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

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| **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.4LF.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.9TSW 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.** |

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| **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.
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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 / Routine Cards\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [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:**

**BOUNTIFUL CLEANSE**

**FERTILE UNDERGROUND**

**BRACE DISGUISES**

**APARTHEID HARMONY**

**RALLIES COMRADES**

**PROCEDURAL CONTENT (application)**

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|  | **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 SomethingWord Analysis SION, TION, ITY, IONINTRODUCTION ALL NEW SKILLS | Say SomethingWord Analysis   SION, TION, ITY, IONWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis   SION, TION, ITY, IONWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis  SION, TION, ITY, IONWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis   |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Share and ShowBUILD BACKGROUND PREVIEW THE SELECTIONCOMPREHENSION STRATEGIES: VISUALIZING, ASK AND ANSWER QUESTIONS DISCUSS THE SLECTIONDEVELOP VOCABULARY CLUES/PROBLEMS /WONDERINGS | Popcorn ReadingCLOSE READINGPRACTICE VOCABULARYFLUENCYCONCEPT/QUESTION BOARDFACT AND OPINIONMAKING INFERENCESCLASSIFY AND CATEGORIZE | Popcorn ReadingCLOSE READING TEXT CONNECTIONSAPPLY VOCABULARYPRACTICE COMPREHENSIONFLUENCYFACT AND OPINIONMAKING INFERENCESCLASSIFY AND CATEGORIZE | Share and Show**HANDING OFF****CLOSE READING REVIEW****GENRE** **TEXT FEATURES****ILLUSTRATIONS****SOCIAL STUDIES CONNECTION** FACT AND OPINIONMAKING INFERENCESCLASSIFY AND CATEGORIZE**SCIENCE CONNECTION** | WORD ANALYSIS REVIEW VOCABULARY COMPREHENSION STRATEGIES **ACESS COMPLEX TEST** |
|  Small Groups |  INTERVENTION |  INTERVENTION |  INTERVENTION |  INTERVENTION |   |
| *After/Homework* | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection SheetREADING SKILLS 79-80, 80-81WRITING PG 77-78WORD WORK/DECODING PG 75-76FLUENCY PG 71-72, 73-74COMPREHENSION-TEXT CONNECTION PG 114 Q1, Q2, Q3 | 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