Teacher: ROBINSON/HALL 4th Grade Date: 10/7-11 Subject: Reading Period: 1st

|  |
| --- |
| **Alabama CCRS/COS: Standards** LF.PH.REC.R.3LF.PH.1LF.PH.EXP.W.4 LF.VO.EXP.S.13LF.CO.REC.R.21.cLF.CO.REC.R.21.bR1LF.CO.14LF.WR.EXP.S.41.aR2LF.FL.5LF.FL.REC.R.6LF.FL.REC.R.7ZLF.CO.REC.R.23.aLF.CO.REC.R.25LF.CO.REC.R.26LF.FL.5LF.FL.REC.R.6LF.FL.EXP.W.8LF.CO.14LF.CO.EXP.W.28LF.WR.32LF.WR.REC.R.33.a LF.VO.9LF.CO.REC.R.15.aLF.FL.5LF.FL.REC.R.6LF.FL.REC.R.7 TSW DETERMINE A THEME OF A STORY, DRAMA, OR POEM FORM DETAILS IN THE TEXT; SUMMARIZE THE TEXT. **{RL.4.2}**TSW DESCRIBE THE OVERALL STRUCTURE OF EVENTS, IDEAS, CONCEPTS, OR INFORMATION IN A TEXT OR PART OF A TEXT. **{R1.4.5}** TSW read AND IDENTIFY THE NARRATOR’S POINT OF VIEW IN A LITERARY TEXT AND EXPLAIN HOW IT DIFFERS FROM A CHARACTER’S PERSPECTIVE. **{RL.4.5}** **{RL.4.17}** 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}****Reteach** |

|  |
| --- |
| **Outcome(s)/Objective(s) Students will …..*** build oral language skills.
* review Greek roots phon and graph.
* review prefixes auto‑ and tele‑.
* review word relationships.
* build oral language skills.
* review the comprehension strategies Summarizing and Visualizing.
* build on others’ talk in conversation.
* review Cause and Effect in a text.
* review Fact and Opinion in a text.
* review understanding of selection vocabulary words.
* read grade-level text orally with prosody.
* review Cause and Effect in a text.
* review Fact and Opinion in a text.
* read a poem.
* Review and discuss the use of exaggeration in poetry.
* review the selection vocabulary words.
* review the comprehension strategies Summarizing and Visualizing.
* review Cause and Effect and Fact and Opinion.
* apply the comprehension strategies Making Connections and Clarifying.
* read the selection.
* listen attentively.
* review vocabulary.
* review understanding of Language Use.
* review understanding of Genre.
* review selection vocabulary to new contexts.
* read grade-level text orally with proper intonation.
* review the selection vocabulary words.
* review the comprehension strategies Making Connections and Clarifying.
* review Classify and Categorize and Making Inferences.
 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |
|  [ ]  | 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:**

**Caution preoccupied**

**Cunning spewed**

**Disrupting superstition**

**Patent tension**

**Pollinate theory**

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Who can be an inventor? | ***Who can be an inventor?*** | ***Who can be an inventor?*** | ***Who can be an inventor?*** | Who can be an inventor? |
| ***I Can Statement***  | **I can identify an inventor.** | **I can identify an inventor.** | **I I can identify an inventor.** | **I can identify an inventor.** | **I can identify an inventor.** |
| *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 Analysis 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 101-102, 107WRITING PG 104WORD WORK/DECODING PG 95-96, 105-106FLUENCY PG 101-102. 107-108COMPREHENSION-TEXT CONNECTION PG 146 Q2, 4 | 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