Teacher: HALL-ROBINSON 4th Grade Date:10/29-11/1 Subject: Reading Period: 1st

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| **ACAP PRATICE AND TESTING**  **Alabama CCRS/COS: Standards**  LF.PH.1  LF.FL.5LF.FL.REC.R.6 LF.VO.EXP.S.13R1LF.CO.14LF.WR.EXP.S.41.aLF.FL.5LF.FL.REC.R.6LF.FL.REC.R.7  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  **TSW COMPARE AND CONTRAST THE TREATMENT OF SIMILAR THEMES AND TOPICS IN STORIES, MYTHS, AND TRATIONAL LITERATURE FROM DIFFERENT CULTURES.RL.4.9**  TSW USE CONTEXT TO CONFIRM OR SELF CORREC WORD RECOGNITION AND UNDERSTANING, REREADING AS NECESSARY. **{RF.4.4C}** TSW REFER TO DETAILS AND EXAMPLES IN THE TEXT WHEN EXPLAINING WHAT THE TEXT SAYS EXPLICITLY AND WHEN DRAWING INFERENCES FROM THE TEXT. {RL4.1} TSW DESCRIBE THE OVERALL STRUCTURE (CHRONOLOGY) OF EVENTS, IDEAS, CONCEPTS, OR INFORMATION IN A TEXT OR PART OF A TEXT. **{R1.4.5}** TSW REFER TO DEATAILS AND EXAMPLES IN A TEXT WHEN EXPLAINING WHAT TEXT SAYS EXPLICITY AND WHEN DRAWING INFERENCES. 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 …..**   * build oral language skills. * apply what they have learned about regular plural nouns. * learn new regular plural nouns. * build oral language skills. * identify the Sequence of events in a story. * practice Making Inferences about characters and events. * demonstrate understanding of selection vocabulary words. * read grade-level text orally, with prosody. * apply the comprehension strategies Predicting and Revising/Confirming Predictions. * read the selection. * build on others’ talk in conversation. * demonstrate understanding of the use of these Text Features: punctuation and illustrations. * build on the vocabulary they have learned this week. * read grade-level text orally, with expression. * review the selection vocabulary words. * review the comprehension strategies Predicting and Revising/Confirming Predictions. * review Sequence and Making Inferences. |

**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:**  **CITATION MALFUNCTION**  **CONDUCTED MATERIAL**  **DEGREE QUEST**  **DUE TO TURNED IN**  **EXPERIMENTAL ULTIMATELY** | | | | | | | | | | | | |
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**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | HOW CAN SCIENTISTS BUILD ON PREVIOUS DISCOVERIES? | HOW CAN SCIENTISTS BUILD ON PREVIOUS DISCOVERIES? | HOW CAN SCIENTISTS BUILD ON PREVIOUS DISCOVERIES? | HOW CAN SCIENTISTS BUILD ON PREVIOUS DISCOVERIES? | HOW CAN SCIENTISTS BUILD ON PREVIOUS DISCOVERIES? | |
| ***I Can Statement*** | | **I CAN EXPLAIN HOW SCIENTISTS BUILD ON PREVIOUS DISCOVERIES.** | **I CAN EXPLAIN HOW SCIENTISTS BUILD ON PREVIOUS DISCOVERIES.** | **I CAN EXPLAIN HOW SCIENTISTS BUILD ON PREVIOUS DISCOVERIES.** | **I CAN EXPLAIN HOW SCIENTISTS BUILD ON PREVIOUS DISCOVERIES.** | **I CAN EXPLAIN HOW SCIENTISTS BUILD ON PREVIOUS DISCOVERIES.** | |
| *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 133-134, 135-136  WRITING PG131-132  WORD WORK/DECODING PG 123-124, 125-126  FLUENCY PG 127-128  COMPREHENSION-TEXT CONNECTION PG 171 #4  MYON READING | 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