Teacher: ROBINSON/HALL 4th Grade Date: 08/19-23 Subject: Reading Period: 1st

|  |
| --- |
| **Alabama CCRS/COS: Standards**  TSW determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. **{RL.4.4}**  TSW explain how an author uses reasons and evidence to support particular points in a text. **{RL.4.8}**  TSW compare and contrast the points of view from which different stories are narrated including the difference between first and third person narrations. **{RL.4.6}**  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}** |

|  |
| --- |
| **Outcome(s)/Objective(s) Students will …..**  **Review word with the prefixes dis, non, un, and re**  **Build oral language skills**  **Discuss the elements of a legend**  **Listen attentively**  **Build vocabulary**  **Connect inquiry to Making a Difference**  **Read the selection**  **Build on other’s in conversation**  **Use context to determine the meanings of words, confirming and self-correcting**  **Build fluency by reading grade-level text orally, with accuracy**  **Compare and contrast characters in text**  **Make inferences about the text**  **Generate ideas and questions**  **Demonstrate understanding of an author’s use of Point of View and Story Elements of Character**  **Apply selection vocabulary to context** |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | |  |  |
|  | 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 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
| **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:**

guillible suspiciously

transplant flattered

pep reinforcement

reassured awkwardness

conquer coordinated

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | HOW DO YOUR ACTIONS AFFECT OTHERS? | HOW DO YOUR ACTIONS AFFECT OTHERS? | HOW DO YOUR ACTIONS AFFECT OTHERS? | HOW DO YOUR ACTIONS AFFECT OTHERS? | HOW DO YOUR ACTIONS AFFECT OTHERS? | |
| ***I Can Statement*** | | I can determine how my actions affect others. | I can determine how my actions affect others. | I can determine how my actions affect others. | I can determine how my actions affect others. | I can determine how my actions affect others. | |
| *Preview*  *(Before)*  *Warm-up- Hook*  8:00-9:00 | | 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 ASSESSMENT REVIEW  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | QUICK TALK  Word Analysis  Prefix: dis, non, un, and re  REVIEW READING ASSESSMENT SKILLS | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do-  *9:00-10:00* | | TABLE TALK  WHOLE GROUP READ/ALOUD TEACH SKILLS IN THE TEXT BUILD BACKGROUND PPT12-13  READ THE READ ALOUD P T13-14  Vocabulary Splash  DISCUSS READ ALOUD P T17  CONCEPT/QUESTION BOARD P T18 | TABLE TALK  **SMALL GROUP -DAILY PRACTICE SIGHT WORDS REVIEW (1 MIN) PHONIC SKILL REVIEW (7 MINS) READING FLUENCY (10 MINS) COMPREHENSION WRITING (2 MINS)**  PREVIEW THE SELECTION P T25  READ THE SELECTIO P T26  COMPREHENSION STRATEGIES – MAKING CONNECTIONS AND CLAIFYING PP T26-29 T31  DISCUSS THE SLECTION PP T32-33  DEVELOP VOCABULARY PP T34-35 | TABLE TALK  CLOSE READING P T42  ACCESS COMPLEXT TEXT COMPARE AND CONTRAST PP T42-43 T45, T47  MAKING INFERENCES PP T42, T42, -47  WRITING P T46  TEXT CONNECTIONS P T48  PRACTICE COMPREHENSION P T49 | 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 T56**  **POINT OF VIEW T53-57, T59-60**  **LOOK CLOSER T61** | REVIEW VOCABULARY P T69  COMPREHENSION STRATEGIES P T70  **ACESS COMPLEX TEST** | |
| 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