Teacher: DUBOSE-THOMAS, JONES, S JONES 4th Grade Date: 09/9-13 Subject: ELA Period: 1st

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| **Alabama CCRS/COS: Standards** LF.VO.REC.R.10.cLF.CO.REC.R.15.aLF.FL.5LF.FL.REC.R.6 F.CO.REC.R.15.aLF.CO.REC.R.18.bLF.CO.REC.R.17.aLF.CO.REC.R.15.bLF.FL.EXP.W.8LF.CO.14LF.CO.EXP.W.28LF.WR.32LF.CO.REC.R.15.cLF.CO.REC.R.16.cLF.CO.EXP.S.30.aLF.CO.REC.R.23.bR3R2LF.FL.5LF.FL.REC.R.6LF.WR.REC.R.33.aTSW determine events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. {**RI.4.3}**TSW determine events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. {**RI.4.3}**TSW DETERMINE THE OVERALL STRUCTURE OF EVENTS, IDEAS, CONCEPTS, OR INFORMATION IN A TEXT OR PART OF A TEXT. {RI4.5}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}**TSW determine the main ideas of a text and explain how it is supported by the key details; summarize the text. {**RI.4.2}****RETEACH** |

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| **Outcome(s)/Objective(s) Students will …..*** build oral language skills.
* apply what they have learned about the suffixes ‑ly, ‑y, ‑ful, and ‑less.
* review /er/ spelled er, ir, ur, and ear.
* review words with the prefixes dis-, non-, un-, and re-.
* review word relationships.
* build oral language skills.
* build oral language skills.
* practice using words with the prefixes dis-, non-, un-, and re-.
* review /o͞o/ spelled oo, u, u\_e, \_ew, and \_ue.
* review /oo/ spelled oo.
* learn antonyms and synonyms of given words.
* build oral language skills.
* demonstrate understanding of Point of View.
* demonstrate understanding of Author’s Purpose.
* build on the vocabulary they have learned this week.
* read grade-level text orally, at an appropriate rate.
* apply the comprehension strategies Clarifying and Making Connections.
* read the selection.
* build on others’ talk in conversation.
* Compare and Contrast characters in the text.
* Make Inferences about the text.
* demonstrate understanding of selection vocabulary words.
* read grade-level text orally, at an appropriate rate.
* review the selection vocabulary words.
* review the comprehension strategies Clarifying and Making Connections.
* review Comparing and Contrasting and Making Inferences.
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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:**

**FEES ABUNDANT**

**NOURISHMENT LANDSCAPE**

**RICH CORRUPT**

**CUSTOMS STURDY**

**MOLECULES**

**LENS**

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | HOW CAN A SMALL IDEA GROW INTO A BIG DIFFERENCE?  | HOW CAN A SMALL IDEA GROW INTO A BIG DIFFERENCE?  | HOW CAN A SMALL IDEA GROW INTO A BIG DIFFERENCE?  | HOW CAN A SMALL IDEA GROW INTO A BIG DIFFERENCE?  | HOW CAN A SMALL IDEA GROW INTO A BIG DIFFERENCE?  |
| ***I Can Statement***  | I CAN EXPLAIN HOW A SMALL IDEAS CAN MAKE A DIFFERENCE. | I CAN EXPLAIN HOW A SMALL IDEAS CAN MAKE A DIFFERENCE. | I CAN EXPLAIN HOW A SMALL IDEAS CAN MAKE A DIFFERENCE. | I CAN EXPLAIN HOW A SMALL IDEAS CAN MAKE A DIFFERENCE. | I CAN EXPLAIN HOW A SMALL IDEAS CAN MAKE A DIFFERENCE. |
| *Preview* *(Before)**Warm-up- Hook* | Say SomethingWord Analysis LY, Y, FUL, LESSINTRODUCTION ALL NEW SKILLS | Say SomethingWord Analysis LY, Y, FUL, LESSWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis LY, Y, FUL, LESSWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingLY, Y, FUL, LESSWHOLE GROUP ASSESSMENT REVIEWSMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis LY, Y, FUL, LESS |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Share and ShowWORD ANALYSIS T204-205BUILD BACKGROUND T206PREVIEW THE SELECTION P T207READ THE SELECTIO P T208COMPREHENSION STRATEGIES – CLARIFYING PP T208.T221, AND T213SUMMARIZING PP T208 AND T211-212DISCUSS THE SLECTION PP T214-215DEVELOP VOCABULARY PP T216-217CONCEPT/QUESTION BOARD  | Popcorn ReadingWORD ANALYSIS T222CLOSE READING P T224ACCESS COMPLEXT TEXT FACT AND OPINION PP T224-225, 227MAIN IDEA AND DETAILS T224, T227WRITING P TPRACTICE VOCABULARY P T229FLUENCY T228 | Popcorn ReadingWORD ANALYSIS T234-235CLOSE READING P T224CAUSE AND EFFECT T172-173SEQUENCE T172TEXT CONNECTIONS P T174APPLY VOCABULARY T175PRACTICE COMPREHENSION P T175FLUENCY T240 | Share and ShowWORD ANALYSIS T244**HANDING OFF****CLOSE READING P T182****POINT OF VIEW T246-248, TEXT FEATURES, AUTHOR’S PURPOSE T246-248, T186****LOOK CLOSER T249****SOCIAL STUDIES CONNECTION** **SCIENCE CONNECTION T250** | WORD ANALYSIS T194WORD ANALYSIS T256REVIEW VOCABULARY P T257COMPREHENSION STRATEGIES P T258**ACESS COMPLEX TEST** |
|  Small Groups |  INTERVENTIONTIER 111 READING INSPIRE |  INTERVENTIONTIER 111 READING INSPIRE READING PLC |  INTERVENTION |  INTERVENTION |  PROGRESS MONITORCLASSROOM ACTIVITIES |
| *After/Homework* | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection SheetWORD WORK/SKILLS 49-50, 55-56WRITING 51-52DECODING 53-54FLUENCY47-48, 57-58COMPREHENSION-TEXT CONNECTION PG 76 1, 2, 5  | 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