

Agenda Item	Monday	Tuesday	Wednesday	Thursday <i>White Oak Field Trip</i>	Friday
Skills	Cursive Writing – Basic Strokes & Positions	Cursive Writing – Keys to Legibility – Shape & Size	Cursive Writing – Keys to Legibility – Spacing & Slant	Drops in the Bucket Lesson 11	Cursive Writing – “Ring Around the World”
Independent Silent Reading	Student selected and grade appropriate texts related to their author study and literature circles.	Student selected and grade appropriate texts related to their author study and literature circles.	Student selected and grade appropriate texts related to their author study and literature circles.	Student selected and grade appropriate texts.	Student selected and grade appropriate texts related to their author study and literature circles.
Small Learning Groups – Literature Circles	Spinelli Literature Circles – <i>Discussion Director, Travel Tracer, Connector, Summarizer, Illustrator, Vocabulary Enricher.</i>	Spinelli Literature Circles – <i>Discussion Director, Travel Tracer, Connector, Summarizer, Illustrator, Vocabulary Enricher.</i>	Spinelli Literature Circles – <i>Discussion Director, Travel Tracer, Connector, Summarizer, Illustrator, Vocabulary Enricher.</i>	White Oak Field Trip	Spinelli Literature Circles – <i>Discussion Director, Travel Tracer, Connector, Summarizer, Illustrator, Vocabulary Enricher.</i>
Social Studies	Lesson – The Promise of Freedom & Sharecropping, pp.134-135	Lesson – Reconstruction Ends & Working Towards Equality, pp136-137	Chapter 4 – Study Guide	White Oak Field Trip	Chapter 4 – Assessment, p.139
Mini Lesson	Lunch Money – Inferences About Characters, Chps 9-11	Lunch Money – Story Summary, Chps. 12-14	Lunch Money – Descriptive Details, Chps. 15-16	White Oak Field Trip	Lunch Money – Character Traits, Chps. 17-19
Morning Meeting & Snack*	By the Way Words: <i>Market & Flattery</i>	By the Way Words: <i>Notorious & Stern</i>	Sweet Treats	White Oak Field Trip	By the Way Words: <i>fund-raiser & credits</i>
FOCUS	Use Text Evidence to Make Inference About Characters	<i>Summarize Text</i>	Examine Descriptive Details	White Oak Field Trip	Describe Characters in Depth
Objective	<i>Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements.</i>	<i>Learners understand that collaboration often leads to creative solutions.</i>	<i>Readers understand the elements of narrative texts and how to use them to determine the theme of a story.</i>	White Oak Field Trip	<i>Learners understand that collaboration often leads to creative solutions.</i>
Small Learning Groups	Independent Silent Reading with a Daily response to reading log. Student selected and grade appropriate texts related to their author study and literature circles.	Independent Silent Reading with a Daily response to reading log. Student selected and grade appropriate texts related to their author study and literature circles.	Independent Silent Reading with a Daily response to reading log. Student selected and grade appropriate texts related to their author study and literature circles.	Independent Silent Reading with a Daily response to reading log. Student selected and grade appropriate texts related to their author study and literature circles.	Independent Silent Reading with a Daily response to reading log. Student selected and grade appropriate texts related to their author study and literature circles.
	Blended Learning – Technology Group				
	Teacher Led – Skills Practice	Teacher Led – Skills Practice	Teacher Led – Skills Practice	Teacher Led – Skills Practice <i>Elements of Poetry</i>	Teacher Led – Skills Practice
Debrief (10 Minutes)	Oral Response: Share out on close reading and extension questions.	Vocabulary	Essential Question – Exit Ticket	Cheap Hamburger – What I Learned Today	Write a Quiz
Lesson Reflection/Next Steps:					

Tiger Academy Reading Lesson Plan 2015 - 2016

Instructor: Jasmine N. Granger	Grade Level: 4 th	Week of: 5.9.2016	Day(s): Monday – Friday
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Subject/Content: 1. ELA	Instructional Focus (Reading): Rituals & Routines: Main Idea, Vocabulary, and Questioning.
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<p>FL Standard(s) (ELA): RL.4.3. Draw on specific details in a text to describe story elements. RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.4. and L.4.6. Determine the meaning of general academic words in a text and use the words accurately RF.4.4. Read with sufficient fluency to support comprehension. LAFS.4.SL.1.1 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Goal/Objective:</p> <ol style="list-style-type: none"> 1. Students will understand the class/school schedule and expectations. 2. Students will respond with accountable talk. 3. Students will have ownership in the class and their work. 4. Readers will describe elements in depth within a story. 5. Writers will use narrative elements successfully when creating stories.
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<p>Vocabulary: market, flattery, irrational, production, imitation, notorious, stern, conceited, empire, contrast, contritely, fundraiser, credits, efficient, derailed, controversy.</p>	<p>Materials/Resources: Anchor Text: Lunch Money, By: Andrew Clements; Readers Writers Journal; PowerPoint Presentation; Spinelli Texts (<i>The Library Card; EGGS; Maniac Magee; Loser; Wringer</i>); Literature Circle Worksheets</p>
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<p>Essential Question: How do readers describe in depth elements of a story? How do writers use narrative elements successfully when creating stories?</p>	<p>Higher Order Question(s):</p> <ul style="list-style-type: none"> • What details in the story help to deepen your understanding of Maura and Greg? • What details show that Greg and Maura's relationship is changing? • What does Maura notice about the book club flyer, and how does this make her feel?
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Mini-Lesson/Opening (ELA): 1. CHAMPs expectations; 2. Set expectations (reference standards), share EQ

Home Learning: ½ hour of i-Ready and 30 minutes of independent reading with response to reading prompts.

Teacher – Led Learning Group	Independent Learning Group	Computer Learning Group
<p>Focus: Fluency/Conferences/Skills Standard: See above Task: Conference to discuss self-selected texts & support their reading. Fluency – Oral Reading Fluency Quick Check. Word Analysis – as needed based on the handbook. Student Name(s): See Page 3.</p>	<p>Focus: Author Study through Literature Circles Standard: See above Task: Support with the standard and extension for students who understand the text. Students will analyze and use discussion techniques to further their comprehension of the text. Student Name(s): See Page 3.</p>	<p>Focus: Blended Learning Standard: See above Task: Tasks will vary using both iReady tasks to strength student's blended learning over time. Student Name(s): See page 3.</p>

<p>Class 1:</p> <ol style="list-style-type: none"> 1. Jordyn-Ciara Hardwick (M) 2. Syteria Morrell(M) 3. Shamar Williams(M) 4. Auvae Marshall(M) 5. Jaylen Clark(M) 6. Devin Gordon (M) 	<p>T/F</p> <ol style="list-style-type: none"> 1. Te'arah Pinnock-Daise (M) 2. Kyle-Brandon Gillyard(M) 3. Hen'Drijuana Chance 4. Jaykob Jones 	<p>M/W</p> <ol style="list-style-type: none"> 1. Cedric Pauldo (<i>Battle</i>) 2. Tracy Herndon 3. Justin Whitaker 4. Zadariya Shanks (<i>Battle</i>) 5. Jordan Martin(M) 	<ol style="list-style-type: none"> 1. Lailah Griffin 2. Karmen Manns (<i>Battle</i>) 3. Danyelle Griffin 4. Christian Drayton(M) 5. Antonio Patrick(M)
<p>Class 2:</p> <ol style="list-style-type: none"> 1. Myla Turner 2. Chelsea McWhite 3. Rachelle Fulton(M) 4. Timya Legree(M) 5. Frank Owens(M) 6. Nia Atcherson 	<ol style="list-style-type: none"> 1. Damaris Larkins 2. Christopher Session 3. Karsten Oates-Smith (<i>Battle</i>) 4. Alvin Frazier 5. Ryan Lewis (<i>Battle</i>) 	<ol style="list-style-type: none"> 1. Tamiyah Herndon 2. Jamison Wingfield (<i>Battle</i>) 3. De'Andre George 4. Daryl Spivey 5. David Gay 	<ol style="list-style-type: none"> 1. Earl Moore(M) 2. Tairyn McQueen (M) 3. Larry Davis(M) 4. Elyse Gibson (M)