



WORD STUDY

Phase 1: Intended Curriculum

Week of: September 11- 15, 2017	ENGLISH LANGUAGE ARTS – 4TH GRADE
<p>Standards and Elements: ELAGSE4RF3a: <i>Know and apply grade-level phonics and word analysis skills in decoding words</i> a. <i>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</i></p> <p>Learning Targets: <i>(What does the teacher expect the students to know, understand and be able to do?)</i> I can use my knowledge of phonics and word structure to read unfamiliar multisyllabic words. I can read unfamiliar multisyllabic words with accuracy. I know syllable division patterns. I can recognize root/base words. I can recognize affixes in words.</p>	

Phase 2: Delivered Curriculum

Activator	<p>Monday: Word of the day- antibiotic (Students will use an index card to write the word and meaning. They will then try to use it in a sentence. We will discuss the affix and root word. I will collect the cards and read various examples or students can share their sentences.) The words used are words from- http://www.fcr.org/studentactivities/AP_022.pdf, http://www.fcr.org/studentactivities/AP_009.pdf , http://cdn2.hubspot.net/hub/360031/file-2311482528-pdf/Documents/PrepScholar_ACT_Vocab - Top 150 Words.pdf?t=1421358025605</p> <p>Tuesday: Word of the day- planetarium</p> <p>Wednesday: Word of the day- incomprehensible</p> <p>Thursday: Word of the day- disinclined</p> <p>Friday: Word of the day- inconceivable</p>
Mini Lesson	<p>Monday: Day 1 Lesson- Review the standard and key terms with the students. Review the procedures for Word study. Review the process for working in groups.</p> <p>Tuesday: Day 2 Lesson- Sorting. Review the standard. Model the process for sorting vocabulary words using a word list. Demonstrate a new way to sort the words. (This week will be-</p>



	<p>Speed sort). Model this activity with a student. Explain to the students that in the upcoming weeks, they will get to practice this activity in their groups.</p> <p>Wednesday: Day 3- The Read- Write Connection. Using the activator or words from a previous read aloud, model how to locate words in context. Explain that they are becoming word detectives on a quest for how that word is used in context. Note to the students that they not find all of their words. Those words are called “oddball.” Have the students place those words in that section of their Vocabulary Journals.</p> <p>Thursday: Day 4- Blind Sort. Explain to the students that today they will be completing a blind sort and a game with their words. Model the blind sort to the students. Remind students the procedures for what to do in groups.</p> <p>Friday: Day 5- Assessment. Explain to the students that today they will be completing the assessment. Explain to the students that they will also be completing their writing activity from Wednesday or play a sorting game with their words while you are assessing the other group. Remind students the procedures for what to do in groups.</p> <p>*Lead Teacher and Sped teacher/ Support will rotate leading the activator and mini lesson. The other teacher will monitor and make notes on students and provide additional feedback to comments from students.</p>
<p>Work Session</p>	<p>Monday: Day 1- Introduction of words and model sorts. (cutting activity)</p> <p>Tuesday: Day 2- Sorting Activity Group A- No peek sort Group B- Sort and Guess</p> <p>Wednesday: Day 3- Read- Write Connection</p> <p>Thursday: Day 4- Blind Sort and games/ Words in context</p> <p>Friday: Day 5- Assessment (Note: Assess Group A first. Allow group B a time to review words with a sorting activity.) *Only if there are two adults in the classroom: The class can be divided into two groups based comprehension level of the students. Group A- Lead Teacher and Group B- Sped teacher/ support. (Make sure to rotate so that both teachers can see both groups throughout the week)</p>
<p>Closing/Summarize</p>	<p>Monday: Exit Ticket- What is the pattern you noticed in your word list?</p> <p>Tuesday: Round the world vocabulary game- Students will say one word from their word study list correctly. They will have to try not to repeat any of their words.</p>



	<p>Wednesday: Exit Ticket- Write a sentence using any of word from your list.</p> <p>Thursday: Round the world vocabulary game- Students will say one word from their word study list correctly. They will have to try not to repeat any of their words.</p> <p>Friday: Select students to share their writings. Have students place their writings in their writing folders for later use.</p>					
Differentiation Based on Data	<p>Groupings: Groups have different sorts based on data from the spelling inventory.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Group A (met or above)</td> <td style="width: 50%;">Group B (Progressing)</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </table>		Group A (met or above)	Group B (Progressing)		
	Group A (met or above)	Group B (Progressing)				
	<p>Accommodations and Modifications: Additional support, Repeat directions, and provide additional examples to clarify for understanding</p>					
Phase 3: Achieved Curriculum						
Evidence of Learning Assessments	<p>Summative Assessment: Word Study assessment</p>	<p>Formative Assessment: Exit tickets, observations</p>				
<p>Teacher Reflection <i>(Evaluation of Data /Next Step)</i></p>	<p>As I review the assessments, I may need to make adjustments in my groups based on the success of the students. As new students come into the class, I will need to assess them and place them in the right group.</p>					
ADDITIONAL INFORMATION						
Technology Integration	<p>Websites: http://www.fcrr.org/studentactivities/AP_022.pdf, http://www.fcrr.org/studentactivities/AP_009.pdf , http://cdn2.hubspot.net/hub/360031/file-2311482528-pdf/Documents/PrepScholar ACT Vocab - Top 150 Words.pdf?t=1421358025605</p> <p>Comments: I will continue to use words from the ACT vocabulary list to increase their vocabulary knowledge and provide rigor.</p>					
Home work	Teacher generated homework					
Material/Resources	Vocabulary Journal, words, scissors, baggies, word list, writing paper, index cards					
Other						

READ ALOUD



Phase 1: Intended Curriculum

Week of: September 11- 15, 2017	ENGLISH LANGUAGE ARTS – 4TH GRADE
<p>Standards and Elements:</p> <p>ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly</p> <p>ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>Learning Targets: <i>(What does the teacher expect the students to know, understand and be able to do?)</i></p> <p>I can engage in a collaborative discussion with a partner based on grade 4 topics.</p> <p>I can paraphrase portions of a read aloud.</p> <p>I can use appropriate and relevant facts about a given topic or story.</p> <p>I can use grade 4 general academic and domain specific vocabulary in conversation about a topic or when retelling a story.</p>	

Phase 2: Delivered Curriculum

Activator	<p>Monday: Explain that flipper is a broad flat limb without fingers or toes. Tell students that today they are going to hear another Cinderella version but only with animals- penguins. Her evil stepmother and step sisters mistreat her, but will she go to a ball like the other Cinderellas and who or what will be her fairy godmother?</p> <p>Tuesday: Pretend you are a penguin. Discuss with a partner whether or not you would help the prince find Cinderella.</p> <p>Wednesday: Explain that a lad is a boy or young man. Tell the students that today they are going to hear an Irish version of Cinderella which is about a lad who is mistreated by his stepmother and stepsisters. How can a lad with big feet find love in the hills of Ireland?</p> <p>Thursday: Pretend that you accompanied Becan on an adventure. Turn and talk to a partner about that journey.</p> <p>Friday: Explain to the students that Bigfoot is a large apelike creature supposedly found in northwestern America. Tell the students that today they are going to hear about a Bigfoot named Ella who is being mistreated by her stepsisters. Will she capture the heart of the</p>
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	big hairy prince Bigfoot? Will we have the same Cinderella ending to our story?
Mini Lesson	<p>Monday: Explain to the students that the story <u>Cinderella Penguin</u> or <u>The little Glass Flipper</u> by Janet Perlman is a fairytale. Explain that a fairytale is a type of short story that typically features folkloric fantasy characters. Explain the vocabulary words for the story: amazement, curtsies, delicate, shabby, and spluttering. Other words include portrayal and nontraditional. (Provide the students with definitions to the words). Review the activator to set the stage for the read aloud. Read the story. As you read the story stop on the following pages to discuss/ turn and talk:</p> <ul style="list-style-type: none"> • Pp 4, 16, & 27- 32 Note traditional story elements • What details does the author use to show that Cinderella is worthy of marrying the prince and her stepsisters are not? • Pp 8 & 10 How does the author use dialogue to show character traits? <p>Tuesday: Review the summary. Review vocabulary. Provide examples and non-examples. Have students turn and talk. Reread text. Discussion while reading:</p> <ul style="list-style-type: none"> • How does the author show that the stepsisters are selfish and vain, whereas Cinderella is kind and gentle? • Pp 14- 15 How does the author use the illustrations to reflect changes in the characters? • Pp 18- 19 How does the author use humor in the story? <p>Wednesday: Explain to the students that the story <u>The Irish Cinderlad</u> by Shirley Climo is a fairytale. Explain that a fairytale is a type of short story that typically features folkloric fantasy characters. Explain the vocabulary words for the story: coiled, fate, foretold, heaved, and pounce. Other words include hero and legend. (Provide the students with definitions to the words). Review the activator to set the stage for the read aloud. Read the story. As you read the story stop on the following pages to discuss/ turn and talk:</p> <ul style="list-style-type: none"> • P 7- Explain how dialogue reveals characters' trait. • P 10- Who serves as the fairy godmother in this story? Why does this make sense in this version? <p>Thursday: Review the summary. Review vocabulary. Provide examples and non-examples. Have students turn and talk. Reread text. Discussion while reading:</p>



	<ul style="list-style-type: none"> • P 8- How are sensory details used to describe characters and actions? • P 24- Why do you think the author added Becan’s adventures with the giant and the dragons? How do they make Becan different from the other Cinderella characters? <p>Friday: Explain to the students that the story <u>Bigfoot Cinderrrrrella</u> by Tony Johnson is a fairytale. Explain that a fairytale is a type of short story that typically features folkloric fantasy characters. Explain the vocabulary words for the story: despised, putrid, reek, and tantrums. Other words include environment and respect. (Provide the students with definitions to the words). Review the activator to set the stage for the read aloud. Read the story. As you read the story stop on the following pages to discuss/ turn and talk:</p> <ul style="list-style-type: none"> • Select questions from Stopping point <p>Lead Teacher and Sped teacher/ Support will rotate leading the activator and read aloud. The other teacher will monitor and make notes on students and provide additional feedback to comments from students.</p>
<p>Work Session</p>	<p>Monday: Text features- similarities with traditional text Discussion- Thinking about the text- Say: <i>This book features a traditional retelling of the Cinderella tale. The major difference is that all the characters are penguins. Why do you think the author, who also illustrated the book, chose to replace people with penguins?</i> (include vocabulary words) Create an anchor chart noting the similarities with the traditional story.</p> <p>Tuesday: Review text feature – anchor chart Discussion- Thinking beyond the text- Ask: <i>Like most fairy tales, this ends with the main character getting married and living happily ever after. Why do you think most fairytales end this way? Why doesn’t the story tell what happened after the wedding?</i> (include vocabulary words)</p> <p>Wednesday: Text feature- Author’s Note Discussion- Analyze the Text- Figurative Language</p> <p>Thursday: Text Features- Compare and Contrast other versions of Cinderella Discussion- Analyze the Text- Characters</p> <p>Friday: Text features- (illustrations) Discussion- Analyze the Text: Theme and Figurative Language(include vocabulary words) Create an anchor chart to compare and contrast story with other versions of Cinderella. *Only if there are two adults in the classroom: The class can be divided into two groups based comprehension level of the students. Group A- Lead Teacher and Group B- Sped teacher/support. Groups will rotate daily.</p>



Closing/Summarize	<p>Monday: Review vocabulary words. Why did Cinderella wear shabby clothes?</p> <p>Tuesday: Review vocabulary words. Why is this version of Cinderella considered to be nontraditional?</p> <p>Wednesday: Review vocabulary words. What was the fate of Becan in the story?</p> <p>Thursday: Review the vocabulary words. How does Becan become a hero?</p> <p>Friday: Review the vocabulary words. Given an example of comparing using like or as with a vocabulary word- ex. his feet reek like skunk's spray</p>	
Differentiation Based on Data	<p>Groupings: This is a whole group activity.</p> <p>Accommodations and Modifications: Additional support, Repeat directions, and provide additional examples to clarify for understanding</p>	
Phase 3: Achieved Curriculum		
Evidence of Learning Assessments	Summative Assessment: Observation	Formative Assessment: Exit ticket
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>	<p>I chose to switch books (<i>The Irish Cinderlad</i> for <i>Cinderellis and the Glass Hill</i>) because of the complexity and length of the book. <i>The Irish Cinderlad</i> a shorter read that I can complete in two days. <i>Cinderellis and the Glass Hill</i> is a chapter book that should be extended for the week.</p>	
ADDITIONAL INFORMATION		
Technology Integration	<p>Internet- images of Ireland and Bigfoot</p> <p>Comments:</p>	
Homework	<p>Students will read for at least 20 minutes per night. Use the vocabulary words in conversation with parents, family and/ or friends.</p>	
Material/Resources	<p>Text, chart paper, Comprehension Club manual</p>	
Other		



READING WORKSHOP Mini-Lesson

Phase 1: Intended Curriculum

Week of: September 11- 15, 2017

ENGLISH LANGUAGE ARTS
– 4TH GRADE

Standards and Elements:

ELAGSE4RL4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology

Learning Targets: *(What does the teacher expect the students to know, understand and be able to do?)*

- I CAN identify unknown words in a text
- I CAN make connections between definitions and the author’s use of the word in the text
- I CAN transfer understanding to identify similar allusions in various contexts/texts

Phase 2: Delivered Curriculum

Activator

Monday: Quick Talk- Establish a specified time frame (1-2 min., perhaps using a timer to signal when time is up). Then, tell students to engage in “quick talks” to express their thinking/learning about an issue related to the upcoming lesson. (Could also say: “A talks for 1 minute, B talks for 1 minute.”)

Tuesday: Create a concept map using the word **Herculean**.

Wednesday: Have students list 2 (or any number) of questions they would like to pursue in relation to the focus of the lesson- the term is **Chaos**. (Don’t read the word aloud).

Thursday: Create a concept map using the word **Sirens**.

Friday: Have students engage in dramatic creations that predict or anticipate the learning to come in a lesson Charades using previous concept map words.

Mini Lesson

Monday:
Review the decomposed standard. Model through IXL- <https://www.ixl.com/ela/grade-4/interpret-the-meaning-of-an-allusion-from-its-source> Explain the process for determine the meaning of the word through the use of allusion.

Tuesday:
Review the decomposed standard. Refer back to the activator to discuss the term “Herculean.” Explain how an allusion is a statement that hints at something rather than being direct. Use the analogy of Herculean and Hercules. Discuss the origin of the term Herculean according to mythology.

Wednesday:
Review the standard. Model using the FCRR Know or No graphic Organizer <http://www.fcrr.org/curriculum/PDF/G4-5/45VPartThree.pdf>

Thursday:
Review standard. Model writing your own allusion sentence using terms previously discussed in class.

Friday:



	Explain the process for the performance task
<p>Guided Practice</p>	<p>Monday: Have the students practice by projecting the following examples- Ex. 1: Student 1: “I couldn't believe that I lifted the heavy barbells high above my head in the weight room this morning.” Student 2: “You're an Incredible Hulk for sure!” What does Incredible Hulk mean? (Hulk refers to Marvel superhero) Ex. 2 “Hey! Guess who the new Newton of our school is?” What does Newton mean? (Newton means a genius student, alludes to a famous scientist Isaac Newton.)</p> <p>Tuesday: Emphasize vocabulary derived from allusions to mythological characters when reading literary texts (e.g. Pandora’s box, Achilles heel, Midas touch). Refer to the Guidance for Chart. Model by reading http://myths.e2bn.org/mythsandlegends/textonly562-pandoras-box.html about Pandora’s Box.</p> <p>Wednesday: Practice with students using the various examples. Post on chart paper or project and have the student determine the meaning.</p> <ul style="list-style-type: none"> • “He was a real Romeo with the ladies.” Romeo, the lead character in Shakespeare’s play, <i>Romeo and Juliet</i>, is considered to be a true romantic hero, and won over Juliet against her family's wishes. • “Chocolate was her Achilles’ heel.” This means that her weakness was her love of chocolate. Achilles is a character in Greek mythology who was thought to be invincible. His mother dipped him in magical water when he was a baby, and she held him by the heel. So his heel was the only part of him not protected by the magic. <p>Read more at http://examples.yourdictionary.com/examples-of-allusion.html#5qQEoiGlz5ssQvX8.99</p> <p>Thursday: Students will practice creating their own sentences using allusion. They will use the previous charts to help their own or in groups.</p> <p>Friday: <i>Performance Task 1</i> Select a literary text containing multiple mythological allusions. Guide students in discovering these unknown words. Students will make lists of unfamiliar vocabulary (in vocabulary notebooks, on Google Docs, etc.). Provide resources (e.g. myths, dictionaries, and internet) for students to research the meanings of unknown words. Students may compare/contrast the stories of mythological characters with the use of allusion in the context of the current text and create a product to explain the connections to their peers.</p>
<p>Transition</p>	<p>Monday: Review the rotation of stations with the students. Review the rituals and routines for stations and for asking for assistance. Tuesday: Prompt students to add words in their Reader’s notebook while they are in the Listening</p>



	Lead and/ or Sped Teacher	grade level but close
	Florida St (every day) Lead and/ or Sped Teacher	Comprehension and vocabulary On grade level
	UGA (three days a week) Lead and/ or Sped Teacher	Comprehension and vocabulary On grade level
	Savannah St (three days a week) Lead and/ or Sped Teacher	Comprehension and vocabulary- Above grade level
<p>Intervention: Students will be grouped based on their level. The intervention group will work with students using MAP review and Fluency Assessment.</p> <p>Accommodations and Modifications: Additional support, Repeat directions, and provide additional examples to clarify for understanding</p>		
Closing/ Summarizing		
<p>(Groups will share during the closing. 2- 3 students per day will share from the stations as it relates to the standard.)</p> <p>Monday: Review Standard. Have students share vocabulary words they found in their texts. Other students will provide feedback using accountable talk with their peers.</p> <p>Tuesday: Review Standard. Have students share vocabulary words they found in their texts. Other students will provide feedback using accountable talk with their peers.</p> <p>Wednesday: Review Standard. Have students share vocabulary words they found in their texts. Other students will provide feedback using accountable talk with their peers.</p> <p>Thursday: Review Standard. Have students share vocabulary words they found in their texts. Other students will provide feedback using accountable talk with their peers.</p> <p>Friday: Review Standard. Have students share vocabulary words they found in their texts. Other students will provide feedback using accountable talk with their peers.</p>		
Phase 3: Achieved Curriculum		
Evidence of Learning Assessments	Summative Assessment: Performance task will be given during the second week of this unit.	Formative Assessment: Running records Observations
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>	The groups will be based on the various data-Unify summative assessments, running records, MAP review	
ADDITIONAL INFORMATION		
Technology Integration	Websites: http://www.thehellenictimes.com/language.html http://mrslorber.weebly.com/e/lage4r14-meaning-of-words-and-phrases.html http://reference.yourdictionary.com/resources/roots-english-words-greek-mythology.html https://www.myon.com/login/ https://www.mobymax.com/signin https://digital.readworks.org/	



	https://readtheory.org/auth/login Comments: Students will use the various websites during the rotation.
Home work	Read at least 20 minutes daily.
Material/Resources	Read aloud, charts, leveled readers, independent texts, reader's notebook, Items for stations (based on the activity in each station)
Other/ key terms	mythology allude/allusion context



WRITING WORKSHOP

Phase 1: Intended Curriculum

Week of: September 11- 15, 2017

**ENGLISH LANGUAGE ARTS
– 4TH GRADE**

Standards and Elements:

ELAGSE4W2: *Write informative/explanatory texts to examine a topic and convey ideas and information clearly*

ELAGSE4W5-8

ELAGSE4L1-2

Learning Targets: *(What does the teacher expect the students to know, understand and be able to do?)*

I can write an informative/ explanatory text.

I can examine a topic.

I can convey ideas and information.

I can inform the reader about the topic.

I can include details that add information, support key ideas, and help the reader make connections.

Phase 2: Delivered Curriculum

Activator

Monday: page 86

Using the Scoring Guide, have a brief discussion about organization.

Tuesday: page 88

Whole class Warm up Activity

Wednesday:

Remind students of the key quality, Creating the Lead.

Thursday:

Show video clip of journalist.- Traitspace

<http://www.cnn.com/2010/HEALTH/06/21/bigfoot.psychology.monsters/> - article

If video clip is not available, have an open discussion about how the article.

Friday:

Reflect on what they've learned about creating the lead. (refer to previous charts) Turn and Talk

Mini Lesson

Monday: pages 86- 87

Begin with decomposing the standard. Project the benchmark papers. Read them aloud and invite comments. Compare the two writings with the students.

Introduce- (A Strong Start)

Tuesday: pages 88- 89

Convention Focus- Checking Spelling

High Frequency Words/ Spelling pattern words

Tips for Teaching Spelling

Wednesday: page 90



	<p>Differentiated Small Groups- # 2- 4</p> <p>Thursday: page 92- 93</p> <p>*mentor text if available- Bigfoot Article (use the web link from the activator)</p> <p>Introduce-</p> <p>Explore- Complete 1- 3</p> <p>Friday: page 94</p> <p>One- on One Conference Review</p> <p>Partner Spelling Check</p>
Work Session	<p>Monday: page 87</p> <p>Explore- Technique and examples</p> <p>Writing Folder Application</p> <p>Independent Writing</p> <p>Tuesday: page 89</p> <p>Student's Own Work- checking spelling</p> <p>Finish Warm Up Activity</p> <p>Wednesday: pages 90- 91</p> <p>When Students are not in groups... page 91</p> <p>Group A (Beginning)</p> <p>Group B (Middle)</p> <p>Group C (High)</p> <p>Thursday: page 93</p> <p>Explore- Complete 4- 6</p> <p>Writing Folder Application</p> <p>Independent Writing- Informative/ Explanatory Unit Project</p> <p>Friday: page 94</p> <p>One- on- One Conference</p> <p>The Quick Stop, The Stop and Chat, The Stop and Stay</p>
Closing/Summarize	<p>Monday: page 87</p> <p>Wrap Up- Discussion with students</p> <p>Tuesday:</p> <p>Review Spelling patterns- What are the different ways to make the /er/ sound.</p> <p>Wednesday:</p> <p>Discussion about the Journalist question sheet.</p> <p>Thursday: page 93</p> <p>Wrap- Up- Strong Start techniques</p> <p>Friday: page 94</p> <p>Whole class reflection-</p>
Differentiation Based on Data	<p>Groupings:</p> <p>This is a whole group activity.</p> <p>There are components of these lessons that are small group as well as independent work.</p> <p>Only if there are two adults in the classroom: The class can be divided into two groups based on needs of the students. Group A- Lead Teacher and Group B- Sped teacher/support</p> <p>Accommodations and Modifications:</p>



	Additional support, Repeat directions, and provide additional examples to clarify for understanding	
Phase 3: Achieved Curriculum		
Evidence of Learning Assessments	Summative Assessment: Unit project	Formative Assessment: Observations, conferences with students, Spelling check
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>	Grouping of students will be determined based on their writing from Tuesday.	
ADDITIONAL INFORMATION		
Technology Integration	Traitspace if available http://www.cnn.com/2010/HEALTH/06/21/bigfoot.psychology.monsters/ - article Comments:	
Homework	Teacher created assignment	
Material/Resources	Writing journals, paper, magazines, text about animals or wildlife, Traits manual, scoring guides, photos, index cards, writing folders	
Other	Organization Creating the Lead informative explanatory	