

ELA Lesson Plan

	Grade: 4	Date(s) Oct.19-23, 2015
Unit Title: Unit 3 Grammar Lesson 1: Action Verbs Lesson 2: Main and Helping Verbs.	Corresponding Unit Task:	
Essential Question(s): How can I identify and use action verbs in sentences? How can I write instructions using, action verbs? How can I identify the main verb and the helping verb in a sentence? How can I write an informative announcement about an event, using main verbs and helping verbs?		
Materials/Resources	Essential Vocabulary	
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 	<ul style="list-style-type: none"> • Action Verbs • Main Verbs • Helping Verbs 	
Learning Experience(s)		
Gradual Release of Responsibility: <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I Can Statement(s): <ul style="list-style-type: none"> • I can identify and use action verbs in sentences • I can write instructions, using action verbs. Instructional Plan: Day 1-2 <ul style="list-style-type: none"> • Have a student volunteer read the one-minute warm up sentence on page 96. • Ask for a volunteer to act out the actions in the sentences as other volunteers read the sentences. Encourage volunteer actors to be creative. • Before starting on the lesson, remind students that a sentence is made up of a complete subject and a complete predicate. The subject tells who or what. The predicate tells what is or what happens. The main word in the predicate is called the simple predicate. When the simple predicate tells what happens, it is an action verb. • Have students use actions verbs to describe some things that the students in the photograph are doing. Ask students to create a concept web similar to the one below. Ask volunteers to supply details to make complete sentences out of the subject and action verbs. • <i>(Sample responses are shown.</i> <ul style="list-style-type: none"> • For independent work, have students work on the items # 1-19 on pg. 97 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 2 Have the students summarize that an action verb is a word in a sentence that can show action. It tells what people or things do. • Have students go over the writing wrap up on page 97. • For extra practice or if time permits have students work on page 36-37 on 	

the workbook plus.

- If the students still have difficulty understanding what an action verb is go over page 22 on the reteaching workbook.

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I Can Statement(s):

- I can identify the main verb and the helping verb in a sentence.
- I can write an informative announcement about an event. Using main verbs and helping verbs.

Instructional Plan:

Day 3-5

- Go over the one-minute warm up on page 98.
- After students, identify the two words that make up the verb (had put), write them on the board. Ask which word is more important. Explain that put is the main verb because it shows the action and that had is a helping verb. Ask volunteers to make up other sentences using had with an action verb.
- Have students suggest action words about the racers in the photograph found in page 98. Record these words in a chart. Ask other students to use the action words with helping verbs to make complete sentences. (Sample responses are shown.)

Subject	Helping Verbs	Main Verbs
The racers	are	racing in wheelchairs
Only one racer	will	win the race.

- If there is enough time have students present their sentences to their classmates.
- Day 4:** For independent work, have students work on the items # 1-16 on pg. 98-99 independently.
- Monitor the students during independent work to help the ones struggling with the lesson.
- If time permits, go over the answer with the students.
- Day 5:** Help students summarize the key points about main verbs and helping verbs. Remind them that a verb may be more than one word. The main verb is the most important verb. The helping verb comes before it.
- Have students identify the main verbs and helping verbs in The Murray School passage found in page 99.
- Have students go over the writing wrap up on page 99.
- For extra practice or if time permits have students work on page 38-39 on the workbook plus.
- If the students are still having difficulty identifying Main verbs and helping verbs on over page 23 on the Reteaching Workbook.

Closing/Summarizing Strategy

The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.

Differentiation Strategies

Extension	Intervention	Language Development
The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.	Monitor students who still don't understand the concept by pairing them up or small groups.	

Assessment(s) & Reflection
Assessment(s): <ul style="list-style-type: none">• Informal Observation• Class activity• Worksheet
Teacher Reflection: (Next steps?)

ELA Lesson Plan

	Grade: 4	Date(s) Oct.26-30, 2015
Unit Title: Unit 3 Grammar Lesson 3: Present, Past and Future Lesson 4: Subject-Verb Agreement		Corresponding Unit Task:
<p style="color: red;">Essential Question(s): How can I identify and correctly use present, past, and future tense verbs? How can I write a cause and effect paragraph, using present, past, and future tense verbs correctly? How can I choose correct present tense verbs for singular and plural subjects? How can I proofread for subject-verb agreement? How can I write a thank-you note, using singular and plural verbs correctly?</p>		
Materials/Resources		Essential Vocabulary
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 		<ul style="list-style-type: none"> • Past tense verbs • Present tense verbs • Future tense verbs
Learning Experience(s)		
<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<p style="color: red;">Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can identify and correctly use present, past, and future tense verbs. • I can write a cause and effect paragraph, using, present, past and future tense verbs correctly. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Have a student volunteer unscramble the label that goes with each group of words below on page 100. • Ask students explain how each label relates to the group of words following it. • Before starting on the lesson, explain to students that the word tense means “time”. Tell them that choosing the right verb tense depends on time of the action. For example, a verb in the present tense shows action that is occurring in the present. • Have students work in pairs to answer the items #'s 1-6. • After the exercise, ask students to identify the words that are clues that help the reader tell when the action is happening (<i>today, next, yesterday</i>) • For independent work, have students work on the items # 7-24 on pg.101 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 2 Have the students summarize the key points about the lesson: Verbs in the present tense show action that is happening now. Past tense verbs show action that has already happened. Future tense verbs show action that will happen. • Have students go over the writing wrap up on page 101. • For extra practice or if time permits have students work on page 40-41 on the workbook plus. 	

	<ul style="list-style-type: none"> If the students still have difficulty understanding what an action verb is go over page 24 on the reteaching workbook. 						
<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<p>Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> I can choose correct present tense verbs for singular and plural subjects. I can proofread for subject-verb agreement. I can write a thank-you note, using singular and plural verbs correctly. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> Go over the one-minute warm up on page 104. Ask students what clues they used to figure out if the subject was singular or plural. (Possible answer: <i>An</i> refers to one.) Point out to students the <i>s</i> in <i>fits</i> and explain that verbs that are used with singular nouns often end in <i>-s</i>. Tell students that both the subject and the verb in the sentence are singular. Have students suggest sentences about the girl in the picture, using present tense verbs. Record the sentences in a chart. For each sentence have volunteers underline the subject and verb and tell whether they are singular or plural. <table border="1" data-bbox="576 934 1469 1050"> <thead> <tr> <th>Sentence</th> <th>Singular or Plural?</th> </tr> </thead> <tbody> <tr> <td>The <u>girl looks</u> at the computer.</td> <td>S</td> </tr> <tr> <td>The <u>computers have</u> color monitors.</td> <td>P</td> </tr> </tbody> </table> <ul style="list-style-type: none"> If there is enough time have students present their sentences to their classmates. Day 4: For independent work, have students work on the items # 1-16 on pg. 1-26 independently. Monitor the students during independent work to help the ones struggling with the lesson. If time permits, go over the answer with the students. Day 5: Help students summarize the key points: When the subject is a singular noun or <i>he, she</i> or <i>it</i>, add <i>-s</i> to the verb to make subject and verb agree. When the subject is a plural noun or <i>I, we, you, or they</i>, do not add <i>-s</i> to the verb. Have students go over the writing wrap up on page 105. For extra practice or if time permits have students work on page 44-45 on the workbook plus. If the students are still having difficulty identifying Main verbs and helping verbs on over page 27 on the Reteaching Workbook. 	Sentence	Singular or Plural?	The <u>girl looks</u> at the computer.	S	The <u>computers have</u> color monitors.	P
Sentence	Singular or Plural?						
The <u>girl looks</u> at the computer.	S						
The <u>computers have</u> color monitors.	P						
<p>Closing/Summarizing Strategy</p>	<p>The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.</p>						
<p>Differentiation Strategies</p>							
<p>Extension</p> <p>The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.</p>	<p>Intervention</p> <p>Monitor students who still don't understand the concept by pairing them up or small groups.</p>	<p>Language Development</p>					

Assessment(s) & Reflection
Assessment(s): <ul style="list-style-type: none">• Informal Observation• Class activity• Worksheet
Teacher Reflection: (Next steps?)

ELA Lesson Plan

	Grade: 4	Date(s) November 4-6, 2015
Unit Title: Unit 3 Grammar Lesson 5: Spelling the Present Tense Lesson 6: Spelling the Past Tense		Corresponding Unit Task:
Essential Question(s): How can I form the present tense of verbs? How can I proofread for spelling of present tense verbs? How can I write a compare-contrast sports report, using present tense verbs? How can I form the past tense of verbs, including those ending with e, those ending with a single vowel and a consonant, and those ending with a consonant and y? How can I proofread for spelling of past tense verbs? How can I write a descriptive letter, using the past tense forms of verbs?		
Materials/Resources	Essential Vocabulary	
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 	<ul style="list-style-type: none"> • Past tense verbs • Present tense verbs 	
Learning Experience(s)		
<u>Gradual Release of Responsibility:</u> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent	<b style="color: red;">Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I Can Statement(s): <ul style="list-style-type: none"> • I can form the present tense of verbs. • I can proofread for spelling of present tense verbs. • I can write a compare-contrast sports report, using present tense verbs. Instructional Plan: Day 1-2 <ul style="list-style-type: none"> • Have a student volunteer solve the riddle under the one minute warm up on page 106. • Write the corrected answer sentence on the board. Underline <i>makes</i> and tell students that it is a singular verb that ends with <i>-s</i>. Write the sentence <i>The coach fixes breakfast</i>. Point out that the singular form of the verb <i>fix</i> ends with <i>-es</i>. • Before students start their work, explain to them that the spelling rules for forming present tense verbs are the same as those for forming the plurals of nouns with the same ending. • Have students work in pairs to answer the items #'s 1-7. Tell them to use sound clues to decide how to correctly spell the present tense verbs. • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on the items # 8-22 on pg.107 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 2 Have the students summarize the key points about the lesson: For spelling present tense verbs used with singular subjects, add <i>-es</i> to verb that end with <i>s,x,z,ch</i>, or <i>sh</i>. For a verb ending with a consonant <i>y</i>, change the <i>y</i> to <i>i</i> 	

and add *-es*.

- Have students go over the writing wrap up on page 107.
- For extra practice or if time permits have students work on page 46-47 on the workbook plus.
- If the students still have difficulty understanding what an action verb is go over page 28 on the reteaching workbook.

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I Can Statement(s):

- I can form the past tense of verbs, including those ending with e, those ending with a single vowel and a consonant, and those ending with a consonant and y.
- I can proofread for spelling of past tense verbs.
- I can write a descriptive letter, using the past tense forms of verbs.

Instructional Plan:

Day 3-5

- Have a volunteer read the tongue twister aloud under the one-minute warm up on page 108. Have students identify the words that are confused (*mopped/moped*) and suggest the change that would correct the confusion. Then write *mope* and *mop* on the board and have students explain how the past tense of each verb is formed.
- Have students write in a chart on the board both the present and the past tense of verbs suggested by the picture on page 108, and have them tell which rule from the chart above helped them spell the past tense. (*Sample responses are shown.*) Ask volunteers to use the past tense verbs in sentences about the picture.

Present Tense	Past Tense	Spelling Rule
Float	Floated	1.
Tip	Tipped	3.
Gaze	Gazed	2.

- If there is enough time have students present their sentences to their classmates.
- **Day 4:** For independent work, have students work on the items # 1-30 on pg. 108-109 independently.
- Monitor the students during independent work to help the ones struggling with the lesson.
- If time permits, go over the answer with the students.
- **Day 5:** Help students summarize the key points: Add *-ed* to most verbs to form the past tense. For verbs ending with e, drop the e, and add *-ed*. For verbs ending with a single vowel, and a consonant, double the consonant and add *-ed*. For verbs ending with a consonant and y, change the y to i and add *-ed*.
- Have students go over the writing wrap up on page 109.
- For extra practice or if time permits have students work on page 48-49 on the workbook plus.
- If the students are still having difficulty identifying Main verbs and helping verbs on over page 29 on the Reteaching Workbook.

Closing/Summarizing Strategy	The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.	
Differentiation Strategies		
Extension	Intervention	Language Development
The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.	Monitor students who still don't understand the concept by pairing them up or small groups.	
Assessment(s) & Reflection		
Assessment(s): <ul style="list-style-type: none"> • Informal Observation • Class activity • Worksheet 		
Teacher Reflection: (Next steps?)		

ELA Lesson Plan

	Grade: 4	Date(s): Nov. 09, 2015–Nov. 13, 2015
Unit Title: Unit 3 Grammar/Usage Lesson 7: The past with Helping Verbs Lesson 8: Irregular Verbs	Corresponding Unit Task:	
Essential Question(s): How can I identify and write the past tense verbs with the helping verbs has, have or had, with singular or plural subjects? How can I proofread a poem for helping verbs with past tense verbs? How can I write a creative poem, using helping verbs with past tense verb? How can I write past tense forms of irregular verbs? How can I proofread for forms of irregular verbs? How can I write a narrative using irregular verbs?		
Materials/Resources	Essential Vocabulary	
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 	<ul style="list-style-type: none"> • Past helping verbs • Irregular verbs 	
Learning Experience(s)		
<u>Gradual Release of Responsibility:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<p>Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can identify and write past tense verbs with the helping verbs has, have, or had, with singular or plural subjects. • I can proofread a poem for helping verbs with past tense verbs. • I can write a creative poem, using helping verbs with past tense verbs. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Have students make up additional sentences about Aunt Molly’s travels, using the helping verb <i>had</i> to show the past tense on the one-minute warm up on page 110. • Write the sentences on the board and have student volunteers underline the verbs. Point out that <i>had</i> helps the main verb. • Have students work in pairs to answer the items #'s 1-5. Have the students take turns listening as their partners read aloud. For each sentence, have students identify the subject and indicate whether it is singular or plural. • After the activity, asked students what they can tell about the helping verbs in #3 and #5 based on what they have heard. (<i>The helping verbs are singular to agree with the singular subjects.</i>) • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on the items # 6-18 on pg.111 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 2 Have the students summarize the key points about the lesson: 	

	<p>The helping verbs <i>have, have, and had</i> can be used with the past form of most verbs to show action that has already happened. The helping verb must agree with the subject.</p> <ul style="list-style-type: none"> • Have students go over the writing wrap up on page 111. • For extra practice or if time permits have students work on page 50-51 on the workbook plus. • If the students still have difficulty understanding what an action verb is go over page 30 on the reteaching workbook. 	
<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<p>Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can write past tense forms of irregular verbs. • I can proofread for forms of irregular verbs. • I can write a narrative using irregular verbs. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Write the corrected sentence on the board from the sentence under one minute warm up on page. 112. Point out to students that <i>took</i> is a verb that does not form its past tense by adding <i>-ed</i>. • Have students identify other verbs that do not form their past tense by adding <i>-ed</i>. Tell the students that these verbs and the ones in the chart are called irregular verbs. • Point out to students that they already use many of the verbs they will learn about in this lesson. If, however, students are unsure of the different verb forms, they can always check a dictionary. They can find the irregular forms listed under the entry for the verb's present tense form. • Read the past tense on #'s 1-6 on page. 112 and as the students listen, have them raise their hand when they hear an incorrect answer, have them look up the verb in a dictionary. • Day 4: For independent work, have students work on the items # 7-20 on pg. 113 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 5: Help students summarize the key points: <ul style="list-style-type: none"> • Verbs that do not add <i>-ed</i> to show the past action are called irregular verbs. The spellings of irregular verbs must be remembered. • Have students go over the writing wrap up on page 113. • For extra practice or if time permits have students work on page 52-53 on the workbook plus. • If the students are still having difficulty identifying Main verbs and helping verbs on over page 31 on the Reteaching Workbook. 	
<p>Closing/Summarizing Strategy</p>	<p>The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.</p>	
<p>Differentiation Strategies</p>		
<p>Extension</p>	<p>Intervention</p>	<p>Language Development</p>
<p>The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.</p>	<p>Monitor students who still don't understand the concept by pairing them up or small groups.</p>	

Assessment(s) & Reflection
Assessment(s): <ul style="list-style-type: none">• Informal Observation• Class activity• Worksheet
Teacher Reflection: (Next steps?)

ELA Lesson Plan

	Grade: 4	Date(s): Nov. 16, 2015-Nov. 20, 2015
Unit Title: Unit 3 Grammar/Usage Lesson 9: The special verb <i>be</i> Lesson 10: Contractions with <i>not</i>	Corresponding Unit Task:	
<b style="color: red;">Essential Question(s): How can I recognize the different forms of the verb <i>be</i>? How can I proofread the forms of <i>be</i>? How can I write an opinion paragraph about fire safety, using the correct forms of <i>be</i>? How can I form contractions using verbs and the word <i>not</i>? How can I determine which words make up a contraction? How can I proofread for contractions? How can I create a song using contractions?		
Materials/Resources	Essential Vocabulary	
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 	<ul style="list-style-type: none"> • The special verb <i>be</i> • Contractions with <i>not</i> 	
Learning Experience(s)		
Gradual Release of Responsibility: <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<b style="color: red;">Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I Can Statement(s): <ul style="list-style-type: none"> • I can recognize the different forms of the verb <i>be</i>. • I can proofread for forms of <i>be</i>. • I can write an opinion paragraph about the fire safety, using the correct forms of <i>be</i>. Instructional Plan: Day 1-2 <ul style="list-style-type: none"> • Have a student volunteer read the sentence aloud, using the word on the shirt that correctly completes it under the one-minute warm up on page 114. (are) Have students identify the incorrect word. • Ask students to rewrite the sentence so that <i>is</i> could be used. (Rigsy is glad he forgot his lunch.) • Have students work in pairs to answer the items #'s 1-5. Have the students take turns listening as their partners read aloud, using the correct form of <i>be</i>. For each sentence, have students identify the subject. • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on the items # 6-20 on pg.115 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 2 Have the students summarize the key points about the lesson: The verb <i>be</i> does not show action. It tells what someone or something is or is like. Use <i>am</i> or <i>was</i> with I. Use <i>is</i> or <i>was</i> with singular nouns and <i>he</i>, <i>she</i>, or <i>it</i>. Use <i>are</i> or <i>were</i> with plural nouns and <i>we</i>, <i>you</i>, or <i>they</i>. • Have students go over the writing wrap up on page 115. • For extra practice or if time permits have students work on page 54-55 on 	

	<p>the workbook plus.</p> <ul style="list-style-type: none"> If the students still have difficulty understanding what an action verb is go over page 32 on the reteaching workbook. 	
<p>Gradual Release of Responsibility:</p> <p><input type="checkbox"/> Modeled</p> <p><input type="checkbox"/> Shared</p> <p><input type="checkbox"/> Guided Practice</p> <p><input type="checkbox"/> Independent</p>	<p>Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> I can form contractions using verbs and the word not. I can determine which words make up a contraction. I can proofread for contractions. I can create a song using contractions. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> Write the sentence on the board twice, once with the contraction, and once with out it under the one minute warm up on page 116. Ask students which sound more friendly, or less formal. (the sentence with didn't) Explain that people often use contractions in everyday language when they combine verbs with the word not. Have students suggest situations where they would use contractions, and where they would not. Explain that the contraction <i>won't</i> is unusual because of its spelling change. Have students identify the contraction on the sign in the photograph on page. 116 and tell what two words are combined to form it. (don't: do, not) Write the equation below to show how the contraction is form. $do + not = don't$ Then have students make their own signs, using contractions. Have them write an equation for each contraction they use. Have students work on #'s 1-9 on page 116 independently. Go over the answers as a class to help those who are still struggling with the lesson. Day 4: For independent work, have students work on the items # 10-22 on pg. 117 independently. Monitor the students during independent work to help the ones struggling with the lesson. If time permits, go over the answer with the students. Day 5: Help students summarize the key points: You can form a contraction by joining a verb and the word not. An apostrophe takes the place of the letter or letters that are dropped. Have students go over the writing wrap up on page 117. For extra practice or if time permits have students work on page 56-57 on the workbook plus. If the students are still having difficulty identifying Main verbs and helping verbs on over page 33 on the Reteaching Workbook. 	
Closing/Summarizing Strategy	The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.	
Differentiation Strategies		
Extension	Intervention	Language Development

<p>The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.</p>	<p>Monitor students who still don't understand the concept by pairing them up or small groups.</p>	
Assessment(s) & Reflection		
<p>Assessment(s):</p> <ul style="list-style-type: none">• Informal Observation• Class activity• Worksheet		
<p>Teacher Reflection: (Next steps?)</p>		

ELA Lesson Plan

	Grade: 4	Date(s): Nov. 23, 2015–Nov. 27, 2015
Unit Title: Unit 4 Grammar Lesson 1: What is an Adjective?	Corresponding Unit Task:	
Essential Question(s): How can I identify adjectives that tell what kind or how many? How can I identify the nouns that adjectives describe? How can I write an ad, using adjectives? How can I elaborate sentences by adding adjectives?		
Materials/Resources	Essential Vocabulary	
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 	<ul style="list-style-type: none"> • adjectives 	
Learning Experience(s)		
<u>Gradual Release of Responsibility:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can identify adjectives that tell what kind or how many. • I can identify the nouns that adjectives describe. • I can write an ad, using adjectives. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Read the sentence aloud without the adjectives under the one minute warm up on page 136. • Discuss with the students how the adjectives make the sentence more meaningful. • Write the nouns <i>trees</i> and <i>cars</i> on the board, and have students suggest adjectives to describe each noun. Discuss how using different adjectives can change our understanding of the noun. • Have students describe the picture of the dogs on page 136. Build a word web using the adjectives that the students provide. Use the adjectives in sentences. (Sample responses are shown) <p style="text-align: center;">fluffy, alert -----Dogs----- friendly, large</p> <ul style="list-style-type: none"> • Have students work in pairs to answer the items #'s 1-5 on page 136. • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on the items # 6-19 on pg.137 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 2 Have the students summarize the key points about the lesson: An adjective is a word that describes a noun. An adjective can tell what kind or 	

	<p>how many.</p> <ul style="list-style-type: none"> • Have students go over the writing wrap up on page 137. • For extra practice or if time permits have students work on page 59-60 on the workbook plus. • If the students still have difficulty understanding what an action verb is go over page 35 on the reteaching workbook. 	
<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeled <input checked="" type="checkbox"/> Shared <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<p>Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can elaborate sentence by adding adjectives. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Remind students that adjectives tell more about a noun by telling <i>what kind or how many</i>. • Point out that a comma sometimes separates two adjectives that come before a noun. Tell students to try adding the word <i>and</i> between the two adjectives. If the adjectives sound awkward separated by and, a comma is not needed. • Have students work on #'s 1-8 on page 138 independently. • Go over the answers as a class to help those who are still struggling with the lesson. • Day 4: Emphasize to students that when combining sentences, the meaning of the original sentence should not be changed. • For independent work, have students work on the items # 9-14 on pg. 139 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 5: Have students work on page 61-62 on the workbook plus. • If the students are still having difficulty identifying the adjectives, have them work on page 36-37 on the Reteaching Workbook. 	
<p>Closing/Summarizing Strategy</p>	<p>The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.</p>	
<p>Differentiation Strategies</p>		
<p>Extension</p>	<p>Intervention</p>	<p>Language Development</p>
<p>The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.</p>	<p>Monitor students who still don't understand the concept by pairing them up or small groups.</p>	
<p>Assessment(s) & Reflection</p>		
<p>Assessment(s):</p> <ul style="list-style-type: none"> • Informal Observation • Class activity • Worksheet 		
<p>Teacher Reflection: (Next steps?)</p>		

ELA Lesson Plan

	Grade: 4	Date(s): Nov. 30 2015-Dec. 4, 2015
Unit Title: Unit 4 Grammar Lesson 2: Adjectives After be Lesson 3: Using a, an, and the	Corresponding Unit Task:	
<b style="color: red;">Essential Question(s): How can I identify an adjective that follows the word it describes and a form of the verb <i>be</i>, and identify the noun being described? How can I write a description, using adjectives after the verb <i>be</i>? How can I choose correct articles? How can I proofread for articles? How can I write labels, using <i>a, an, and the</i>?		
Materials/Resources	Essential Vocabulary	
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 	<ul style="list-style-type: none"> • Adjectives 	
Learning Experience(s)		
<u>Gradual Release of Responsibility:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<b style="color: red;">Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I Can Statement(s): <ul style="list-style-type: none"> • I can identify adjective that follows the word it describes and a form of the verb <i>be</i>, and identify the noun being described. • I can write a description, using adjectives after the verb <i>be</i>. Instructional Plan: Day 1-2 <ul style="list-style-type: none"> • Write the adjectives on the board under the one-minute warm up on page 140. • Have volunteers tell what word each describes. • Have students work in pairs to answer the items #'s 1-6 on page 140. • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on the items # 7-12 on page 140 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 2 Have the students summarize the key points about the lesson: An adjective can follow the word it describes and a form of the verb <i>be</i>. • Have students go over the writing wrap up on page 140. • For extra practice or if time permits have students work on page 63 on the workbook plus. • If the students still have difficulty understanding Adjectives after <i>be</i>, have them work on page. 38 of the reteaching workbook. 	

<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeled <input checked="" type="checkbox"/> Shared <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<p>Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can choose correct articles. • I can proofread for articles. • I can write labels, using <i>a</i>, <i>an</i>, and <i>the</i> <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Ask a student volunteer how changing the article <i>a</i> to <i>the</i> changes the meaning of the sentence under one-minute warm-up on page 141. • Explain to students that words starting with <i>h</i> can begin with a consonant sound, as in <i>hop</i>, or a vowel sound as in <i>hour</i>. • Have students work on #'s 1-5 on page 141 independently. • Go over the answers as a class to help those who are still struggling with the lesson. • Day 4: Help students summarize the key points about the lesson: Use <i>an</i> and <i>a</i> with singular nouns. Use <i>the</i> with a particular noun. • For independent work, have students work on the item #'s 6-10 and writing wrap-up on page 141. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 5: Have students work on page 64 on the workbook plus. • If the students are still having difficulty using <i>a</i>, <i>an</i>, and <i>the</i> have them work on page 39 of the reteaching workbook. 	
<p>Closing/Summarizing Strategy</p>	<p>The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.</p>	
<p>Differentiation Strategies</p>		
<p>Extension</p>	<p>Intervention</p>	<p>Language Development</p>
<p>The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.</p>	<p>Monitor students who still don't understand the concept by pairing them up or small groups.</p>	
<p>Assessment(s) & Reflection</p>		
<p>Assessment(s):</p> <ul style="list-style-type: none"> • Informal Observation • Class activity • Worksheet 		
<p>Teacher Reflection: (Next steps?)</p>		

ELA Lesson Plan

	Grade: 4	Date(s): Dec. 7- Dec 11, 2015
Unit Title: Unit 4 Grammar Lesson 4: Making Comparisons Lesson 5: Comparing with <i>more</i> and <i>most</i>	Corresponding Unit Task:	
Essential Question(s): How can I add –er to adjectives to compare two persons, places, or things and add –est to adjectives to compare three or more persons, places, or things? How can I proofread for comparative and superlative forms? How can I write a report, using comparative and superlative forms of adjectives? How can I use more with long adjectives to compare two things, and use most with long adjectives to compare three or more things? How can I proofread sentences for comparisons with more and most? How can I write an opinion, using more and most?		
Materials/Resources	Essential Vocabulary	
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 	<ul style="list-style-type: none"> • Comparisons 	
Learning Experience(s)		
<u>Gradual Release of Responsibility:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can add –er to adjectives to compare two persons, places, or things and add –est to adjectives to compare three or more persons, places, or things. • I can proofread for comparative and superlative forms. • I can write a report, using comparative and superlative forms of adjectives. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Ask for volunteers to read their sentences aloud under the one-minute warm up on page 142. Have them identify the adjectives that compare. Teacher will write these words on the board. Circle the –er ending and underline the –est endings. Ask students which ending is used to compare two objects and which is used to compare more than two objects. • Point out to students that the word <i>than</i> often appears after an adjective with the –er ending. The words <i>of all</i> often appear after an adjective with the –est ending. • Have students work in pairs on item #'s 1-5 on page 142. • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on the items # 6-20 on page 143 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 2 Have the students summarize the key points about the lesson: 	

	<p>Add –er to most adjectives to compare two persons, places, or things. Add –est to most adjectives to compare three or more persons, places, or things.</p> <ul style="list-style-type: none"> • Have students go over the writing wrap up on page 143. • For extra practice or if time permits have students work on pages 65-66 on the workbook plus. • If the students still have difficulty understanding the lesson have them work on page. 40 of the reteaching workbook. 	
<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<p>Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can use more with long adjectives to compare two things, and use most with long adjectives to compare three or more things. • I can proofread sentences for comparisons with more and most. • I can write an opinion, using more and most. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • On the board, the teacher will write most and popularest, underlining –est under the one-minute warm-up on page 144. The teacher will ask what the –est ending tells. (that more than two pets are being compared) • Point out that <i>most</i> also tells that more than two cats are being compared. Tell students that they can only use <i>most</i> of the –est ending. • Have students work on #'s 1-5 on page 144 independently. • Go over the answers as a class to help those who are still struggling with the lesson. • Day 4: Help students summarize the key points about the lesson: With long adjectives, use <i>more</i> to compare two things and <i>most</i> to compare three or more. Never add –er and <i>more</i> or –est and <i>most</i> to the same adjective. • For independent work, have students work on the item #'s 6-18 on page 145. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 5: Have students work on the writing wrap-up on page 145 and page 67-68 on the workbook plus. • If the students are still having difficulty comparing with more and most, have them work on page 41 of the reteaching workbook. 	
<p>Closing/Summarizing Strategy</p>	<p>The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.</p>	
<p>Differentiation Strategies</p>		
<p>Extension</p>	<p>Intervention</p>	<p>Language Development</p>
<p>The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.</p>	<p>Monitor students who still don't understand the concept by pairing them up or small groups.</p>	
<p>Assessment(s) & Reflection</p>		
<p>Assessment(s):</p> <ul style="list-style-type: none"> • Informal Observation • Class activity 		

Teacher Reflection: (Next steps?)

ELA Lesson Plan

	Grade: 4	Date(s): Dec. 14 - Dec 18, 2015
Unit Title: Unit 4 Grammar Lesson 4: Making Comparisons Lesson 5: Comparing with <i>more</i> and <i>most</i>	Corresponding Unit Task:	
Essential Question(s): How can I add –er to adjectives to compare two persons, places, or things and add –est to adjectives to compare three or more persons, places, or things? How can I proofread for comparative and superlative forms? How can I write a report, using comparative and superlative forms of adjectives? How can I use more with long adjectives to compare two things, and use most with long adjectives to compare three or more things? How can I proofread sentences for comparisons with more and most? How can I write an opinion, using more and most?		
Materials/Resources	Essential Vocabulary	
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 	<ul style="list-style-type: none"> • Comparisons 	
Learning Experience(s)		
<u>Gradual Release of Responsibility:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	***REVIEW***	
	Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	I Can Statement(s): <ul style="list-style-type: none"> • I can add –er to adjectives to compare two persons, places, or things and add –est to adjectives to compare three or more persons, places, or things. • I can proofread for comparative and superlative forms. • I can write a report, using comparative and superlative forms of adjectives. 	
	Instructional Plan:	
	Day 1-2 <ul style="list-style-type: none"> • Ask for volunteers to read their sentences aloud under the one-minute warm up on page 142. Have them identify the adjectives that compare. Teacher will write these words on the board. Circle the –er ending and underline the –est endings. Ask students which ending is used to compare two objects and which is used to compare more than two objects. • Point out to students that the word <i>than</i> often appears after an adjective with the –er ending. The words <i>of all</i> often appear after an adjective with the –est ending. • Have students work in pairs on item #'s 1-5 on page 142. • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on the items # 6-20 on page 143 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. 	

	<ul style="list-style-type: none"> • Day 2 Have the students summarize the key points about the lesson: Add –er to most adjectives to compare two persons, places, or things. Add –est to most adjectives to compare three or more persons, places, or things. • Have students go over the writing wrap up on page 143. • For extra practice or if time permits have students work on pages 65-66 on the workbook plus. • If the students still have difficulty understanding the lesson <i>have them work on page. 40 of the reteaching workbook.</i> 	
<p>Gradual Release of Responsibility:</p> <p><input type="checkbox"/> Modeled</p> <p><input type="checkbox"/> Shared</p> <p><input type="checkbox"/> Guided Practice</p> <p><input type="checkbox"/> Independent</p>	<p style="text-align: center;">***REVIEW***</p> <p>Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can use more with long adjectives to compare two things, and use most with long adjectives to compare three or more things. • I can proofread sentences for comparisons with more and most. • I can write an opinion, using more and most. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • On the board, the teacher will write most and popularest, underlining –est under the one-minute warm-up on page 144. The teacher will ask what the –est ending tells. (that more than two pets are being compared) • Point out that <i>most</i> also tells that more than two cats are being compared. Tell students that they can only use <i>most</i> of the –est ending. • Have students work on #'s 1-5 on page 144 independently. • Go over the answers as a class to help those who are still struggling with the lesson. • Day 4: Help students summarize the key points about the lesson: With long adjectives, use <i>more</i> to compare two things and <i>most</i> to compare three or more. Never add –er and <i>more</i> or –est and <i>most</i> to the same adjective. • For independent work, have students work on the item #'s 6-18 on page 145. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 5: Have students work on the writing wrap-up on page 145 and page 67-68 on the workbook plus. • If the students are still having difficulty comparing with more and most, have them work on page 41 of the reteaching workbook. 	
<p>Closing/Summarizing Strategy</p>	<p>The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.</p>	
<p>Differentiation Strategies</p>		
<p style="text-align: center;">Extension</p> <p>The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.</p>	<p style="text-align: center;">Intervention</p> <p>Monitor students who still don't understand the concept by pairing them up or small groups.</p>	<p style="text-align: center;">Language Development</p>
<p>Assessment(s) & Reflection</p>		

Assessment(s):

- Informal Observation
- Class activity
- Worksheet

Teacher Reflection: (Next steps?)

ELA Lesson Plan

	Grade: 4	Date(s): Jan. 4-8, 2016
Unit Title: Unit 4 Grammar Lesson 6: Comparing with <i>good</i> and <i>bad</i> Using Exact Adjectives		Corresponding Unit Task:
<b style="color: red;">Essential Question(s): How can I use comparative and superlative forms of good and bad? How can I proofread for forms of good and bad? How can I write a book review, using forms of good and bad? How can I replace weak adjectives with exact adjectives? How can I use a thesaurus?		
Materials/Resources		Essential Vocabulary
Teacher/Student: <ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 		<ul style="list-style-type: none"> • Comparing with good and bad • Exact Adjectives
Learning Experience(s)		
<u>Gradual Release of Responsibility:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<b style="color: red;">Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I Can Statement(s): <ul style="list-style-type: none"> • I can use comparative and superlative forms of good and bad. • I can proofread for forms of good and bad. • I can write a book review, using forms of good and bad. Instructional Plan: Day 1-2 <ul style="list-style-type: none"> • Ask for volunteers to read their sentences aloud under the one-minute warm up on page 146. • Ask the volunteers, which words are used to compare two things (better, worse) and which are used to compare more than two. (best, worst) • Tell the students not to use more, most, -er; or -est with better, best, worse, and worst. • Have students work in pairs on item #'s 1-5 on page 146. • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on the items # 6-18 on page 147 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 2 Have the students summarize the key points about the lesson: To use the adjectives <i>good</i> and <i>bad</i> to compare, use <i>better</i> or <i>worse</i> to compare two things. Use <i>best</i> and <i>worst</i> to compare three or more things. • Have students go over the writing wrap up on page 147. • For extra practice or if time permits have students work on pages 69-70 on the workbook plus. • If the students still have difficulty understanding the lesson <i>have them work on page. 42 of the reteaching workbook.</i> 	

<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeled <input checked="" type="checkbox"/> Shared <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<p>Standards: Standard: 4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can replace weak adjectives with exact adjectives. • I can use a thesaurus. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Have a volunteer read the introductory paragraph and the examples on the top page of 148. Point out to the students that <i>chilly</i> replaces <i>cold</i> in the second example. • Ask the students how the meaning of the two words differ. (<i>Chilly</i> tells that it's not very cold.) Ask students how replacing <i>cold</i> with <i>freezing, cool, or icy</i> would change the meaning of the sentence. • Review with students the use of the Thesaurus Plus at the back of the student book. • Have students work on #'s 1-6 on page 148 independently. Remind the students to read the definitions to be sure they choose a synonym that fits the meaning of the sentence. Explain that if more than one word works in a sentence, they may choose any that fit. Have students explain their word choices. • Go over the answers as a class to help those who are still struggling with the lesson. • Day 4: Have students work on the workbook plus on page 71 and reteaching workbook on page 43 independently. • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • Day 5: Have students work on Sneaky Poems activity on page 149 as a pair. Encourage students to use a thesaurus to find specific, interesting adjectives to describe the sneakers. • After they have finished writing their poem, have students share to the class their poems. 	
<p>Closing/Summarizing Strategy</p>	<p>The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.</p>	
<p>Differentiation Strategies</p>		
<p style="text-align: center;">Extension</p> <p>The students will be assigned a passage from a story and identify the singular and plural nouns in the passage.</p>	<p style="text-align: center;">Intervention</p> <p>Monitor students who still don't understand the concept by pairing them up or small groups.</p>	<p style="text-align: center;">Language Development</p>
<p>Assessment(s) & Reflection</p>		
<p>Assessment(s):</p> <ul style="list-style-type: none"> • Informal Observation • Class activity • Worksheet 		
<p>Teacher Reflection: (Next steps?)</p>		