

4th Grade Reading Literature/Informational Text Lesson Plan

Week of: November 7-11

T. Moore

Objectives:

- RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RI.4.1** refer to details and example in a text when explaining what the text says explicitly and when drawing inferences from the text
- RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.
- RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.

Priority Standards

- RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Materials:

<http://www.learningfarm.com/web/practice/Passthrough.cfm?topicID=157>

Water Close Read PowerPoint

Point of View Passages

Water: One of Earth's Most Powerful Forces

Excerpt from Call of the Wild (Display on SmartBoard)

	Monday	Tuesday	Wednesday	Thursday	Friday
Bell ringer	Context Clues	Context Clues	Context Clues	Context Clues	
Purpose/Essential Question	How can a reader utilize details in a text determine if a text is from a first-hand or second-hand account?	How can a reader compose a first-hand account of an event from a 2 nd hand account?	How can a reader utilize details in a text determine if a text is from a first-hand or second-hand account?	How can a reader use prior skills knowledge and evidence from a text to answer text-dependent questions?	Veterans Day Holiday
Vocabulary	First person point of view, third person point of view, fist hand account, second hand account, narrator	First person point of view, third person point of view, fist hand account, second hand account, narrator	First person point of view, third person point of view, fist hand account, second hand account, narrator	First person point of view, third person point of view, fist hand account, second hand account, narrator	Veterans Day Holiday

<p>Focused Lesson "I Do"</p>	<p>TTW review the differences in first and third person point of view and first and second hand account of information.</p>	<p>TTW model for fluent reading by reading the Except from the passage Call of the Wild aloud.</p>	<p>TTW model fluent reading by orally reading the parallel text "Lake Delhi Finally Full Again." (on PowerPoint) The teacher will also model how to determine the definition of any unfamiliar words. TTW then allow the students to read their passage "Water: One of Earth's Most Powerful Resources" to get the gist and determine any unfamiliar words.</p>	<p>TTW use the parallel text to model how to answer and provide evidence as support for the following text-dependent question from the passage "Lake Delhi". What evidence does the author provide to alert the people that the lake was basically full again?</p>	<p>Veterans Day Holiday</p>
<p>Guided Practice "We Do"</p>	<p>TTW and TSW together use the following website to read the first 2 short passages to determine if the passages are written as a first or second hand account. TTW go over the explanation of each answer. http://www.learningfarm.com/web/practiceliassthrough.cfm?topicID=157</p>	<p>TSW and TTW review determine which account the story is written in and give evidence to support this determination. They will also discuss ways in which the passage can be altered to become a first-hand account.</p>	<p>TTW and TSW together determine the definition of any unfamiliar words from the student text "Water". TTW model how to use details in the passage to answer a focus question for the model Text "Lake Delhi" (on the PowerPoint). The class will focus on the following question: Determine if the text demonstrates a first-hand account or second-hand account. Use evidence from the story to support your determination.</p>	<p>TTW and TSW together use evidence from the parallel text to answer the remaining text dependent questions. What measures have the people of the city done to ensure that they do not have another incident of the dam breaking and the lake draining as they did before?</p>	<p>Veterans Day Holiday</p>
<p>Collaboration "Student's Do"</p>	<p>TSW work in cooperative groups to answer the remaining</p>	<p>TSW work in collaborative groups to re-write the passage to</p>	<p>TSW work in collaborative groups to re-read the student text</p>	<p>TSW work in their collaborative groups to answer the following</p>	<p>Veterans Day Holiday</p>

<p>Individual Practice "You Do"</p>	<p>questions on the website above. This can be done from the smartboard or on the student's individual computers.</p>	<p>change it from 2nd hand account to first.</p>	<p>"Water" The students will answer their focus question listed below. Determine if the text demonstrates a first-hand account or second-hand account. Use evidence from the story to support your determination.</p>	<p>text-dependent questions from their "Water"</p> <ol style="list-style-type: none"> 1. Explain the environmental factor that caused the dam to break. 2. What can you infer about building dams in 1922 verses building dams today? 3. Why can the reader infer that the author wrote this passage? 4. What is most likely the author's reason for including paragraph 3? 	
	<p>TSW read the last passage "Excerpt from Call of the Wild" independently and determine the point of view the passage was written. TSW use evidence from the passage to support their choice.</p>	<p>TSW work independently to read each short passage to determine if the passage is written in first person or third person point of view. They will give evidence to support each determination.</p>	<p>TSW compose a short paragraph explaining a fictional event at lunch. The first part will be of a first-hand account and the second part will be the same story but in a second-hand account.</p>	<p>TSW independently answer the last text-dependent question as an exit ticket. After reading this passage, what are two important things that you think the readers should understand and remember?</p>	<p>Veterans Day Holiday</p>

3rd Grade Math Lesson Plan

3rd Quarter Week 3

Week of: January 16, 2017

COMMON CORE STANDARDS	OBJECTIVES
<p><u>Mastery Standards</u></p> <p>3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts and size $1/b$.</p> <p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based on 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	<p>Operations and Algebraic Thinking</p> <p>Students will be able to:</p> <p>Understand that fractional parts are created when a whole is partitioned into equal sized pieces.</p> <p>Identify whether fractions are the same, larger, or equal.</p> <p>Make sense of problems and persevere in solving them.</p> <p><i>Conceptual understanding:</i> The students will be able to explain how they got the correct answers and to apply what they have learned to new types of critical thinking tasks.</p> <ul style="list-style-type: none"> • <i>Procedural skill and fluency:</i> The students will be given opportunities to practice core functions, such as single-digit multiplication, so that they have access to more complex concepts and procedures. • <i>Application:</i> The students will use math flexibly for applications in problem-solving contexts. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Materials-</p> <p>Dry erase boards and markers</p> <p>Teacher created smart lesson</p> <p>Fraction Strips</p> <p>Number Line</p> <p>Websites-</p> <p>www.learnzillion.com</p> <p>That's a Fact</p> <p>Sheppard Software</p> <p>YouTube-Multiplication Table song</p> </div>

	Monday	Tuesday	Wednesday	Thursday	Friday
Bell ringer	NO SCHOOL	That's a Fact Sheppard's Math Multiplication (Facts) Table Song	That's a Fact Sheppard's Math Multiplication (Facts) Table Song	That's a Fact Sheppard's Math Multiplication Table (Facts) Song	That's a Fact Sheppard's Math Multiplication Table (Facts) Song

Purpose/ Essential Question	NO SCHOOL	How can you analyze and compare fractions with the same denominator or numerator?	How can you analyze and compare fractions to determine how the fractions are related?	How can you analyze and compare fractions to determine how the fractions are related?	How can you analyze and compare fractions to determine how the fractions are related?
Vocabulary	NO SCHOOL	fraction denominator numerator equal parts whole number compare equivalent	fraction denominator numerator equal parts whole number compare equivalent	fraction denominator numerator equal parts whole number compare equivalent	fraction denominator numerator equal parts whole number compare equivalent
Focused Lesson "I Do"	NO SCHOOL	TW model and explain that fractions are equivalent if they represent the same amount of space. TW model and explain how to analyze and distinguish equivalent fractions such as $\frac{1}{3}$ and $\frac{1}{6}$ by using a number line. TW explain that two fractions are equivalent if they are at the same point on a number line. The teacher will use the strategy to model how to solve critical thinking tasks involving fractions.	TW model and explain how to analyze fractions by using a picture of a fraction pizza. TW explain that the pizzas are the same size but one pizza is cut into four slices and the other pizza is cut into eight slices. TW identify which pizza has the larger slices. TW explain how to evaluate fractions to determine if the fractions are equivalent. The teacher will use the strategy to model how to solve critical thinking tasks involving fractions.	TW model and explain how to analyze and compare fractions such as $\frac{1}{6} < \frac{5}{6}$ and $\frac{2}{3} > \frac{1}{3}$ using fraction strips. TW explain how to determine if the fractions are greater than, less than, or equal. TW use the strategy to model how to solve critical thinking tasks using fractions.	TW model and explain how to analyze and compare fractions such as $\frac{1}{6} < \frac{5}{6}$ and $\frac{2}{3}$ and $\frac{6}{9}$ using a visual area model. TW explain how to determine if the fractions are greater than, less than, or equal. TW use the strategy to model how to solve critical thinking tasks using fractions.
Guided Practice	NO	Teacher will guide the students	Teacher will guide the students	Teacher will guide the	Teacher will guide the

<p>“We Do”</p>	<p>SCHOOL</p>	<p>on how to use the number line to analyze and distinguish equivalent fractions by using a number line. Teacher and students will analyze $\frac{1}{4}$ and $\frac{2}{8}$, $\frac{2}{4}$ and $\frac{4}{8}$, and $\frac{3}{4}$ and $\frac{6}{8}$ to determine if they are equivalent. Teacher will guide the students on how to solve critical thinking tasks involving fractions. T&S will discuss the strategy that was used to solve the critical thinking tasks.</p>	<p>on how to use the fraction pizza picture to analyze and distinguish equivalent fractions. Teacher and students will analyze fractions such as $\frac{3}{4}$ and $\frac{6}{12}$, $\frac{2}{5}$ and $\frac{4}{10}$, $\frac{2}{6}$ and $\frac{4}{12}$ to determine if the fractions are equivalent. The teacher will guide students on how to use the fraction pizza picture to analyze and solve critical thinking tasks involving fractions. T & S will discuss the strategy that was used to solve the critical thinking tasks.</p>	<p>students on how to analyze and compare fractions by using fraction strips. Teacher and students will compare $\frac{2}{5}$ and $\frac{4}{10}$, $\frac{1}{5}$ and $\frac{2}{10}$, and $\frac{2}{6}$ and $\frac{6}{18}$ to determine if the fractions are greater than, less than, or equal. The teacher will guide students on how to use fraction strips to analyze and solve critical thinking task that involve fractions. T & S will discuss the strategy that was used to solve the critical thinking tasks.</p>	<p>students on how to analyze and compare fractions by using a visual area model. Teacher and students will compare $\frac{1}{6}$ and $\frac{2}{12}$ and $\frac{4}{5}$ and $\frac{2}{10}$ to determine if the fractions are larger, smaller, or equal. The teacher will guide students on how to use the visual area model to analyze and solve critical thinking tasks that involve fractions. T & S will discuss the strategy that was used to solve the critical thinking tasks.</p>
<p>Collaboration “Student’s Do”</p>	<p>NO SCHOOL</p>	<p>The students will analyze and distinguish fractions such as $\frac{2}{4}$ and $\frac{4}{8}$, $\frac{1}{3}$ and $\frac{2}{6}$, and $\frac{2}{5}$ and $\frac{4}{10}$ to determine if the fractions are equivalent by using a number line. Teacher will give students several problems to analyze using a number line to determine if the given fractions are equivalent.</p>	<p>The students will analyze and distinguish fractions such as $\frac{2}{3}$ and $\frac{6}{9}$, $\frac{3}{5}$ and $\frac{9}{15}$, and $\frac{3}{4}$ and $\frac{6}{8}$ to determine if the fractions are equivalent by using dry erase boards and drawing picture models of fractions. Teacher will give students several problems to analyze using dry erase boards to determine if</p>	<p>The students will analyze and compare fractions such as $\frac{1}{4}$ and $\frac{2}{8}$ and $\frac{3}{7}$ and $\frac{6}{14}$ to determine if the fractions are equal, greater than, or less than by using fraction strips. Teacher will give students several problems to analyze using fraction strips to determine if the given fractions are greater than,</p>	<p>The students will analyze and compare fractions to determine if the fractions are equal, greater than, or less than by using a visual area model. Teacher will give students several problems to analyze using a visual area model to determine if the given fractions are greater than,</p>

		Students will collectively work in groups to solve critical thinking tasks involving equivalent fractions using a specific strategy. Teacher and students will discuss their findings at the end of the activity.	the given fractions are equivalent. Students will collectively work in groups to solve critical thinking tasks involving equivalent fractions. Teacher and students will discuss their findings at the end of the activity.	less than, or equal. Students will collectively work in groups to solve critical thinking tasks involving fractions using a specific strategy. Teacher and students will discuss their findings at the end of the activity.	less than or equal. Students will collectively work in groups to solve critical thinking tasks involving fractions using a specific strategy. Teacher and students will discuss their findings at the end of the activity.
Individual Practice "You Do"	NO SCHOOL	Students will apply knowledge of today's lesson by using various strategies to solve critical thinking tasks that involve equivalent fractions.	Students will apply knowledge of today's lesson by using various strategies to solve critical thinking tasks that involve equivalent fractions.	Students will apply knowledge of today's lesson by using various strategies to solve critical thinking tasks that involve equivalent fractions.	Students will apply knowledge of today's lesson by using various strategies to solve critical thinking tasks that involve equivalent fractions.
Act Aspire Prep	NO SCHOOL	TW model and explain critical thinking tasks that involve various skills for test prep.	TW model and explain critical thinking tasks that involve various skills for test prep.	TW model and explain critical thinking tasks that involve various skills for test prep.	TW model and explain critical thinking tasks that involve various skills for test prep.