TEACHERS: HALL, ROBINSONLESSON PLANS DATE: 11/18-22 SUBJECT: READING/LANGUAGE/SPELLING/WRITING PERIOD: 1ST

|  |
| --- |
| Objectives: TSW DETERMINE A THEME OF A STORY, DRAMA, OR POEM FOR DETAILS IN THE TEXT; SUMMARIZE THE TEXT. **{RL.4.3}**  TSW DETERMINE THE MAIN IDEA OF A TEXT AND EXPLAINS HOW IT IS SUPPORTED BY KEY DETAIL; SUMMARIZE THE TEXT. {RI4.2}  TSW DESCRIBE THE OVERALL STRUCTURE OF EVENTS, IDEAS, CONCEPTS, OR INFORMATION IN A TEXT OR PART OF A TEXT. {RI.4.5}  TSW WRITES OPINION PIECES ON TOPICS OR TEXTS, SUPPORTING A POINT OF VIEW WITH REASONS AND INFORMATION. {W.4.1}  4. L..3b- TSW choose punctuation for effect.  4.L2d- TSW spells grade-appropriate words correctly, consulting references as needed. 4.W.1b – TSW provide reasons that are supported by facts and details.  4. L.3b- I can understand and apply the use of punctuation.  4.L2d- I can spell words correctly. I can refer to sources when I need help spelling words.  L.4.2C TSW USE A COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE. CREATE COMPOUND SENTENCES  L.4.2.D TSW SPELL GRADE-APPROPRIATE WORDS CORRECTLY, CONSULTING REFERENCE AS NEEDED. FORM AND USE COMPOUND WORDS  ELD STANDARD 2 ENGLISH LANGUAGE LEARNERS COMMUNICATE INFORMATION, IDEAS, AND CONCEPTS NECESSARY FOR ACADEMIC SUCCESS IN THE CONTENT AREA OF LANGUAGE.  **Outcome(s)/Objective(s) Students will ….**   * learn new open compound words. * learn new hyphenated compound words. * build oral language skills. * discuss the elements of poetry. * listen attentively. * build vocabulary. * apply the comprehension strategies of Asking and Answering Questions, Making Connections, and Summarizing. * read the selection. * build on others’ talk in conversation. * identify Cause and Effect in the text. * Compare and Contrast people, objects, and events in the text. * demonstrate understanding of selection vocabulary words. * demonstrate understanding of the Setting. * identify the author’s Point of View. * apply selection vocabulary to new contexts. * read grade-level text orally, with expression. * learn about narrative writing. * review and evaluate a model of good realistic fiction writing. * begin generating ideas for a realistic narrative. * learn about spelling patterns with open and hyphenated * review the traits of good writing. * review the writing plan for narrative writing. * help write the first part of a draft of narrative writing. * review compound subjects and predicates. |

**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:**  **faint**  **sagged**  **sternly**  **platoon**  **desperately**  **operations**  **transmission**  **recruits**  **creased**  **battered**  **broadcasting** | | | | | | | | | | | | |

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | WHAT CAN WE LEARN FROM OUR ANCESTORS AND HOW CAN OUR HERITAGE INSPIRE US?  WHAT ARE COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS? I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | WHAT CAN WE LEARN FROM OUR ANCESTORS AND HOW CAN OUR HERITAGE INSPIRE US?  WHAT ARE COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS? I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | WHAT CAN WE LEARN FROM OUR ANCESTORS AND HOW CAN OUR HERITAGE INSPIRE US?  WHAT ARE COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS? I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | WHAT CAN WE LEARN FROM OUR ANCESTORS AND HOW CAN OUR HERITAGE INSPIRE US?  WHAT ARE COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS? I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | WHAT CAN WE LEARN FROM OUR ANCESTORS AND HOW CAN OUR HERITAGE INSPIRE US?  WHAT ARE COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS? I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | |
| ***I Can Statement*** | | I CAN LEARN FROM OUR ANCESTORS AND TELL HOW OUR HERITAGE INSPIRES US.  I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | I CAN LEARN FROM OUR ANCESTORS AND TELL HOW OUR HERITAGE INSPIRES US.  I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | I CAN LEARN FROM OUR ANCESTORS AND TELL HOW OUR HERITAGE INSPIRES US.  I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | I CAN LEARN FROM OUR ANCESTORS AND TELL HOW OUR HERITAGE INSPIRES US.  I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | I CAN LEARN FROM OUR ANCESTORS AND TELL HOW OUR HERITAGE INSPIRES US.  I CAN DISTINGUISH COMPOUND SUBJECTS AND PREDICATES AND COMPOUND WORDS. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Say Something  Word Analysis  INTRODUCTION ALL NEW SKILLS | Say Something  Word Analysis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analy sis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  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 SUMMARIZING  DISCUSS THE SLECTION  DEVELOP VOCABULARY  BUILD BACKGROUND  SET PURPOSE  READ THE READ ALOUD  DISCUSS READ ALOUD  CONCEPT/QUESTION BOARD | Popcorn Reading  CLOSE READING  PRACTICE VOCABULARY  BUILD BACKGROUD  PREVIEW THE SELECTION  CAUSE/EFFECT  FACT/OPINION  DISCUSS THE SLECTION  DEVELOP VOCABULARY  FLUENCY  CLUES/PROBLEMS/WONDERINGS | Popcorn Reading  CLOSE READING  CAUSE/EFFECT  FACT/OPINION  BUILD BACKGROUND  EXAGGERATION  TEXT CONNECTIONS  PRACTICE 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 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 167-168, 171-172  WRITING PG 169-170  WORD WORK/DECODING PG 161-162, 163-164  FLUENCY PG 165-166  COMPREHENSION-TEXT  MYON READING  IREADY | 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