Teacher: Robinson, Hall 4th Grade Date:10/21-25 Subject: Reading Period: 1st

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| **Alabama CCRS/COS: Standards** LF.VO.EXP.S.13LF.CO.REC.R.18.aR1LF.CO.14LF.WR.EXP.S.41.aLF.FL.EXP.W.8LF.CO.EXP.W.28LF.WR.32LF.FL.5LF.FL.REC.R.6R3 LF.PH.REC.R.3LF.PH.1LF.PH.EXP.W.4  LF.VO.EXP.S.13R1LF.CO.14LF.WR.EXP.S.41.aLF.FL.5LF.FL.REC.R.6LF.FL.REC.R.7**TSW COMPARE AND CONTRAST THE TREATMENT OF SIMILAR THEMES AND TOPICS IN STORIES, MYTHS, AND TRATIONAL LITERATURE FROM DIFFERENT CULTURES.RL.4.9** TSW DETERMINE A THEME OF A STORY, DRAMA, OR POEM FORM DETAILS IN THE TEXT; SUMMARIZE THE TEXT. **{RL.4.2}**TSW DESCRIBE THE OVERALL STRUCTURE OF EVENTS, IDEAS, CONCEPTS, OR INFORMATION IN A TEXT OR PART OF A TEXT. **{R1.4.5}** TSW read AND IDENTIFY THE NARRATOR’S POINT OF VIEW IN A LITERARY TEXT AND EXPLAIN HOW IT DIFFERS FROM A CHARACTER’S PERSPECTIVE. **{RL.4.5}** **{RL.4.17}** 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}RETEACH** |

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| **Outcome(s)/Objective(s) Students will …..*** learn new words with the Latin roots tract, sign, dic, and man.
* build oral language skills.
* review word relationships.
* build oral language skills. build oral language skills.
* practice using the Latin roots tract, sign, dic, and man.
* apply the comprehension strategies Asking and Answering Questions and Visualizing.
* read the selection.
* build on others’ talk in conversation.
* Compare and Contrast people, places, and things in a text.
* identify Main Idea and Details in a text.
* demonstrate understanding of Setting.
* demonstrate Genre Knowledge. apply the comprehension strategies Clarifying and Making Connections.
* read the selection.
* build on others’ talk in conversation.
* review the selection vocabulary words.
* review the comprehension strategies Summarizing and Visualizing.
* review Cause and Effect and Fact and Opinion.
* apply the comprehension strategies Making Connections and Clarifying.
* read the selection.
* build on others’ talk in conversation.
* listen attentively.
* build vocabulary.
* demonstrate understanding of Language Use.
* demonstrate understanding of Genre.
* apply selection vocabulary to new contexts.
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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:****ABSORBED MARVELING****BORE MUSED****CONFIDENCE SPANNED****LEVER TINKERING****MANNER TRIAL** |
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**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | WHO CAN BE AN INVENTOR? | WHO CAN BE AN INVENTOR? | WHO CAN BE AN INVENTOR? | WHO CAN BE AN INVENTOR? | WHO CAN BE AN INVENTOR? |
| ***I Can Statement***  | **I CAN DISTINGUISH WHO CAN BE AN INVENTOR.** | **I CAN DISTINGUISH WHO CAN BE AN INVENTOR.** | **I CAN DISTINGUISH WHO CAN BE AN INVENTOR.** | **I CAN DISTINGUISH WHO CAN BE AN INVENTOR.** | **I CAN DISTINGUISH WHO CAN BE AN INVENTOR.** |
| *(Before)**Warm-up- Hook* | Say SomethingWord AnalysisINTRODUCTION ALL NEW SKILLS | Say SomethingWord Analysis WHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analy sis WHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord AnalysisWHOLE 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 SUMMARIZINGDISCUSS THE SLECTIONDEVELOP VOCABULARY BUILD BACKGROUND SET PURPOSEREAD THE READ ALOUD DISCUSS READ ALOUD CONCEPT/QUESTION BOARD  | Popcorn ReadingCLOSE READINGPRACTICE VOCABULARYBUILD BACKGROUD PREVIEW THE SELECTIONCAUSE/EFFECTFACT/OPINION DISCUSS THE SLECTION DEVELOP VOCABULARYFLUENCY CLUES/PROBLEMS/WONDERINGS | Popcorn ReadingCLOSE READINGCAUSE/EFFECT FACT/OPINIONBUILD BACKGROUNDEXAGGERATIONTEXT CONNECTIONSPRACTICE COMPREHENSION FLUENCY  | Share and Show**HANDING OFF****CLOSE READING REVIEW****CLOSE READING** **STORY ELEMENTS: CHARACTER****GENRE: REALISTIC FICTION** **LOOK CLOSER** **SOCIAL STUDIES/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 115-116, 121-122 WRITING PG117-118WORD WORK/DECODING PG 109-110, 111-112FLUENCY PG 113-114COMPREHENSION-TEXT CONNECTION PG 171 #4  | 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