

		Campus: Godwin Elementary	
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Six Weeks Period: 1 st Six Weeks		Grade Level & Course: 4 th Grade ELAR	
Timeline: 26 days		Unit Title: Literary Understanding Begins with Fiction and Poetry	Lesson # 1
Stated Objectives: TEK #, ELPS #, and SE	<p><u>Reading-</u></p> <p>TEKS</p> <p>4.1A read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p>4.2 A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>4.2B use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p> <p>4.2 E use a dictionary to determine the meanings, syllabication, and pronunciation of unknown words.</p> <p>4.Fig19A establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.</p> <p>4.Fig19B ask literal, interpretive, and evaluative questions of text.</p> <p>4.Fig 19C monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).</p> <p>4.Fig19D make inferences about text using textual evidence to support understanding; Fiction, Literary Nonfiction, Poetry, and Drama.</p> <p>4.Fig19E summarize information in text, maintaining meaning and logical order Fiction, Literary Nonfiction, Poetry, and Drama.</p> <p>4.Fig19F make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p> <p>4.3A summarize and explain the lesson or message of a work of fiction as its theme.</p> <p>4.3B compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p> <p>4.4A explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).</p>		

4.6A sequence and summarize the plot's main events and explain their influence on future events.

4.6B describe the interaction of characters including their relationships and the changes they undergo.

4.6C identify whether the narrator or speaker of a story is first or third person.

4.8A identify the author's use of similes and metaphors to produce imagery.

4.9A read independently for a sustained period of time and paraphrase what the reading is about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

Listening-

4.14B explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).

4.27A listen attentively to speakers, ask relevant questions, and make pertinent comments

4.29A participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Speaking-

4.28A express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

4.29A participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

ELPS:

<http://teksresourcesystem.net/module/standards/Tools/Browse?StandardId=118094>

See Instructional Focus Document (IFD) for TEK Specificity

Key Understandings

- Authors use plot to sequence events within a story.
- Readers create connections to make text personally relevant and useful.
- Authors use writer's craft to engage and sustain the reader's interest.
- Authors establish a purpose and plan for the development of a story.
- Effective listening and speaking builds background knowledge and supports collaboration.

	<ul style="list-style-type: none"> ➤ Readers use strategies to support understanding of text. <ul style="list-style-type: none"> ➤ An extensive vocabulary enhances written and oral communication. 	
Misconceptions	<ul style="list-style-type: none"> ➤ Students may have difficulty summarizing the most important parts of a text and instead retell every detail of a text or leave important points out of their summary. 	
Key Vocabulary	<ul style="list-style-type: none"> ➤ Figurative language – language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices ➤ Simile – a comparison of two things that are essentially different, usually using the words like or as ➤ Metaphor – a subtle comparison in which the author describes a person or thing using words that are not meant to be taken literally 	
Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes
Day 1- Engage, Explore, Explain, Extend, Elaborate	<u>Reading</u> <ol style="list-style-type: none"> 1. The teacher will go over Classroom Procedures. 	
Day 2 – Engage, Explore, Explain, Extend, Elaborate	<u>Reading</u> <ol style="list-style-type: none"> 1. The teacher will set up Reading Journal and Roots folder with students. 2. The teacher will discuss the error correction cards with the students and explain and model how they work. 3. The teacher will also show students the HINTS reading strategy. 4. The students will glue HINTS into their Reading Journal, 5. The teacher will discuss the Pineapple project. 	<ul style="list-style-type: none"> ● The Pineapple Project ● Error correction cards ● HINTS ● Reading Journal ● Glue ● Scissors
Day 3 – Engage, Explore, Explain, Extend, Elaborate	<u>Reading</u> <ol style="list-style-type: none"> 1. The teacher will introduce Characters and Characterization to the students. 2. The teacher will show the Characters Flocabulary video. 3. The teacher will discuss the movie Beauty and The Beast. 4. The students will turn and talk about the events and characters in the movie. 5. The teacher will model by filling out the How and Why Characters Change graphic organizer with the class. 6. The teacher will then read My Rotten Read Headed Older Brother to the class. 7. The students will work in partners to fill out the How and Why Characters Change graphic organizer. 	<ul style="list-style-type: none"> ● My Rotten Read Headed Older Brother ● Flocabulary Video: Characters ● How and Why Characters Change graphic organizer

<p>Day 4 – Engage, Explore, Explain, Extend, Elaborate</p>	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will introduce Greek/Latin Roots. 2. The teacher will teach Latin Root –ible/-able. 3. The teacher will review Characters and Characterization to the students. 4. The teacher will give each group a different mentor text for the groups to read. 5. The students will read the mentor texts as a group. 6. The students will fill out the character traits graphic organizer with their group. 	<ul style="list-style-type: none"> ● Greek/Latin Journal ● Ible/Able journal sheet ● Reading Journal ● Teacher Selected Mentor Texts ● Characters graphic organizer
<p>Day 5 – Engage, Explore, Explain, Extend, Elaborate</p>	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will introduce Compare and Contrast between Traditional and Classical Literature Characters. 2. The teacher will review what it means to compare with the students. 3. The teacher will review what it means to contrast with the students. 4. The teacher will give the students sets of literature to complete a Venn diagram to show the comparisons and contrasts of the stories. 	<ul style="list-style-type: none"> ● Reading Journal ● Venn Diagram ● Teacher Selected Mentor Texts
<p>Day 6 – Engage, Explore, Explain, Extend, Elaborate</p>	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will review Sequencing and introduce Plot with the students. 2. The teacher will fill in the journal graphic organizer by pulling sticks and having them tell a story incorporation transition words (First, next, then, after, before, last, and finally). 3. The teacher will review all of the transition words to make sure that they have the words in their journal. 4. The teacher will show a Flocabulary: Story Elements to the students. 5. The teacher will have the students fill in the Plot graphic organizer and glue into their journal. 6. The teacher will read a teacher selected mentor text and have the students identify the Story Elements of the story. <p>If time allows:</p> <ol style="list-style-type: none"> 7. Each student will be given blank one to complete as a table group. 8. The students will take turns writing a part of a story in order using transitions in each box for their journal. 9. The students will share aloud the results of their story. 10. The students will complete a sequence packet individually. 	<ul style="list-style-type: none"> ● Reading Journal ● Sequence graphic organizer ● Glue ● Scissors ● Sequence Packet ● Plot Roller coaster journal page ● Teacher Selected mentor text
<p>Day 7 – Engage, Explore, Explain, Extend, Elaborate</p>	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will Introduce Summary to the students. 2. The teacher will explain CPR (character, problem, resolution) and TDC (topic, details, conclusion). 	<ul style="list-style-type: none"> ● Reading Journal ● CPR/TDC handout ● Summary Questions from previous STAAR tests

	<ol style="list-style-type: none"> The teacher will explain that CPS is a summary for Fiction stories and TDC is the summary for Non Fiction stories. The teacher will show students examples of each style from previous STAAR tests and reading passages so the students can see how the different summary types apply to each type of story. 	
Day 8 – Engage, Explore, Explain, Extend, Elaborate	<p><u>Reading</u></p> <ol style="list-style-type: none"> The teacher will teach Latin Root -audi. The teacher will review the two Summary types with the students. The students will complete Summary Task Cards around the room with a partner. 	<ul style="list-style-type: none"> Greek/Latin Folder Audi journal sheet Summary Task Cards
Day 9 – Engage, Explore, Explain, Extend, Elaborate	<p><u>Reading</u></p> <ol style="list-style-type: none"> The teacher will introduce Point of View to the students. The students will watch a Point of View Flocabulary. The teacher will teacher teach the students the difference between First Person, Third Person Limited, and Third Person Omniscient. The students will complete Point of View Task cards independently. 	<ul style="list-style-type: none"> Reading Journal Flocabulary video: Point of View Point of View journal page Point of View Task Cards
Day 10 – Engage, Explore, Explain, Extend, Elaborate	<p><u>Reading</u></p> <ol style="list-style-type: none"> The teacher will teach Latin Root –dict. The teacher will introduce Dictionary Skills. The students will watch a Flocabulary over Dictionary Skills. The teacher will review pronunciation, parts of speech, and multiple definitions. The teacher will review alphabetical order and show cards on the overhead. The teacher will then review pronunciation and parts of speech with the students and complete a few entries with the students. The students will complete part of a dictionary practice with a partner and then complete the rest independently. 	<ul style="list-style-type: none"> Greek/Latin Folder Dict- journal sheet Flocabulary video: Dictionary Skills Reading Journal Alphabetical Order Task Cards Dictionary Journal page Dictionary Review Sheet
Day 11 – Engage, Explore, Explain, Extend, Elaborate	<p><u>Reading</u></p> <ol style="list-style-type: none"> The teacher will introduce and discuss Context Clues. The teacher will show a Flocabulary video over context clues. The teacher will teach the CLAP strategy for helping with Context Clues The students will glue information page into their interactive journal. The teacher will show some nonsense word cards on the overhead and the students will write on the white board what they think the nonsense word is. They will show 3-2-1 show time and they will show their answers. 	<ul style="list-style-type: none"> Reading Journal Flocabulary video: Context Clues Reading journal page Nonsense Cards Context Clue Task Cards

	6. The students will walk around the room and complete Context Clue task cards.	
Day 12 – Engage, Explore, Explain, Elaborate, Extend	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will teach Greek Root meter. 2. The teacher will introduce Fact and Opinion. 3. The student will copy information into their journal. 4. The teacher will show statements to the students and they have to decide if the statement is a Fact or an Opinion. 5. The students will hold up a card with either Fact or Opinion depending on the statement. 6. The students will complete Fact/Opinion Task cards independently. 	<ul style="list-style-type: none"> ● Greek/Latin Folder ● Meter journal sheet ● Reading Journal ● Fact/Opinion Cards ● Fact/Opinion Task Cards
Day 13- Engage, Explore, Explain, Elaborate, Extend	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will introduce Theme. 2. The Student will watch the Flocabulary video about Theme. 3. After the video, the teacher will discuss, brainstorm, and have the students make connections to other stories they have read and discuss the themes. 4. The students will glue and copy notes into their journal 5. The teacher will show the students that Theme is [The me]ssage of a story or the moral of the story. 6. The teacher will complete part of the Theme activity with the students. 7. The students will work independently on the remaining part of the activity. 	<ul style="list-style-type: none"> ● Reading Journal ● Interactive journal page ● Flocabulary video: Theme ● Theme activity
Day 14- Engage, Explain, Extend	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will review Author’s Purpose with the students. 2. The students will fill in the interactive journal page and then glue into their journal. 3. The students will complete task cards with the teacher. 4. The students will complete a cut and paste Authors Purpose activity independently. 	<ul style="list-style-type: none"> ● Reading Journal ● Interactive Journal page ● Authors Purpose Task Cards ● Authors Purpose cut and paste activity
Day 15- Engage, Explore, Explain, Elaborate	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will introduce QUAN Reading Strategy to the students. 2. Students will glue the QUAN poster into their reading notebook. 3. The teacher will explain the I DO, WE DO, YOU DO idea to students. 	<ul style="list-style-type: none"> ● 2015 Released STAAR: My What is Showing ● QUAN interactive journal page

	<ol style="list-style-type: none"> 4. The teacher will model the QUAN strategy using My What is Showing. 5. The teacher will be completing questions 2, 5, and 9 together. 6. In a small group (WE DO), students complete questions 3, 4, and 8 together using the QUAN strategy. 7. The teacher and students will discuss answers as a group. 8. The students will complete questions 1, 6, and 7 (I DO) independently. 9. The class will go over the answers to the questions from “My What is Showing” when completed. 	
Day 16- Engage, Explore, Explain, Elaborate, Extend	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The students will complete a Teacher selected practice STAAR passage with a partner. 	<ul style="list-style-type: none"> ● Teacher Selected practice STAAR passage
Day 17- Engage, Explore, Explain, Elaborate, Extend	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will introduce Poetry to the students. 2. The teacher will talk about the structural elements of Poetry (Lines, Stanzas, Rhyme, Mood, and Rhythm Scheme). 3. The students will fill out the interactive journal page over poetry. 4. The students will also fill out the Poetry Tree, with Structure, Language, Mood, and Theme. 5. The teacher will read Booger Love out loud to the class, using it to fill in the Analyzing Poetry page. 6. The students will be given their own poem to analyze with a partner. 	<ul style="list-style-type: none"> ● Poetry interactive page ● Reading Journal ● Giant Children: Booger Love ● Teacher Selected Poems
Day 18- Engage, Explore, Explain, Elaborate, Extend	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will teach Latin Root Vis- . 2. The teacher will introduce Simile and Metaphor with the students. 3. The teacher will show a video over Simile and Metaphor. 4. The student will fill out the interactive journal sheet and glue into their journal. 5. The teacher will review 3 task cards with the students on the overhead. 6. The students will complete the rest of the task cards independently. 	<ul style="list-style-type: none"> ● Greek/Latin Folder ● Vis- journal sheet ● Bazillions video: Simile and Metaphor ● Reading Journal ● Interactive notebook page ● Simile and Metaphor task cards ● Skin like milk, Hair of Silk
Day 19- Engage, Explore, Explain, Elaborate, Extend	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will introduce Imagery to the students. 2. The teacher will play a video of water dripping to have the students think about the sound of the water. 3. The teacher will play the song Pumper and have the kids listen for the water dripping and how it matches with the meter in the song. 	<ul style="list-style-type: none"> ● Reading Journal ● Journal page ● Pumper song ● Water dripping video ● My Candy Land ● Manila paper

	<ol style="list-style-type: none"> 4. The students will fill in the journal page and then glue it into their Reading Journal. 5. The teacher will read My Candy Land to the students. 6. The students will draw a picture of the image that the poem is created in their head. 	
Day 20- Engage, Explore, Explain, Elaborate, Extend	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will review Inference. 2. The teacher will show a Flocabulary video over Inference. 3. The students will fill in the journal page for Inference and glue into their Reading Journal. 4. The teacher will play 3-2-1 show time using white boards to practice Inference with the class. 5. The students will complete Inference task cards independently. 	<ul style="list-style-type: none"> ● Reading Journal ● Flocabulary video: Inference ● Journal Page ● Inference task cards
Day 21- Engage, Explore, Explain, Elaborate, Extend	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. The teacher will review Inference with the students. 2. The students will work in centers completing an Inference Detective Activity. 	<ul style="list-style-type: none"> ● Reading Journal ● Inference Detective Files
Day 22- Engage, Explore, Explain, Elaborate, Extend	Six Weeks Test Review	
Day 23- Engage, Explore, Explain, Elaborate, Extend	Six Weeks Test Review	
Day 24- Engage, Explore, Explain, Elaborate, Extend	Six Weeks Test	
Day 25- Engage, Explore, Explain, Elaborate, Extend	Six Weeks Test	
Day 26- Engage, Explore, Explain, Elaborate, Extend	Review Six Weeks Test Answers	

Accommodations for Special Populations

Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.