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.a  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 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. |

**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:**

**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 Something  Word Analysis  LY, Y, FUL, LESS  INTRODUCTION ALL NEW SKILLS | Say Something  Word Analysis  LY, Y, FUL, LESS  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  LY, Y, FUL, LESS  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  LY, Y, FUL, LESS  WHOLE GROUP ASSESSMENT REVIEW  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  LY, Y, FUL, LESS | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Share and Show  WORD ANALYSIS T204-205  BUILD BACKGROUND T206  PREVIEW THE SELECTION P T207  READ THE SELECTIO P T208  COMPREHENSION STRATEGIES –  CLARIFYING PP T208.T221, AND T213  SUMMARIZING PP T208 AND T211-212  DISCUSS THE SLECTION PP T214-215  DEVELOP VOCABULARY PP T216-217  CONCEPT/QUESTION BOARD | Popcorn Reading  WORD ANALYSIS T222  CLOSE READING P T224  ACCESS COMPLEXT TEXT  FACT AND OPINION PP T224-225, 227  MAIN IDEA AND DETAILS T224, T227  WRITING P T  PRACTICE VOCABULARY P T229  FLUENCY T228 | Popcorn Reading  WORD ANALYSIS T234-235  CLOSE READING P T224  CAUSE AND EFFECT T172-173  SEQUENCE T172  TEXT CONNECTIONS P T174  APPLY VOCABULARY T175  PRACTICE COMPREHENSION P T175  FLUENCY T240 | Share and Show  WORD 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 T194  WORD ANALYSIS T256  REVIEW VOCABULARY P T257  COMPREHENSION STRATEGIES P T258  **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  WORD WORK/SKILLS 49-50, 55-56  WRITING 51-52  DECODING 53-54  FLUENCY47-48, 57-58  COMPREHENSION-TEXT CONNECTION PG 76 1, 2, 5 | 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