



Sample Lesson Plans for Upper Elementary (3-5)

Version 1 – Extensive

Version 2 – Practical



WORD STUDY

Phase 1: Intended Curriculum

Week of: September 4- 8, 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: No School</p> <p>Tuesday: Word of the day- inaudible (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.fcrr.org/studentactivities/AP_022.pdf</p> <p>Wednesday: Word of the day- inscription</p> <p>Thursday: Word of the day- impediment</p> <p>Friday: Students will do a Blind Written Sort with a partner</p>
Mini Lesson	<p>Monday: No School</p> <p>Tuesday: 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>Wednesday: 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- 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>Thursday: 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</p>



	<p>place those words in that section of their Vocabulary Journals.</p> <p>Friday: Day 4/ Day 5- Blind Sort/ Assessment. Explain to the students that today they will be completing two activities- the sorting and the assessment. Model the blind sort to the students. 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: No School</p> <p>Tuesday: Once the students are in groups. One group is cutting out their words while you are working with one group. *I would work with my more advanced group first quickly so that I can spend more time with the students that will need more assistance. Group Work: Introduce the word sort with your group. (You should have one set pre-cut to demonstrate.)First, tell them the pattern for the sort. Next, go through the words - saying them aloud and discussing meaning. Then let them finish on their own (in pairs or triads within their group). After the introduction, the children will sort their words into the patterns. They will also write the words in their Vocabulary Journal (or section in reader’s notebook).</p> <p>Wednesday: Group A: <i>Open Sort</i> – Allow students to consider the words and set his or her own rule for sorting. For example, words could be sorted according to their initial letter, meaning, use, or part of speech. Group B: <i>Concept Sort</i> – A categorization task in which pictures, objects, or words are grouped by shared attributes or meaning to develop concepts and vocabulary. Once they have completed the word sort, students will also complete work on vocabulary with their words. They will draw pictures or find pictures online. They can play a word game (charades) with a partner or small group.</p> <p>Thursday: Students will go into groups. After students sort the words using speed sort, students have to find vocabulary in context. Students may look for words that are in their sort or that fit the patterns in their sort in their books, in poems that the teacher shares with them, or in leveled readers. The students will be word detectives, looking for new words and adding them to their word list in their Vocabulary journals. If a student finds an “oddball,” use these words – talk about them, and then just have the kids file the words in an oddball category.</p> <p>Friday: *Assess Group B first so that they can have more time to complete the writing in context. Both Groups can continue to work after assessment if time permits. Group A: Students use the words in context, writing stories or sentences with their words. Then You will assess the group. Students will create columns with the headers as the word patterns. You will choose three to four words per pattern to dictate to them and they will</p>



	<p>write them in the correct column. Give one point for spelling it correctly and one point for placing it in the correct column with the correct spelling pattern. Also, add one word per pattern that wasn't in the sort but fits the pattern. You'll add these words to see if the students get the generalizations that they worked on over the course of the week. Make sure to use words that clearly fit the pattern - don't pick tricky words that could maybe be in two categories or fit in oddball. All you're trying to see by adding words is if students understand the generalization.</p> <p>Group B: You will assess the group. Students will create columns with the headers as the word patterns. You will choose three to four words per pattern to dictate to them and they will write them in the correct column. Give one point for spelling it correctly and one point for placing it in the correct column with the correct spelling pattern. Also, add one word per pattern that wasn't in the sort but fits the pattern. You'll add these words to see if the students get the generalizations that they worked on over the course of the week. Make sure to use words that clearly fit the pattern - don't pick tricky words that could maybe be in two categories or fit in oddball. All you're trying to see by adding words is if students understand the generalization. Students use the words in context, writing stories or sentences with their words.</p> <p>*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: No School</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- What is the pattern you noticed in your word 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>				
<p>Differentiation Based on Data</p>	<p>Groupings: Groups have different sorts based on data from the spelling inventory.</p> <table border="1" data-bbox="391 1476 1463 1617"> <tr> <td data-bbox="391 1476 927 1514">Group A (met or above)</td> <td data-bbox="927 1476 1463 1514">Group B (Progressing)</td> </tr> <tr> <td data-bbox="391 1514 927 1617"></td> <td data-bbox="927 1514 1463 1617"></td> </tr> </table> <p>Accommodations and Modifications: Additional support, Repeat directions, and provide additional examples to clarify for understanding</p>	Group A (met or above)	Group B (Progressing)		
Group A (met or above)	Group B (Progressing)				
<p>Phase 3: Achieved Curriculum</p>					
<p>Evidence of Learning</p>	<p>Summative Assessment:</p>				
	<p>Formative Assessment:</p>				



Assessments	Word Study assessment	Exit tickets, observations
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>	This is a short week. I selected to combine Day 4 with Day 5 so that I can see the students use the words in context correctly.	
ADDITIONAL INFORMATION		
Technology Integration	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 Comments: I will continue to use words from the ACT vocabulary list to increase their vocabulary knowledge and provide rigor.	
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 4- 8, 2017

**ENGLISH LANGUAGE ARTS
– 4TH GRADE – 1st Grade**

Standards and Elements:

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

ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

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).

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

I can engage in a collaborative discussion with a partner based on grade 4 topics.

I can paraphrase portions of a read aloud.

I can use appropriate and relevant facts about a given topic or story.

I can use grade 4 general academic and domain specific vocabulary in conversation about a topic or when retelling a story.

Phase 2: Delivered Curriculum

Activator

Monday:

No school

Tuesday:

Explain that cinder is a small piece of partly burned coal or wood. Tell students that today they are going to hear about a young girl who is taunted by her stepsisters and forced to wear rags by her stepmother but one magical night she has a visit from her fairy godmother. Will she make it to the ball in time? Will she ever be able to stop the bullying of her step mother and step sisters?

Wednesday:

Pretend you are a stepbrother or stepsister to Cinderella. Discuss with a partner what you would do.

Thursday:

Explain what a cowboy is a man, typically one on horseback, who herds and tends cattle. Tell the students that today they are going to hear about a cowboy who is slaving on a Texas ranch for his stepfather and stepbrothers. But one day the richest, prettiest woman rancher throws a ball, should Bubba attend the ball? What will he wear?

Friday:



	Pretend you are the rich rancher. Discuss with a partner how you would throw your ball.
Mini Lesson	<p>Monday: No School</p> <p>Tuesday: Explain to the students that the story <u>Cinderella</u> by Barbara McClintock 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: jealous, luxuries, patient, scold, and sneered. Other words include selfless and traditional. (Provide the students with definitions to the words). Review the activator to set the stage for the read aloud. Ask: <i>Why might it be important to read a traditional version of the story?</i> 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 10- How does the narration show the differences between Cinderella and her stepsisters? • Pp 28- 29 How do the illustrations reveal where and when this version of the fairy tale takes place? <p>Wednesday: Review the summary of the book in one sentence. This story is about a young girl named Cinderella that with the help of her godmother is able to attend a ball and capture the heart of the prince. Review the key vocabulary words. Use them in sentences. Have the students share how they can use them in conversation. Reread 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 20- Explain how dialogue is used to reveal the characters' traits. • P 31- How does the author make this story like a traditional Cinderella tale? <p>Thursday: Explain to the students that the story <u>Bubba, the Cowboy Prince</u> by Helen Ketteman 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: companionship, disgraceful, exhausted, obliged, and raggedy. Other words include colloquialism, exaggeration, fractured. (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"> • How does the author show that Bubba is good? How is his goodness rewarded? • Who represents evil? • P5- What are some differences you noticed from the traditional Cinderella and this version? • P 23 How does the author use humor in this part of the story?



	<p>Friday: Review the summary of the book in one sentence. This story is about a cowboy who is being mistreated by his stepfather and stepbrothers, until one day, with the help of his fairy godcow, is able to attend a ball and gains the companionship of a beautiful wealthy rancher. Review the vocabulary words. Use them in sentences. Provide examples and non-examples of the vocabulary words. Have students share and provide examples. Reread 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 14, 19, 22 How does the figurative language reflect the setting? • This book features a lot of humor. How does the author make the story funny? <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: No School</p> <p>Tuesday: Discuss the notable text features. In the story, there are some interesting vocabulary words in addition to the essential words- aflutter (excited), cinders (ashes), demeanor (outward behavior), dingy (dirty), dumbstruck (shocked), jaunty (stylish), lavish (luxurious), tattered (ripped, worn out), taunting (teasing), and smitten (pleased, captivated). Have the students discuss the elements of a fairy tale. Note the evidence throughout the book. Create an anchor chart to use for discussion.</p> <p>Wednesday: Revisit the book. Discuss the illustrations and how McClintock’s note explain that her retelling is based on the French version. Have students test their understanding of the elements in folktales through- www.learner.org/interactives/story Have students use the vocabulary words to explain the story. (Work in groups)</p> <p>Thursday: Discuss the notable text features. In the story, there are noticeable differences with the traditional Cinderella. Create a double- bubble map or Comparison Chart to note similarities and differences with the two versions. Discuss how fairy tales have messages or lessons for readers. Ask: What usually happens to the good characters and the bad characters in the story?</p> <p>Friday: Discuss the colloquialisms through the story. Explain that colloquialisms a specific to a certain geographical region. Ex. “Watch out fer them cowpatties” is a phrase that only people who live near cows would understand, and “Milton and Dwayne spent all day getting gussied up in their finest duds” gussied up and duds refer to getting dressed and duds are clothing. Think about how the characters are portrayed in the illustrations. How do the illustrations add to the story’s humor? Encourage the students to use the vocabulary words in their discussion.</p>



	*Only if there are two adults in the classroom: The class can be divided into two groups based on comprehension level of the students. Group A- Lead Teacher and Group B- Sped teacher/support. Groups will rotate daily.	
Closing/Summarize	<p>Monday: No school</p> <p>Tuesday: Review vocabulary words. What are some luxuries you have now that Cinderella did not have back then?</p> <p>Wednesday: Review vocabulary words. Why could you describe Cinderella as selfless?</p> <p>Thursday: Review the vocabulary words. Give an exaggeration from the story.</p> <p>Friday: Review the vocabulary words. When is a good time to be obliged?</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 tickets, Observation
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>	If there is evidence of vocabulary acquisition (students using the vocabulary in conversation and in writing), continue to add more vocabulary words. If there are many still not using the words, increase visibility of words and have students practice words in word work.	
ADDITIONAL INFORMATION		
Technology Integration	Internet- Show pictures of authentic cowboys. Website- www.learner.org/interactives/story , http://plainshumanities.unl.edu/encyclopedia/doc/egp.ii.015 Comments:	
Home work	Students will read for at least 20 minutes per night. Use the vocabulary words in conversation with parents, family and/ or friends.	
Material/Resources	Text, chart paper, Comprehension Club manual	
Other		

READING WORKSHOP Mini-Lesson



Phase 1: Intended Curriculum

Week of: September 4- 8, 2017	ENGLISH LANGUAGE ARTS – 4TH GRADE
<p>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</p> <p>Learning Targets: <i>(What does the teacher expect the students to know, understand and be able to do?)</i></p> <ul style="list-style-type: none"> - 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	<p>Monday: No School</p> <p>Tuesday: Ask students to write on a Post- It note what they think the term corral means as it is used in the sentence- We were standing around the corral, leaning on the fence and watching the horses.</p> <p>Wednesday: Ask students to write on a Post- It note what they think the term wobbly means as it is used in the sentence- Only two days old, it was still getting used to walking on its long, wobbly legs.</p> <p>Thursday: Create a concept map or circle map using the word allusion.</p> <p>Friday: Create a concept map or circle map using the word Amazon.</p>
Mini Lesson	<p>Monday: No school</p> <p>Tuesday: Begin lesson with decomposing the first half of the standard. Explain the term context clues. Refer back to the read aloud and discuss the vocabulary words. Reference how we determined the meaning of some words from the text.</p> <p>Wednesday: Review the standard. Discuss the features used in determining the meaning a word in text using the read aloud as reference. Create an anchor chart with the students (Help from Features Chart) to model later in the guided practice.</p> <p>Thursday: Begin lesson by decomposing the second half of the standard. Guide students in recognizing how the author’s purposeful inclusion of allusion enhances the text and impacts their understanding. Use the chart from the Teacher Guidance to assist.</p> <p>Friday: Review the standard and key terms with the students. Explain what the term mythology and allude. Refer back to the activator to discuss the term “Amazon.” Explain how an allusion is a statement that hints at something rather than being direct. Use the analogy of Wonder Woman and Amazon. Discuss the origin of the term Amazon according to mythology.</p>



<p>Guided Practice</p>	<p>Monday: No school</p> <p>Tuesday: Refer back to the text to model with the students how to determine the meaning of unknown words. Include vocabulary study when introducing a literary text to assist students in understanding the meaning of words in context. Students can recreate vocabulary study sheets in notebook. http://notebookingfairy.com/pixiedust/language-arts/vocab-notebooking-pages.pdf</p> <p>Wednesday: Model using the Help from Features Chart from the Teacher Guidance to assist students in understanding the meaning of words in context. Refer to the vocabulary words from the read aloud.</p> <p>Thursday: Using the chart created during the mini lesson. Practice with the students locating terms from a story to show how the inclusion of allusion in text has an impact on the story. Use some of these examples for the students. Create on chart paper and have the students determine the meaning of the word.</p> <ul style="list-style-type: none"> • “I was surprised his nose was not growing like Pinocchio’s.” This refers to the story of Pinocchio, where his nose grew whenever he told a lie. It is from <i>The Adventures of Pinocchio</i>, written by Carlo Collodi. • “When she lost her job, she acted like a Scrooge, and refused to buy anything that wasn’t necessary.” Scrooge was an extremely stingy character from Charles Dickens’ <i>A Christmas Carol</i>. • “I thought the software would be useful, but it was a Trojan Horse.” This refers to the tale in Homer’s <i>Iliad</i> where the Greeks built a large, hollow wooden horse to hide soldiers in. It was given as a gift to the enemy during the Trojan War and, once inside the enemy’s walls, the soldiers broke out. By using trickery, the Greeks won the war. • “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>Friday: 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://www.storynory.com/2009/08/03/the-midas-touch/ about the Midas touch. Students will begin a vocabulary study on mythological terms or other terms found in different text in their Reader’s Notebooks.</p>
<p>Transition</p>	<p>Monday: No school</p>



Tuesday:
Review the rotation of stations with the students. Review the rituals and routines for stations and for asking for assistance.

Wednesday:
Prompt students to add words in their Reader's notebook while they are in the Listening to Reading, Reading to Self, and Reading to Someone stations.

Thursday:
Prompt students to add words in their Reader's notebook while they are in the Listening to Reading, Reading to Self, and Reading to Someone stations.

Friday:
Prompt students to share their information about the phrase Midas touch. Remind students to continue to add words in their Reader's notebook while they are in the different stations.

Work Stations

Guided Reading

Read to Self
Read to Someone
Working on Writing
Word Work
Listen to Reading
Technology
Science/Social St.

Groupings & Strategy:
Each week the students will rotate to various stations and complete tasks. While students are in stations/ centers, the teacher, EIP, and Sped teacher/ support will pull students for guided reading.
Weekly or Biweekly, the teachers and Sped teacher/ Support will conference with students about their reading through running record and reading comprehension review.

Center Rotation:
Read to Self – self-selected text
Read to Someone – self-selected text
Working on Writing – center task cards
Word Work – complete sort activities & [FCRR – morphemic structures](#)
Listen to Reading – myOn
Technology – research projects / Moby Max
Science/Social St. - research projects

Guided Reading Groups (groups for two weeks. Students may need to move based on improvements in reading and comprehending information. Students will be reassessed and typically moved after two weeks to four weeks of guided reading):
Some classes may have two groups on the same level. There should not be more than 4- 6 students in a group.

Homogeneous Groups

U of Florida	Florida St.	UGA	Savannah St

Group	Skills Focus (Based on the level of
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	Rated from lowest to highest	groups/ interest/ Wilson)
	U of Florida (every day) Lead and/ or Sped Teacher	Fluency and basic comprehension- Below 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: No School</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 week two 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	<p>Websites:</p> <p>http://www.thehellenictimes.com/language.html</p> <p>http://mrslorber.weebly.com/elagse4r14-meaning-of-words-and-phrases.html</p> <p>http://reference.yourdictionary.com/resources/roots-english-words-greek-mythology.html</p> <p>https://www.myon.com/login/</p>	



	https://www.mobymax.com/signin https://digital.readworks.org/ https://readtheory.org/auth/login Comments: Students will use the various websites during the rotation.
Homework	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 4- 8, 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:

No School

Tuesday:

Using the Scoring Guide, have a brief discussion about having a clear central theme. *Why that is point in particular essential to creating a strong piece of writing?*

Wednesday:

Warm up activity- Project and Discuss with the students.

How clear is this paragraph's topic?

There are many different types of homes for animals. Animals need food, water, and shelter. Building or finding a home is hard work for an animal in the wild.

Revise the paragraph and have the students select one topic and expand.

Thursday:

Show video clip of Betsy Franco and briefly discuss her ideas and advice about writing.

If clip is not available, have an open discussion about how authors choose ideas for their books.

Friday:

Reflect on what they've learned about finding a topic.

Mini Lesson

Monday:

No School

Tuesday: pages 76- 77

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



Introduce- (Picturing Topics) Explain that ideas for writing can pop up anytime. Explain that different ways to capture the moments are to use a notebook, and look at pictures. Explore- Explain that they will use pictures and their own experiences to help generate ideas. Have students take turns reading aloud the directions:

1. Collect photos and drawings that capture your attention- from magazines, newspapers, family albums, and other sources around you.
2. Study each picture, jot down what you notice, wonder, and feel about one of them.
3. What information does the picture contain? Write a caption to get started.

What I Notice	What I Wonder	What I Feel

Caption: _____

Model using your story. Have students share from your story.

Wednesday: pages 79

Convention Focus- Punctuating Effectively

Tips for Teaching about Punctuation- Prompt students to look in their own writing to determine where punctuation might be needed. Use resources in the classroom to show good examples. Read a passage without punctuation and discuss the errors.

Play Guess the Rule with the students. (Sentence Study) Write the sentences on the board. Ask: *What's my rule?*

Project revised Warm- Up with Errors and read it aloud.

Thursday:

*mentor text if available- *Zero Is the Leaves on the Tree* by Betsy Franco

Select a text that has a clear topic.

Project the key qualities: Ideas and remind students they're continuing to work on finding a topic.

Discuss the book cover and explain the clear topic for the book. Have students brainstorm what they expect to read in the book. Read the book aloud to the students.

Friday:

Explain the process for Conferencing with students. During this time the other students will be completing their writing while the teacher will be conducting conferences with students.

*Students will need to complete Partner Punctuation Check- pair students and have them swap papers to check each other's two sentences.

Work Session

Monday:

No School

Tuesday: page 77

Explore- Have students choose two or three pictures and record their observations on the Picturing Topics page or a separate sheet of paper. Allow time to share. Ask: *What possible informative/ explanatory writing topics can you think of to go with your observations and ideas?* Create a list of possible topics. Have students begin on their unit



projects. Circulate and confer with students. Have students review their writing folders and choose a paper that needs revision based on the lesson taught. Conference and provide suggestions with the student.

Wednesday: pages 80- 81

When students are not in Groups- students will complete one of the following activities.

1. Complete page 44 in Student handbook. 2. Complete the two correctly written punctuated sentences using colons.

Differentiated Small Groups- Students will work in 3 groups- two independent and one guided.

Group A- (beginning) Project Warm Up 1. Ask: *can you identify the topic of this paragraph?* Model how to choose one of the topics for revision. On chart paper, write "Building or finding a home is hard work for an animal in the wild." Ask: *What do we really want readers to know about this topic?* Have students visualize and describe building a nest as you draw their ideas on chart paper. Work with students to write a clear, focused, and compelling paragraph based on the drawings. Ask: *How did we improve the original paragraph?*

Group B- Project the paragraph created by group A, explaining how it is written on a single topic. Refer to the Think About Questions and ask them to answer based on the topic written by Group A-

Have I chosen a topic I really like?

Do I have something new to say about this topic?

Am I writing about what I know and care about?

Have I gathered enough information so that I am ready to write?

Have students refer back to their warm up papers and have them write down ways to make it clearer and elaborate on it.

Group C- Return warm up papers and discuss what makes them strong. Discuss the revised Warm Up 1. Have students jot down their ideas on their writing journal for future reference.

Thursday: page 83

Have students complete a web about the book with the topic in the middle. As you reread the book, as students to listen and jot down their three favorite examples. Students will need to share with a partner. Ask: *Which of the author's examples is your favorite? Why?*

Do you think that ____ is a strong topic for the book? Why or why not? What other concepts could be topics for the book?

How did the author "zero in" on the topic for the book? Why do you think she chose this topic?

Have students to continue working on their unit project. While students are working, conference with students by having them work on the piece they selected from their folder on Day 1, elaborate on the topic. Encourage them to use a separate paper to complete.

Friday:

One- on One Conference: have students continue working on their informative/



	<p>explanatory unit project, revising and editing on their work. Circulate and complete Teacher Contact Record.</p> <p>The quick stop- (students who are working well) <i>What's something you wrote about this topic that you think is fresh and original?</i></p> <p>The stop and Chat- (students who have a quick question or straight forward problem) <i>Think about one thing that really matters to you about this topic. Let's think of several things you could say about that without straying from your main idea.</i></p> <p>The stop and Stay- (for students who need a lot of help) <i>Hmmm... I think it's easier if I pick the topic than if you pick it yourself. But, your best writing usually happens when you are the one to choose, so let's thin about ideas that you have and then zero in on one so you can get started.</i></p>	
Closing/Summarize	<p>Monday: No School</p> <p>Tuesday: Wrap Up- remind students that an inspiration can come from anywhere. Encourage students to keep a journal/ notebook with them to write down observations, thoughts, and ideas. Those notes can lead to writing topics.</p> <p>Wednesday: Review the three forms of punctuations- colon, comma, and period.</p> <p>Thursday: page 83 Wrap- Up: ask students how the author's clear topic helped them think about finding a just- right topic for their informative/explanatory unit project.</p> <p>Friday: Whole class reflection- gather students and have them share with their classmates what they've learned, focusing on the central question: How have I become a better writer as a result of this week's work? Chart responses for future work.</p>	
Differentiation Based on Data	<p>Groupings: This is a whole group activity. There are components of these lessons that are small group as well as independent work. 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: Additional support, Repeat directions, and provide additional examples to clarify for understanding</p>	
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 about the creatures on Tuesday. Typically this will happen on day 2 of the week. This is a short week so I had to make an adjustment.	
ADDITIONAL INFORMATION		
Technology Integration	Traitspace if available Google search of wildlife Comments:	



Homework	Teacher created assignment
Material/Resources	Writing journals, paper, magazines, text about animals or wildlife, Traits manual, scoring guides, photos,
Other	Topic informative explanatory punctuation