Teacher: Wayburn Hall 4th Grade Date: 12/16-20 Subject: Reading Period: 1st

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| **Alabama CCRS/COS: Standards 10**  TSW INTERPRET WORDS AND PHRASES, INCLUDING FIGURATIVE LANGUAGE, AS THEY ARE USED IN A TEXT.   1. EXPALIN HOW SPECIFIC WORD CHOICES SHAPE MEANING OR TONE. 2. EXPLAIN HOW FIGURATIVE LANGUAGE CONTRIBUTES TO THE MEANING OF TEXT, INCLUDING SIMILE, METAPHOR, ALLITERATION, PERSONIFICATION, HYPERBOLE, AND IDIOMS. 3. USE THE RELATIONSHIPS BETWEEN SYNONYMS, ATONYMS, AND HOMOGRAPHS TO INCREASE UNDERSTANDING OF WORD MEANINGS. |

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| **Outcome(s)/Objective(s) Students will …..**   * **INTERPRET FIGURATIVE LANGUAGE, INCLUDING SIMILES, METAPHORS, ALLITERATION, PERSONIFICATION, HYPERBOLE, AND IDIOMS.** * **DEFINE AND EXPLAIN TONE.** * **IDENTIFY WORDS AND PHRASES THAT HELP SHAPE THE MEANING OR TONE OF A TEXT.** * **EXPLAIN HOW WORD CHOICE INFLUENCES THE MEANING OR TONE OF TEXT.** * **EXPLAIN HOW FIGURATIVE LANGUAGE, INCLUDING SIMILES, METAPHORS, ALLITERATION, PERSONIFICATION, HYPERBOLE, AND IDIOMS, CONTRIBUTE TO THE MEANING OF A TEXT.** * **USE THE RELATIONSHIPS BETWEEN SYNONYMS, ANTONYMS, AND HOMOGRAPHS TO INCREASE UNDESTANDING OF THE WORD MEANINGS.** |

**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 40-44/ Routine 1,5 6, 7, 9, A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - 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:**

**SIMILE TONE**

**METAPHOR SYNONYMS**

**PERSONIFICATION ANTONYMS**

**ALLITERATION HOMOGRAPHS**

**HYPERBOLE**

**IDIOM**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | WHAT IS FIGURATIVE LANGUAGE? | WHAT IS FIGURATIVE LANGUAGE? | WHAT IS FIGURATIVE LANGUAGE? | WHAT IS FIGURATIVE LANGUAGE? | WHAT IS FIGURATIVE LANGUAGE? | |
| ***I Can Statement*** | | **I CAN IDENTIFY THE TYPES OF FIGURATIVE LANGUAGES.** | **I CAN IDENTIFY THE TYPES OF FIGURATIVE LANGUAGES.** | **I CAN IDENTIFY THE TYPES OF FIGURATIVE LANGUAGES.** | **I CAN IDENTIFY THE TYPES OF FIGURATIVE LANGUAGES.** | **I CAN IDENTIFY THE TYPES OF FIGURATIVE LANGUAGES.** | |
| *Preview*  *(Before)*  *Warm-up- Hook*  8:00-9:00 | | QUICK TALK  INTRODUCTION ALL NEW SKILLS |  | QUICK TALK  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | QUICK TALK  WHOLE GROUP ASSESSMENT REVIEW  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | QUICK TALK  REVIEW READING ASSESSMENT SKILLS | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do-  *9:00-10:00* | | TABLE TALK  WHOLE GROUP READ/ALOUD TEACH SKILLS IN THE TEXT BUILD BACKGROUND PP  READ THE READ ALOU  Vocabulary Splash  DISCUSS READ ALOUD  CONCEPT/QUESTION BOARD  FIGURATIVE LANGUAGE ONLINE | TABLE TALK  **SMALL GROUP -DAILY PRACTICE SIGHT WORDS REVIEW (1 MIN) PHONIC SKILL REVIEW (7 MINS) READING FLUENCY (10 MINS) COMPREHENSION WRITING (2 MINS)**  PREVIEW THE SELECTION  READ THE SELECTIO  FIGURATIVE LANGUAGE ONLINE  DEVELOP VOCABULARY | TABLE TALK  CLOSE READING  ACCESS COMPLEXT TEXT  WRITING P  TEXT CONNECTIONS P  PRACTICE COMPREHENSION  FIGURATIVE LANGUAGE ONLINE | TABLE TALK  **SMALL GROUP -DAILY PRACTICE SIGHT WORDS REVIEW (1 MIN) PHONIC SKILL REVIEW (7** FIGURATIVE LANGUAGE ONLINE  **MINS) READING FLUENCY (10 MINS) COMPREHENSION WRITING (2 MINS)**  **CLOSE READING P**  **LOOK CLOSER** | REVIEW VOCABULARY P  **ACESS COMPLEX TEST** | |
| Small Groups | | INTERVENTION  TIER 111 READING INSPIRE | INTERVENTION  TIER 111 READING INSPIRE  READING PLC | INTERVENTION | INTERVENTION | PROGRESS MONITOR  CLASSROOM ACTIVITIES | |
| *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 | 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