Teacher: ROBINSON/HALL 4th Grade Date: 09/23-27 Subject: Reading Period: 1st

|  |
| --- |
| **Alabama CCRS/COS: Standards**  LF.VO.9 LF.PH.1 LF.PH.REC.R.3LF.PH.EXP.W.4 LF.VO.EXP.S.13LF.CO.14LF.WR.EXP.S.41.aR5LF.FL.REC.R.7LF.VO.EXP.S.12 LF.PH.1LF.PH.REC.R.3LF.PH.EXP.W.4  LF.CO.REC.R.15.cLF.CO.REC.R.21.bLF.CO.EXP.S.30.aLF.CO.REC.R.23.aLF.CO.REC.R.16.aLF.CO.EXP.W.28LF.WR.32LF.VO.9  TSW EXPLAIN HOW AUTHORS USE LITERARY DEVICES AND TEXT FEATURES TO CONVEY MEANING IN PROSE, POETRY, AND DRAMA. **{RI.4.16}**  TSW SYNTHESIZE TEXT INFORMATION TO MAKE COMPLEX INFERENCES WITHIN AND ACROSS TEXTS TO DETERMINE THE IMPORTANCE OF INFORMATION IN THE TEXT. {RL4.30}  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}**  **R.2 DEMONSTRATE READING VOCABULARY KNOWLEDGE, INCLUDING RECOGNITION OF A VARIETY OF SYNONYMS AND ANTONYMS.**  **R.2.1 USING CONTEXT CLUES. R.3.2 SUMMARIZING PASSAGES TO RESTATE INFORMATION.**  **R.2.2 READING MULTIPLE-MEANING WORDS. R.3.9 ASKING AND ANSWERING QUESTIONS. R.5.3 SUMMARIZINF PASSAGES TO DEMONSTRATE UNDERSTANDING. R.5.4 COMPARING AND CONTRASTING TO EXTEND MEANING. R.4.1 IDENTIFYING MAIN IDEA. R.4.2 IDENTIFYING AUTHOR’S PURPOSE. R.5.1 DETERMINING SEQUENCE OF EVENTS IN INFORMATIONAL AND FUNCTIONAL TEXT. R.5.2 DISTINGUISHING FACT FROM OPINION IN INFORMATIONAL TEXT.** |

|  |
| --- |
| **Outcome(s)/Objective(s) Students will …..**   * review words with the suffixes ‑ion, ‑sion, ‑tion, and ‑ity. * review the selection vocabulary words. * review the comprehension strategies Visualizing and Asking and Answering Questions. * review Making Inferences and Sequence * review homophones and homographs. * review word relationships. * review the suffixes ‑ly, ‑y, ‑ful, and ‑less. * review range of meaning. * review words with the prefixes dis-, non-, un-, and re-. * review antonyms and synonyms. * apply the comprehension strategies Asking and Answering Questions, Making Connections, and Summarizing. * read the selection. * build on others’ talk in conversation. * review words with the inflectional endings -ed and -ing. * review shades of meaning. * demonstrate understanding of Point of View and Author’s Purpose. * Classify and Categorize information in a text. * identify Facts and Opinions in a text. * Make Inferences about people and events in a text. * read and analyze the use of dialogue in a poem. |

**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 / Routine Cards\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - 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:**

**BOUNTIFUL CLEANSE**

**FERTILE UNDERGROUND**

**BRACE DISGUISES**

**APARTHEID HARMONY**

**RALLIES COMRADES**

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | WHERE DO WE SEE THE EFFECTS OF DIFFERENT MAKERS? | WHERE DO WE SEE THE EFFECTS OF DIFFERENT MAKERS? | WHERE DO WE SEE THE EFFECTS OF DIFFERENT MAKERS? | WHERE DO WE SEE THE EFFECTS OF DIFFERENT MAKERS? | WHERE DO WE SEE THE EFFECTS OF DIFFERENT MAKERS? | |
| ***I Can Statement*** | | **I CAN VISUALIZE THE EFFECTS OF DIFFERENT MAKERS.** | **I CAN VISUALIZE THE EFFECTS OF DIFFERENT MAKERS.** | **I CAN VISUALIZE THE EFFECTS OF DIFFERENT MAKERS.** | **I CAN VISUALIZE THE EFFECTS OF DIFFERENT MAKERS.** | **I CAN VISUALIZE THE EFFECTS OF DIFFERENT MAKERS.** | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Say Something  Word Analysis   SION, TION, ITY, ION  INTRODUCTION ALL NEW SKILLS | Say Something  Word Analysis    SION, TION, ITY, ION  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis    SION, TION, ITY, ION  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis    SION, TION, ITY, ION  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Share and Show  BUILD BACKGROUND  PREVIEW THE SELECTION  COMPREHENSION STRATEGIES:  VISUALIZING, ASK AND ANSWER QUESTIONS  DISCUSS THE SLECTION  DEVELOP VOCABULARY  CLUES/PROBLEMS /WONDERINGS | Popcorn Reading  CLOSE READING  PRACTICE VOCABULARY  FLUENCY  CONCEPT/QUESTION BOARD  FACT AND OPINION  MAKING INFERENCES  CLASSIFY AND CATEGORIZE | Popcorn Reading  CLOSE READING  TEXT CONNECTIONS  APPLY VOCABULARY  PRACTICE COMPREHENSION  FLUENCY  FACT AND OPINION  MAKING INFERENCES  CLASSIFY AND CATEGORIZE | Share and Show  **HANDING OFF**  **CLOSE READING REVIEW**  **GENRE**  **TEXT FEATURES**  **ILLUSTRATIONS**  **SOCIAL STUDIES CONNECTION**  FACT AND OPINION  MAKING INFERENCES  CLASSIFY AND CATEGORIZE  **SCIENCE CONNECTION** | WORD ANALYSIS  REVIEW VOCABULARY  COMPREHENSION STRATEGIES  **ACESS COMPLEX TEST** | |
| Small Groups | | INTERVENTION | INTERVENTION | INTERVENTION | INTERVENTION |  | |
| *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  READING SKILLS 79-80, 80-81  WRITING PG 77-78  WORD WORK/DECODING PG 75-76  FLUENCY PG 71-72, 73-74  COMPREHENSION-TEXT CONNECTION PG 114 Q1, Q2, Q3 | 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