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

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| 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 SENTENCESL.4.2.D TSW SPELL GRADE-APPROPRIATE WORDS CORRECTLY, CONSULTING REFERENCE AS NEEDED. FORM AND USE COMPOUND WORDSELD 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.
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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:****faint****sagged****sternly****platoon****desperately****operations****transmission****recruits****creased****battered****broadcasting** |

**PROCEDURAL CONTENT (application)**

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|  | **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 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 167-168, 171-172WRITING PG 169-170WORD WORK/DECODING PG 161-162, 163-164FLUENCY PG 165-166COMPREHENSION-TEXT MYON READING IREADY | 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