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

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| **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.7Z  LF.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** |

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| **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:**

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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:**

**Caution preoccupied**

**Cunning spewed**

**Disrupting superstition**

**Patent tension**

**Pollinate theory**

**PROCEDURAL CONTENT (application)**

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|  | | **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 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 Analysis  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 101-102, 107  WRITING PG 104  WORD WORK/DECODING PG 95-96, 105-106  FLUENCY PG 101-102. 107-108  COMPREHENSION-TEXT CONNECTION PG 146 Q2, 4 | 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