Teacher: ROBINSON/HALL 4th Grade Date: 9/16-20 Subject: ELA /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.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}** |

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| **Outcome(s)/Objective(s) Students will …..**   * review words with the suffixes ‑ion, ‑sion, ‑tion, and ‑ity. * build oral language skills. build oral language skills. * practice using words with the suffixes ‑ion, ‑sion, ‑tion, and ‑ity. * review the consonant + le syllable. identify words with the same base. * apply what they have learned about the suffixes ‑ion, ‑sion, ‑tion, and ‑ity. * review consonant + le syllables. * demonstrate Genre Knowledge. * demonstrate understanding of Text Features. * build on the vocabulary they have learned this week. * read grade-level text orally, with expression. * apply the comprehension strategies Visualizing and Asking and Answering Questions. * read the selection. * build on others’ talk in conversation. * Make Inferences about people, places, and events in a text. * Sequence information from a text. * demonstrate understanding of selection vocabulary words. * read grade-level text orally with prosody. * Make Inferences about people and events in a text. * Sequence events in a text. * read and analyze poetry. * apply selection vocabulary to new contexts. * review the selection vocabulary words. * review the comprehension strategies Visualizing and Asking and Answering Questions. * review Making Inferences and Sequence |

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

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|  | 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 |  | |  |
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| **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)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | What can we do to make a difference? | What can we do to make a difference? | What can we do to make a difference? | What can we do to make a difference? | What can we do to make a difference? | |
| ***I Can Statement*** | | **I CAN DETERMINE HOW WE CAN MAKE A DIFFERENCE.** | **I CAN DETERMINE HOW WE CAN MAKE A DIFFERENCE.** | **I CAN DETERMINE HOW WE CAN MAKE A DIFFERENCE.** | **I CAN DETERMINE HOW WE CAN MAKE A DIFFERENCE.** | **I CAN DETERMINE HOW WE CAN MAKE A DIFFERENCE.** | |
| *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   SION, TION, ITY, ION | |
| *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  ACCESS COMPLEXT TEXT  MAKING INFERENCE, SEQUENCE  PRACTICE VOCABULARY  FLUENCY  CONCEPT/QUESTION BOARD | Popcorn Reading  CLOSE READING  MAKING INFERENCES  SEQUENCE  TEXT CONNECTIONS  APPLY VOCABULARY  PRACTICE COMPREHENSION  FLUENCY | Share and Show  **HANDING OFF**  **CLOSE READING REVIEW**  **GENRE**  **TEXT FEATURES**  **ILLUSTRATIONS**  **NARRATIVE POEM**  **SOCIAL STUDIES CONNECTION**  **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  WORD WORK/SKILLS59-60, 63-64,  WRITING 65-66  DECODING 57-58, 67-68  FLUENCY61-62  COMPREHENSION-TEXT CONNECTION PG 96- 5  97-1, 2 | 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