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

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| **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}** |

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| **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:**

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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:**

guillible suspiciously

transplant flattered

pep reinforcement

reassured awkwardness

conquer coordinated

**PROCEDURAL CONTENT (application)**

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|  | **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 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 ASSESSMENT REVIEWSMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | QUICK TALKWord AnalysisPrefix: dis, non, un, and reREVIEW READING ASSESSMENT SKILLS |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do-*9:00-10:00* | TABLE TALKWHOLE GROUP READ/ALOUD TEACH SKILLS IN THE TEXT BUILD BACKGROUND PPT12-13READ THE READ ALOUD P T13-14Vocabulary SplashDISCUSS READ ALOUD P T17CONCEPT/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 T25READ THE SELECTIO P T26COMPREHENSION STRATEGIES – MAKING CONNECTIONS AND CLAIFYING PP T26-29 T31DISCUSS THE SLECTION PP T32-33DEVELOP VOCABULARY PP T34-35 | TABLE TALK CLOSE READING P T42ACCESS COMPLEXT TEXT COMPARE AND CONTRAST PP T42-43 T45, T47MAKING INFERENCES PP T42, T42, -47WRITING P T46TEXT CONNECTIONS P T48PRACTICE 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 T69COMPREHENSION STRATEGIES P T70**ACESS COMPLEX TEST** |
|  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 [x] 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