Teacher: ROBINSON/HALL 4th Grade Date: 09/2-6 Subject: ELA 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.aTSW determine events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. {**RI.4.3}**TSW determine events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. {**RI.4.3}**TSW DETERMINE THE OVERALL STRUCTURE OF EVENTS, IDEAS, CONCEPTS, OR INFORMATION IN A TEXT OR PART OF A TEXT. {RI4.5}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}****Alabama CCRS/COS: Standards** LF.FL.5LF.FL.REC.R.6WL8.1 DETERMINE PURPOSE AND SUDIENCE PRIOR TO WRITINGWL8.7 DEMONSTRATING THE PROCESS OF PREWRITING, DRAFTING, REVISING, EDITIONG, AND PUBLISHING.WL.11.2 DEMONSTRATING CORRECT USE OF NOUNS, PRONOUNS, CONJECTIONS, ADJECTIVES, AND ADVERBS. |

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| **Outcome(s)/Objective(s) Students will …..****Review homophones and homographs.****Build oral language skills*** apply what they have learned about homophones and homographs.
* review pronunciation of open syllables.
* review homophones and homographs.
* build oral language skills.
* apply the comprehension strategy Predicting and Revising/Confirming Predictions.
* read the selection.
* build on others’ talk in conversation.
* determine the Sequence of events in a text.
* identify Cause and Effect in a text.
* demonstrate understanding of selection vocabulary words.
* read grade-level text orally, with prosody.
* learn about and determine word relationships.
* review the selection vocabulary words.
* review the comprehension strategy Predicting and Revising/Confirming Predictions.
* review Sequence and Cause and Effect.
* review the five steps of the writing process.
* review using a graphic organizer to plan writing.
* review facts versus opinion.
* begin brainstorming topics for an opinion essay.
* complete a TREE graphic organizer with a partner to plan opinion writing.
* evaluate their plans and receive feedback in a writer's conference.
* set writing goals for their opinion essays.
* review the importance of knowing the purpose for writing.
* begin drafting an opinion essay.
* review spelling words.receive feedback about their drafts in writer’s conference.
* revise their opinion essays.
* review adjectives.
* take the spelling assessment.
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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 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:**

**SOLEMNLY WOVEN**

**GLISTEN ASTRIDE**

**PATCH UTTERED**

**BLUNDER BEWILDERMENT**

**DROWSE EXERTIONS**

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES?  | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES?  | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES?  | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES?  | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES?  |
| ***I Can Statement***  | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER****I CAN DESCRIBE ADJECTVES**.**.** | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER.****I CAN DESCRIBE ADJECTVES**. | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER.****I CAN DESCRIBE ADJECTVES**. | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER.****I CAN DESCRIBE ADJECTVES**. | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER.****I CAN DESCRIBE ADJECTVES**. |
| *Preview* *(Before)**Warm-up- Hook* | Say SomethingWord Analysis HOMOPHONESHOMOGRAPHSINTRODUCTION ALL NEW SKILLS | Say SomethingWord Analysis HOMOPHONESHOMOGRAPHSWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis HOMOPHONESHOMOGRAPHSWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingHOMOPHONESHOMOGRAPHSWHOLE GROUP ASSESSMENT REVIEWSMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis HOMOPHONESHOMOGRAPHS |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Share and ShowWORD ANALYSIS T140-141BUILD BACKGROUND T142PREVIEW THE SELECTION P T143READ THE SELECTIO P T144COMPREHENSION STRATEGIES – PREDICTION T144-147, 149CONFIRMING PREDICTIONS T144, 146, 149REVISING PREDICTIONS T150-151 T82-T84, T86-T87DISCUSS THE SLECTION PP T150-151DEVELOP VOCABULARY PP T152-153CONCEPT/QUESTION BOARD  | TABLE TALK**SMALL GROUP -DAILY PRACTICE SIGHT WORDS REVIEW (1 MIN) PHONIC SKILL REVIEW (7 MINS) READING FLUENCY (10 MINS) COMPREHENSION WRITING (2 MINS)** Popcorn ReadingWORD ANALYSIS T158-159CLOSE READING P T98ACCESS COMPLEXT TEXT CAUSE AND EFFECT PP T160-161, 163SEQUENCE T160, T162-163WRITING P T161PRACTICE VOCABULARY P T165FLUENCY T164 | TABLE TALK Popcorn ReadingWORD ANALYSIS T70-171CLOSE READING P T110CAUSE AND EFFECT T172-173SEQUENCE T172TEXT CONNECTIONS P T174APPLY VOCABULARY T175PRACTICE COMPREHENSION P T175FLUENCY T176 | TABLE TALK**SMALL GROUP -DAILY PRACTICE SIGHT WORDS REVIEW (1 MIN) PHONIC SKILL REVIEW (7 MINS) READING FLUENCY (10 MINS) COMPREHENSION WRITING (2 MINS)** Share and ShowWORD ANALYSIS T182**HANDING OFF****CLOSE READING P T182****POINT OF VIEW T82-185, TEXT FEATURES, ILLUSTRATIONS T182-184, T186****LOOK CLOSER T187****SOCIAL STUDIES CONNECTION** **SCIENCE CONNECTION T188** | REVIEW VOCABULARYCOMPREHENSION STRATEGIES **Before**: GET READY FOR WEEKLY ASSESSMENT. **During:** Students take assessment. **After**: ALL ASSESSMENTSREVIEW VOCABULARY COMPREHENSION STRATEGIES P T196**ACESS COMPLEX TEST** |
|  Small Groups |  INTERVENTIONTIER 111 READING INSPIRE |  INTERVENTIONTIER 111 READING INSPIRE READING 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 SheetWORD WORK 31-31. 41-42WRITING 37-38DECODING 39-40FLUENCY33-34, 35-36COMPREHENSION-TEXT CONNECTION PG 60 1, 3, 6  | 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