

4th grade ELA E Learning Lesson Plans

WEEK TWO	Day 6	Day 7	Day 8	Day 9	Day 10
<p>Reading (an hour) 8:30 – 9:30</p>	<p>Create a Create a K-W-L chart on our Raz Kids assigned reading: The US Government at Work. (what I know, what I wonder, what I learned) and fill it out. Remember to answer the know and wonder BEFORE we read. Read Raz – Kids assigned weekly reading: The US Government at Work. Return to the K-W-L chart and record new information</p>	<p>Read for 30 minutes book of choice Record in journal (use reading response questions) <i>Workshop on reading:</i> The US Government at Work Use Nonfiction scavenger hunt to record nonfiction text features.</p>	<p>Read for 30 minutes book of choice Record in journal (use reading response questions) <i>Workshop on reading:</i> The US Government at Work Record the names of important people in the book and write an interesting fact about each one.</p>	<p>Read for 30 minutes book of choice Record in journal (use reading response questions) <i>Workshop on reading:</i> The US Government at Work Re-read pages 9 – 14. We learn about the different departments that help the president run the country. Make a chart of each department and explain in 2 – 3 sentences their main role.</p>	<p>Read for 30 minutes book of choice Record in journal (use reading response questions) <i>Workshop on reading:</i> The US Government at Work Look carefully at the bold words in the book. Use the glossary to determine their meaning. Create a new sentence using each vocabulary word.</p>
<p>Writing (30 minutes) 9:30 – 10:00)</p>	<p>Biography project Use organizer and begin organizing information. Work on childhood.</p>	<p>Biography project Use organizer and begin organizing information. Work on careers, dreams, accomplishments.</p>	<p>Biography project DRAFTING: Begin using your organizer to write your biography. Hook: Did you remember a creative start to get your reader interested?</p>	<p>Biography project DRAFTING: Continue using your organizer to write your biography. Transition words: Did you use words to move your story along?</p>	<p>Biography project DRAFTING: Finish your draft biography. Word Use: Review your draft and look at word choice. Choose a variety of exciting words to write about your important person.</p>
<p>Word Study</p>	<p>Mentor Text : Task 1 <i>Possessive nouns:</i> Possessive nouns use an 's or an s' to show possession:</p>	<p>Mentor Text: Task 2 <i>Capitalization:</i> Proper Nouns are always capitalized to show a specific name, place, or organization</p>	<p>Mentor Text: Task 3 <i>Comma use:</i> commas are used to create compound sentences, separate lists, in numbers and addresses</p>	<p>Mentor Text: Task 4 <i>Chronological order:</i> Dates tell us the sequence or order of events.</p>	<p>Mentor Text: Task 5 <i>Chronological order:</i> Dates tell us the sequence or order of events.</p>

(30 minutes 10:00–10:30)	Make a list of all possessive nouns in the assigned reading from Raz Kids	Make a list of all proper nouns from assigned Raz Kids reading	and to separate a name. Page 10 has several different uses of commas. Write the sentences on page 10 from Raz Kids reading with a comma and explain the use.	Reread the assigned reading, scanning for important dates (years). Record all dates (years) and the importance of each year in the assigned Raz Kids reading	Put the dates from yesterday's task in the correct chronological order and create a timeline
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Standards:

Writing:

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Reading:

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Summarize multi-paragraph texts using key details to support the central idea.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.

Inquiry:

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.2 Reflect on findings to build deeper understanding and determine next steps.

Essential Questions:

Why is determining the theme (or central idea) of a story important for a reader? * How do readers use details to help determine the theme (or central idea)? * What strategies can we use to research a topic? * How do I be sure I understand the main idea of text? * Why is it helpful to identify text structure within informational reading? How does the author's use of structure affect the meaning of the text? * How can I write an article that teaches about a topic and engages my reader? * How do writers use visual materials such as graphics to enhance understanding? * What writing techniques can I use to improve my writing skill? * How does editing and revising make my writing better

I Can:

I can identify and use possessive nouns correctly

I can understand and determine the structure of informational texts, support my claim and develop a paragraph of my writing.

I can find the answers in text and justify my answers with text evidence and develop a structure for my informational writing based on my subtopic.

I can use chronological order to organize information and apply it to my writing.

I can identify the features of informational text, explain the importance of each feature and use these to enhance my writing.

