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.a  Use context clues to determine meanings of unfamiliar spoken or written words. R2  Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words. R.3  Use 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.c  4.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.F  ELD 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. |

**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 40-44/ Routine 1,5 6, 7, 9, A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - 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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  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 TALK  Word Analysis  Prefix: dis, non, un, and re  INTRODUCTION ALL NEW SKILLS | QUICK TALK  Word Analysis  Prefix: dis, non, un, and re  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | QUICK TALK  Word Analysis  Prefix: dis, non, un, and re  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | QUICK TALK  Word Analysis  Prefix: dis, non, un, and re  WHOLE GROUP ASSESSMENT REVIEW  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Word Analysis  INFECTIONAL ENDINGS: -ED AND -ING | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | TABLE TALK  WHOLE GROUP READ/ALOUD TEACH SKILLS IN THE TEXT BUILD BACKGROUND T80  PREVIEW THE SELECTION P T81  READ THE SELECTIO P T82  COMPREHENSION STRATEGIES – MAKING CONNECTIONS AND SUMMARIZING T82-T84, T86-T87  DISCUSS THE SLECTION PP T88-89  DEVELOP VOCABULARY PP T90-91  CONCEPT/QUESTION BOARD  WRITING-REVISING  OPINION WRITING, PP 193-194  SPELLING P95  INFECTIONAL 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 T98  ACCESS COMPLEXT TEXT FACT AND OPINION PP T98-101  CLASSIFY AND CATEGORIZE T98, T100  WRITING P T99  TEXT CONNECTIONS P T48  PRACTICE VOCABULARY P T103  FLUENCY T102  WRITING- REVISING  OPINION WRITING 105-106  GRAMMAR, USUAGE, AND MECHANICS 107  VERBS | TABLE TALK  CLOSE READING P T42  ACCESS COMPLEXT TEXT CLOSE READING P T110  FACT AND OPINION T110  CLASSIFY AND CATEGORIZE T112  TEXT CONNECTIONS P T112  PRACTICE COMPREHENSION P T113  FLUENCY T114  WRITING-EDITING  OPINION WRITING, PP 116  SPELLING P 117  INFECTIONAL 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- PUBLISHING  OPINION WRITING 130  GRAMMAR, USUAGE, AND MECHANICS 131  VERBS | REVIEW VOCABULARY P T69  COMPREHENSION STRATEGIES **Before**: GET READY FOR WEEKLY ASSESSMENT. **During:** Students take assessment. **After**: ALL ASSESSMENTS WILL BE TURNED IN.  REVIEW VOCABULARY P T103  COMPREHENSION STRATEGIES P T134  **ACESS COMPLEX TEST**  WRITING- PUBLISHING  OPINION WRITING 136  GRAMMAR, USUAGE, AND MECHANICS 137  VERBS  INFECTIONAL ENDINGS -ED AND -ING | |
| Small Groups | | INTERVENTION  TIER 111 READING INSPIRE | INTERVENTION  TIER 111 READING INSPIRE  READING PLC | INTERVENTION | INTERVENTION | PROGRESS MONITOR  CLASSROOM ACTIVITIES | |
| *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 | 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):** Class work 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