Date: 08/26-30 Subject: Reading Period: 1st

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| **Alabama CCRS/COS: Standards** R5LF.VO.9LF.VO.REC.R.10.aLF.FL.EXP.W.8LF.CO.14LF.CO.EXP.W.28LF.WR.32LF.CO.REC.R.20.aLF.CO.REC.R.23.aLF.CO.REC.R.23.bLF.FL.5LF.FL.REC.R.6LF.WR.REC.R.33.aUse context clues to determine meanings of unfamiliar spoken or written words. R2Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words. R.3Use details and examples from a text to indicate what the text explicitly states. Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice. R20.c4.L..3b- TSW choose punctuation for effect.4.L2d- TSW spell grade-appropriate words correctly, consulting references as needed. 4.W.1b – TSW provide reasons that are supported by facts and details.4. L.3b. I can understand and apply the use of punctuation.4.L2d- I can spell words correctly. I can refer to sources when I need help spelling words.4.W.1b- I can write a summary paragraph. TSW IDENTIFY HOMOPHONES AND HOMOGRAPHS. L.3.1.FELD STANDARD 2 ENGLISH LANUGUAGE LEARNERS COMMUNICATE INFORMATION, IDEAS AND CONCEPTS NECESSARY FOR ACADEMIC SUCCESS IN THE CONTENT AREA OF LANGUAGE |

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| **Outcome(s)/Objective(s) Students will …..****Review word with the infectional endings -ed and -ing.****Build oral language skills*** apply the comprehension strategies Making Connections and Summarizing.
* read the selection.
* build on others’ talk in conversation.
* Classify and Categorize information in a text.
* identify Fact and Opinion in a text.
* demonstrate understanding of selection vocabulary words.
* read grade-level text orally, with automaticity.
* demonstrate understanding of Language Use of descriptive words.
* demonstrate Genre Knowledge.
* build on the vocabulary they have learned this week.
* review the selection vocabulary words.
* review the comprehension strategies Making Connections and Summarizing.
* review Classifying and Categorizing and Fact and Opinion.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [ ]  | KWL |  |  [x]  Word Splash |   | [ ]  Anticipation Guide |  | [x]  Lecture |  | [x]  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 40-44/ Routine 1,5 6, 7, 9, A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [x]  - Questioning Techniques [x]  - Scaffolding Text [x]  -Classroom Talk [x]  - 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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

**CELL INSTITUTE**

**CERTAIN MURMURED**

**CODE REPRESENTED**

**DISTINCTLY TECHNIQUE**

**DORMITORY VERTICAL**

**COMMON NOUN**

**PROPER NOUN**

**CONCRETE NOUN**

**ABSTRACT NOUN**

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | WHEN CAN HELPING ONESELF ALSO HELP OTHERS?What are verbs? | WHEN CAN HELPING ONESELF ALSO HELP OTHERS? | WHEN CAN HELPING ONESELF ALSO HELP OTHERS? | WHEN CAN HELPING ONESELF ALSO HELP OTHERS? | WHEN CAN HELPING ONESELF ALSO HELP OTHERS? |
| ***I Can Statement***  | **I CAN DETERMINE WHEN HELPING ONESELF ALSO HELP OTHERS.****I can distinguish a verb.** | **I CAN DETERMINE WHEN HELPING ONESELF ALSO HELP OTHERS.** | **I CAN DETERMINE WHEN HELPING ONESELF ALSO HELP OTHERS.** | **I CAN DETERMINE WHEN HELPING ONESELF ALSO HELP OTHERS.** | **I CAN DETERMINE WHEN HELPING ONESELF ALSO HELP OTHERS.** |
| *Preview* *(Before)**Warm-up- Hook* | QUICK TALKWord Analysis Prefix: dis, non, un, and reINTRODUCTION ALL NEW SKILLS | QUICK TALKWord AnalysisPrefix: dis, non, un, and reWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | QUICK TALKWord AnalysisPrefix: dis, non, un, and reWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | QUICK TALKWord AnalysisPrefix: dis, non, un, and reWHOLE GROUP ASSESSMENT REVIEWSMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Word Analysis INFECTIONAL ENDINGS: -ED AND -ING |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | TABLE TALKWHOLE GROUP READ/ALOUD TEACH SKILLS IN THE TEXT BUILD BACKGROUND T80PREVIEW THE SELECTION P T81READ THE SELECTIO P T82COMPREHENSION STRATEGIES – MAKING CONNECTIONS AND SUMMARIZING T82-T84, T86-T87DISCUSS THE SLECTION PP T88-89DEVELOP VOCABULARY PP T90-91CONCEPT/QUESTION BOARD WRITING-REVISINGOPINION WRITING, PP 193-194SPELLING P95INFECTIONAL ENDINGS ED AND -ING | TABLE TALK**SMALL GROUP -DAILY PRACTICE SIGHT WORDS REVIEW (1 MIN) PHONIC SKILL REVIEW (7 MINS) READING FLUENCY (10 MINS) COMPREHENSION WRITING (2 MINS)**CLOSE READING P T98ACCESS COMPLEXT TEXT FACT AND OPINION PP T98-101CLASSIFY AND CATEGORIZE T98, T100WRITING P T99TEXT CONNECTIONS P T48PRACTICE VOCABULARY P T103FLUENCY T102WRITING- REVISINGOPINION WRITING 105-106GRAMMAR, USUAGE, AND MECHANICS 107VERBS | TABLE TALK CLOSE READING P T42ACCESS COMPLEXT TEXT CLOSE READING P T110FACT AND OPINION T110CLASSIFY AND CATEGORIZE T112TEXT CONNECTIONS P T112PRACTICE COMPREHENSION P T113FLUENCY T114WRITING-EDITINGOPINION WRITING, PP 116SPELLING P 117INFECTIONAL ENDINGS -ED AND -ING | TABLE TALK**SMALL GROUP -DAILY PRACTICE SIGHT WORDS REVIEW (1 MIN) PHONIC SKILL REVIEW (7 MINS) READING FLUENCY (10 MINS) COMPREHENSION WRITING (2 MINS)****HANDING OFF****CLOSE READING P T56****ADJECTIVES AND ADVERBS T120-124, GENRE KNOWLEDGE, BIOGRAPHIES AND AUTOBIOGRAPHIES T120-121 T124****LOOK CLOSER T125****SOCIAL STUDIES CONNECTION T126**WRITING- PUBLISHINGOPINION WRITING 130GRAMMAR, USUAGE, AND MECHANICS 131VERBS | REVIEW VOCABULARY P T69COMPREHENSION STRATEGIES **Before**: GET READY FOR WEEKLY ASSESSMENT. **During:** Students take assessment. **After**: ALL ASSESSMENTS WILL BE TURNED IN.REVIEW VOCABULARY P T103COMPREHENSION STRATEGIES P T134**ACESS COMPLEX TEST**WRITING- PUBLISHINGOPINION WRITING 136GRAMMAR, USUAGE, AND MECHANICS 137VERBSINFECTIONAL ENDINGS -ED AND -ING |
|  Small Groups |  INTERVENTIONTIER 111 READING INSPIRE |  INTERVENTIONTIER 111 READING INSPIREREADING PLC |  INTERVENTION |  INTERVENTION |  PROGRESS MONITORCLASSROOM ACTIVITIES |
| *After/Homework* | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection Sheet | 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):** [x] Class work [ ] 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