

Date	August 22-26, 2016 (Week 2)
Core Content Area Common Core	ELA-Reading Workshop
Standards	<p>CC.4.L.4c – Consult reference materials...to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CC.4.L.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>CC.4.RI.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.4.RI.5 – Describe the overall structure (e.g. chronology) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CC.4.RI.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.4.RI.10 – By the end of the year, read and comprehend informational texts...in the grades 4-5 text complexity band proficiently...</p> <p>CC.4.RF.3a – Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p>
Critical Vocabulary	preview, predict, author’s purpose, inform, infer, craft, create, culture, detail, express, medium, musical, perform, pottery, style, tradition, weave
Modifications	small-group, prompting, paraphrasing

Day of Week & Learning Target(s)	Learning Activity	Assessments	Resources / Materials
<p>Monday</p> <p>I can use a dictionary to figure out how to say a word.</p> <p>4.RF.3a 4.L.4c</p>	<p>Flashback: (Pickers) What is culture?</p> <ol style="list-style-type: none"> To make something new. To show how you feel. People’s ideas and way of life. A special way of doing something. <p>After students complete their flashback they need to set up their Reading Journal with the following: Title: Dictionary Skills Anthology p28 Key Vocabulary: guide words, syllables, stressed syllables, pronunciation Schema Question: What are some strategies we can use to identify the main idea of a text? After students have answered the flashback question and answered the Schema Question, they will go to the carpet to discuss with a partner what they wrote. Mini-lesson: Connection:</p> <ul style="list-style-type: none"> Using Turn and Talk partners, students will share a dictionary and look through it to identify familiar features and to point out and discuss any unfamiliar features. <p>Teaching Point:</p> <ul style="list-style-type: none"> Anthology p28 - Use a Dictionary: discuss when and why a dictionary might be used. Read and discuss p28. Model how to use the Pronunciation Key. Use http://www.writingrhymeandmeter.com/?page_id=1787 to help explain stressed syllables. Using the word <i>express</i>, model how to find the word using guide words, the number of syllables, pronounce the word, and locate the 	<ul style="list-style-type: none"> Teacher observation Student participation Exit slip 	<ul style="list-style-type: none"> Reading Journals ActivBoard Dictionary per pair Anthology p28 Teacher Edition P27-28 Sticky notes Plicker cards iPad

	<p>part of speech and the meaning.</p> <p><i>Active Engagement:</i></p> <ul style="list-style-type: none"> Have partners work to find the word <i>tradition</i> and identify the parts of a dictionary entry. <p><i>Link / Launch:</i></p> <ul style="list-style-type: none"> For your work time today, you will use a dictionary to find three more words. When you find the words, I want you to find the number of syllables, and the pronunciation key. You will use sticky notes to mark the pages in the dictionary. <p><i>Work time:</i></p> <ul style="list-style-type: none"> Have partners look up canvas, figure, and partial and identify the number of syllables and the correct pronunciation for each. Give students sticky notes to mark each word in the dictionary to allow them to refer back to it quickly during the debrief. <p><i>Debrief:</i></p> <ul style="list-style-type: none"> Bring students back together to discuss their findings. Ask students if they had any difficulty and what they did to figure it out. <p>Exit Slip: Students will complete #1 and 2 on p28 in the Anthology using their Plicker cards.</p>		
<p>Tuesday <u>Strategy:</u> I can infer the author's purpose for writing based on details from the text.</p> <p><u>Skill:</u> I can determine the author's purpose to comprehend text.</p> <p>4.RI.1 4.RI.2 4.RI.10</p>	<p>Flashback: (Plickers) What is the fourth reason, or purpose, that an author writes?</p> <ol style="list-style-type: none"> To explain to excuse to examine to escape <p>After students complete their flashback they need to set up their Reading Journal with the following: Title: Using Details to find the Author's Purpose Key Vocabulary: details, author's purpose, infer, stated Schema Question: Do all authors write for the same reason? Explain your thinking.</p> <p>After students have answered the flashback question and answered the Schema Question, they will go to the carpet to discuss with a partner what they wrote.</p> <p><u>Mini-Lesson:</u> <i>Connection:</i></p> <ul style="list-style-type: none"> Do the mystery bag hook, by bringing in a bag of "trash" from a new neighbor. Show the students each item, citing them as pieces of evidence. After all items have been shared, ask students what can we determine about these mystery people? This is called making an inference. (This is a concrete lesson out of the Comprehension Connections book in inferring. Students may have had this lesson in primary grades, so you may want to change the set up.) <p><i>Teaching Point:</i></p> <ul style="list-style-type: none"> Share with students that sometimes it's easy to determine the author's purpose because it is clearly stated. Reference p12 in the Anthology, last paragraph. Other times, it is not stated. When this is the case, we must infer the purpose by using the details from the text. Are there facts, opinions, or funny stories? Model for students how to use the details with eVisual 1.7. <p><i>Active Engagement:</i></p> <ul style="list-style-type: none"> Using the eVisual, read the third paragraph and have students 	<ul style="list-style-type: none"> Teacher observation Student participation Exit slip 	<ul style="list-style-type: none"> Plicker cards iPad ActivBoard Reading Journal Anthology p12 eVisual 1.7

	<p>note other details the author included. (facts)</p> <ul style="list-style-type: none"> ● Determine the author’s purpose. (to inform). <p><i>Link / Launch:</i></p> <ul style="list-style-type: none"> ● You will now practice identifying details from the text in order to help you determine the author’s purpose of another text. <p><u>Work time:</u></p> <ul style="list-style-type: none"> ● Have partners read the second biography <u>Grandma Bailey</u> and identify the details that help them determine the author’s purpose. <p><u>Catch and Release:</u></p> <ul style="list-style-type: none"> ● Model how to identify and write about the author’s purpose when it is not stated. ● Have students reread and write in their Reading Journals how they used details to figure out the author’s purpose of <u>Grandma Bailey</u>. <p><u>Debrief:</u></p> <ul style="list-style-type: none"> ● Allow students to share their written responses. <p>Exit Slip: Written response about author’s purpose.</p>		
<p>Wednesday</p> <p><u>Strategy:</u> I can infer the author’s purpose for writing based on details from the text.</p> <p><u>Skill:</u> I can determine the author’s purpose to comprehend text.</p> <p>4.RI.1 4.RI.2 4.RI.10</p>	<p>Flashback: (Plickers) Which one of these is NOT a type of detail?</p> <ol style="list-style-type: none"> Opinion Facts Funny stories Headings and subheadings <p>After students complete their flashback they need to set up their Reading Journal with the following: Title: Shaped By Tradition Part 1 Key Vocabulary: author’s purpose, details Schema Question: How do you determine the author’s purpose, what strategies do you use? After students have answered the flashback question and answered the Schema Question, they will go to the carpet to discuss with a partner what they wrote.</p> <p><u>Mini-lesson:</u> <i>Connection:</i></p> <ul style="list-style-type: none"> ● Use Sculpture Images flipchart to show images of Michael Naranjo’s work. ● Introduce today’s reading by having students preview and predict the text starting on Anthology p29. ● Continue by connecting this text to last week’s text. <p><i>Teaching Point / Active Engagement:</i></p> <ul style="list-style-type: none"> ● Read page 29 together. Discuss the author’s purpose for the photo that was included (Read and Build Comprehension 1). ● Have partners discuss the “Before You Move On” questions. ● Continue reading p30-31. Discuss the author’s purpose for including the section on how to prepare the clay. (Read and Build Comprehension 5). ● Have partners discuss the “Before You Move On” questions. ● Preview and Predict p32-33: Do you think Naranjo will become a potter? Explain. ● Read p32-33. Author’s Purpose: What might the author have done differently if her purpose had been to entertain, not just to inform? ● Have partners discuss the “Before You Move On” questions. <p><u>Work time:</u></p>	<ul style="list-style-type: none"> ● Student participation ● Exit Slip 	<ul style="list-style-type: none"> ● iPad ● Plicker cards ● Sculpture Images flipchart ● Anthology p29-33 ● Reading Journals

	<ul style="list-style-type: none"> Students will write a response in which they discuss what they believe to be the author's purpose for writing about Michael Naranjo. Students will support their opinions with reasons from the text. <p><u>Debrief:</u></p> <ul style="list-style-type: none"> What do you believe was the author's purpose for writing this biography? What details from the text support your opinion? <p>Exit Slip: Written responses identifying the author's purpose and details from the text to support their opinion.</p>		
<p>Thursday</p> <p><u>Strategy:</u> I can use details from the text and infer the author's purpose.</p> <p><u>Skill:</u> I can determine the author's purpose for writing a text.</p> <p>4.RI.1 4.RI.10</p>	<p>Flashback (Plickers) if the author's purpose is not stated in the text, how do you try to figure it out?</p> <ol style="list-style-type: none"> You can't Use the details and infer Take a guess There may not be a purpose <p>After students complete their flashback they need to set up their Reading Journal with the following: Title: Shaped By Tradition Part 2 Key Vocabulary: author's purpose, details Schema Question: After students have answered the flashback question and answered the Schema Question, they will go to the carpet to discuss with a partner what they wrote.</p> <p><u>Mini-lesson:</u> <i>Connection:</i></p> <ul style="list-style-type: none"> We've been talking about author's purpose this week. And you learned that the purpose is not always stated. When it is not stated, how do we figure out the purpose? (use clues to infer). <p><i>Teaching Point:</i></p> <ul style="list-style-type: none"> It's the same with the main idea! Begin lesson using T30 to discuss identifying an implied main idea. Model how to find the unstated main idea in the first paragraph. <p><i>Active Engagement:</i></p> <ul style="list-style-type: none"> Have students practice by figuring out the unstated main idea in the second paragraph. Continue lesson using the introduction on Anthology p34 to review the different purposes. <p><i>Link / Launch:</i></p> <ul style="list-style-type: none"> Share with students that during part of today's lesson they will be comparing author's purpose. Students will turn to Anthology p34. Look at the comparison chart. Go over directions and allow students work time to complete the chart with a partner. <p><u>Work time:</u></p> <ul style="list-style-type: none"> Students will reread and refer back to "Josh Ponte: A Musical Journey" and "Shaped by Tradition" to complete the comparison chart on Anthology p34. Students will copy the chart into their Reading Journals. Teacher will confer at this time. If students are unsure of the author's purpose, ask the following questions: - What do you think the author wants you to know about the 	<ul style="list-style-type: none"> Teacher observation Student participation Exit Slip 	<ul style="list-style-type: none"> Plicker cards iPad Reading Journal Anthology p34 "Josh Ponte: A Musical Journey" "Shaped by Tradition"

	<p>subject? - Can you find specific details in the text to help you identify the author's purpose?</p> <p><u>Debrief:</u></p> <ul style="list-style-type: none"> • Discuss student answers; refer to the text when needed for support. <p>Exit Slip: Completed comparison chart</p>		
<p>Friday</p> <p>I can use key words to determine the time order of events.</p> <p>4.RI.5 4.RF.3</p>	<p>Flashback: What is a biography?</p> <ol style="list-style-type: none"> A nonfiction text about a person's life. A nonfiction text about a person's life written by that person. A fiction text with made up events about a real person's life. A fiction text about a made up person. <p>No Journal Entry Today.</p> <p><u>Mini-Lesson:</u> <i>Connection:</i> Ask students to think of books they have read. Were any of them biographies? Who were they about? <i>Teaching Point:</i></p> <ul style="list-style-type: none"> • Explain that since biographies are written about real events, determining the order of events in a biography is important in understanding the text.. • Display Mark-Up Model 1.1. Share with students that when we read biographies we should look for words that tell us when each event happens. Read the passage. Discuss the events. <p><i>Active Engagement:</i></p> <ul style="list-style-type: none"> • Students will use PM1.13 and PM1.14 to record the events on a timeline. • Move on to Screen 2 to identify the next event. Discuss how sometimes authors present the events out of order. Record event on timeline. • Screen 3 – discuss key words used to signal events. Brainstorm other words that signal chronological order. Record. <p><i>Link / Launch:</i></p> <ul style="list-style-type: none"> • You will continue looking for events and dates in order to complete the timeline. <p><u>Work time:</u></p> <ul style="list-style-type: none"> • Partners will read PM1.13-1.14, underline the events and dates, complete the timelines, and then compare their mark-ups. <p><u>Debrief:</u></p> <ul style="list-style-type: none"> • Bring students back together to discuss the key words they identified in the passage. <p>Exit Slip: Completed PM1.13 and PM1.14</p>	<ul style="list-style-type: none"> • Teacher observation • Student participation • PM1.13 - PM1.14 	<ul style="list-style-type: none"> • Mark-Up Model 1.1 • Copies of PM1.13 - PM1.14