

ELA Lesson Plan

	Grade: 4	Date(s): March 14 –March 18, 2016
Unit Title: Unit 6 Grammar/Usage Lesson 6: Contractions with Pronouns Lesson 7: Pronouns and Homophones	Corresponding Unit Task:	
Essential Question(s): How can I combine pronouns and verbs to write contractions? How can I proofread for contraction errors? How can I write a set of instructions, using pronoun contractions? How can I distinguish between the homophones its and it's; they're, their, and there; and you're and your? How can I proofread for pronoun and homophone usage? How can I write a nature report, using homophones?		
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"> • Contractions with Pronouns • Pronouns and Homophones 	
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>Standard: CCSS.ELA-LITERACY.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 combine pronouns and verbs to write contractions. • I can proofread for contraction errors. • I can write a set of instructions, using pronoun contractions. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Under the one-minute warm up on page 216, ask students how they know which word is a contraction. (It has an apostrophe.) Tell students that an apostrophe takes the place of one or more letters. Ask students what letters were left out in I'll. (the wi in will) • Point out to students that only subject pronouns are used to form contractions with verbs. • Have the students work in pairs on #'s 1-8 on page 216. • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on #'s 9-22 and writing wrap up on page 217. • Monitor the students to help those students who are still struggling with the lesson. <p>Day 2 Help students summarize the key points about the lesson:</p> <p style="padding-left: 20px;">Pronouns and verbs may be combined to form contractions. Use an apostrophe in place of the letters that are left out.</p> <p>Have students work independently on page 106-107 on the workbook plus.</p> <ul style="list-style-type: none"> • During independent work, monitor students to help those struggling with the lesson. 	

	<ul style="list-style-type: none"> • Have students work on page 64 of the reteaching book for more practice. 	
<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: CCSS.ELA-LITERACY.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 distinguish between homophones its and it’s; they’re, their and there; and you’re and your. • I can proofread for pronoun and homophone usage. • I can write a nature report, using homophones. <p style="text-align: center;">Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Under the one-minute warm-up on page 218, ask students why your and you’re should be switched. (Sample answer: Your, a possessive pronoun, identifies the album owner, and you’re is the contraction for you are.) • Before pairing up students to work on the items, stress to students that a contraction uses an apostrophe whereas a possessive pronoun does not. • Have students work in pair #'s 1-7 on page 218. • Monitor students during independent work to help those who are struggling with the lesson. • Go over with the class the answers to help students understand the lesson. • For independent work, have students work on #'s 8-22 and writing wrap up on page 219. • Monitor and help those students struggling with the lesson. • Day 4: Help students summarize the key points: <p style="padding-left: 40px;">Don’t confuse contractions it’s, they’re, and you’re with homophones its, their, there, and your. They have different meanings.</p> <ul style="list-style-type: none"> • Have students work on workbook plus pages 108-109 independently. • Monitor students to help those struggling with the lesson • If time permits, go over the answers with the students. • Day 5: • Have students work on page 65 of the reteaching book independently. • Monitor students to help those struggling with the lesson. 	
<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

Teacher Reflection: (Next steps?)

ELA Lesson Plan

	Grade: 4	Date(s): March 28-April 1, 2016
Unit Title: Unit 6 Grammar/Usage Unit Title: Unit 7 Grammar Homophones Lesson 1: What is an Adverb?	Corresponding Unit Task:	
Essential Question(s): How can I proofread sentences using homophones correctly? How can I identify adverbs in sentences? How can I recognize whether an adverb tells how, when, or where about the verb? How can I write a descriptive letter, using adverbs correctly?		
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"> • Homophones • Adverb 	
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: CCSS.ELA-LITERACY.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 proofread sentences, using homophones correctly. Instructional Plan: Day 1-2 <ul style="list-style-type: none"> • Have a volunteer read the introductory paragraph aloud. Discuss the meaning of it's and its. Have students use each word in a sentence. • Draw student's attention to the chart. Ask students why some people might confuse the words in the word list. (The words sound the same when spoken.) Ask volunteers to use each homophone in a sentence. • Have students complete the activity independently on page 220. • Point out to the students that the homophones in the word list have very different meanings. Tell the students to read the definitions to be sure they are using the correct word. • During the activity monitor the students to help those who are struggling. • When time permits go over the answers with the students to help them understand the lesson. Day 2: Have students work independently on page 110 on the workbook plus and page 66 on the reteaching workbook. <ul style="list-style-type: none"> • During independent work, monitor students to help those struggling with the lesson. 	
Gradual Release of Responsibility: <ul style="list-style-type: none"> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared 	Standards: CCSS.ELA-LITERACY.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 adverbs in sentences. 	

<input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent	<ul style="list-style-type: none"> • I can recognize whether an adverb tells how, when, or where about the verb. • I can write a descriptive letter, using adverbs correctly. <p style="text-align: center;">Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Under the one-minute warm-up on page 234, ask volunteers how they know the word hugged is a verb. (It is an action word.) Then ask which words tell how Ernestine hugged. (tightly) Ask for other words that can tell how, when or where Ernestine hugged. • Tell students that an adverb may come before or after the verb it describes. Have students practice moving the adverb to different spots in a sentence. • Have students work in pair #'s 1-6 on page 234. • Monitor students during independent work to help those who are struggling with the lesson. • Go over with the class the answers to help students understand the lesson. • For independent work, have students work on #'s 7-22 and writing wrap up on page 235. • Monitor and help those students struggling with the lesson. • Day 4: Help students summarize the key points: An Adverb is a word that describes a verb. Adverbs tell how, when and where. • Have students work on workbook plus pages 111-112 independently. • Monitor students to help those struggling with the lesson • If time permits, go over the answers with the students. • Day 5: • Have students work on page 67 of the reteaching book independently. • Monitor students to help those struggling with the lesson. 	
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): April 4-April 8, 2016
Unit Title: Unit 7 Grammar Writing with Adverbs Lesson 1: What is an Adverb?	Corresponding Unit Task:	
<b style="color: red;">Essential Question(s): How can I add adverbs to sentences? How can I add –er and –est to short adverbs to compare actions? How can I add more and most to adverbs that end in ly to compare actions? How can I proofread for adverbs that compare and contrast? How can I write an expressive sportscast, using adverbs to compare?		
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"> • Adverbs 	
Learning Experience(s)		
<p><u>Gradual Release of Responsibility:</u></p> <p> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent </p>	<p><b style="color: red;">Standard: CCSS.ELA-LITERACY.L.4.1 <b style="color: red;">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 add adverbs to sentences. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Have students look at the first two sentences on page 236. Ask why the second sentence is clearer. (Sample response: The second sentence also tells when the Collector Club met.) • Have the students read the next four sentences. Ask students if these sentences have different meanings. (Students should recognize that all four sentences mean the same thing.) Caution students that, although adverbs can go anywhere in the sentence, it is often a good idea to keep adverbs near the words they modify. • Have students complete the activity independently on page 236 and 237. • During the activity monitor the students to help those who are struggling. • When time permits go over the answers with the students to help them understand the lesson. <p>Day 2: Have students work independently on page 113-114 on the workbook plus and page 68-69 on the reteaching workbook.</p> <ul style="list-style-type: none"> • During independent work, monitor students to help those struggling with the lesson. 	
<p><u>Gradual Release of Responsibility:</u></p> <p> <input type="checkbox"/> Modeled <input type="checkbox"/> Shared <input type="checkbox"/> Guided Practice </p>	<p>Standards: CCSS.ELA-LITERACY.L.4.1 <b style="color: red;">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 add –er and –est to short adverbs to compare actions. 	

<input type="checkbox"/> Independent	<ul style="list-style-type: none"> • I can add more and most to adverbs that end in ly to compare actions. • I can proofread for adverbs that compare and contrast. • I can write an expressive sportscast, using adverbs to compare. <p style="text-align: center;">Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Under the one-minute warm-up on page 238, write the corrected sentence on the board. Have students brainstorm other comparative adverbs or adverbial phrases to replace faster. (slower, more quickly) • Explain that adverbs ending in –ly already have a suffix, so adding –er or –est is incorrect. Instead, use more or most to make comparisons. • Have students work in pair #'s 1-5 on page 238. • Monitor students during independent work to help those who are struggling with the lesson. • Go over with the class the answers to help students understand the lesson. • For independent work, have students work on #'s 7-22 and writing wrap up on page 239. • Monitor and help those students struggling with the lesson. • Day 4: Help students summarize the key points: <p style="text-align: center;">Add –er to short adverbs to compare two actions. Add –est to compare three or more actions. Use more to compare two actions with adverbs ending in –ly. Use most to compare three or more adverbs ending in –ly. Never use er with more. Never use –est with most.</p> <ul style="list-style-type: none"> • Have students work on workbook plus pages 115-116 independently. • Monitor students to help those struggling with the lesson • If time permits, go over the answers with the students. • Day 5: • Have students work on page 70 of the reteaching book independently. • Monitor students to help those struggling with the lesson. 	
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): April 11- April 15, 2016
Lesson 3: Using good and well Lesson 4: Negatives	Corresponding Unit Task:	
<p style="color: red;">Essential Question(s): How can I use good and well correctly? How can I proofread sentences that use good and well? How can I write a descriptive travel brochure, using good and well correctly? How can I use only one negative word in a sentence? How can I proofread for correct use of negatives? How can I write an informative list of rules, using negative 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"> • Adverbs • Adjective • Nouns • Verbs • Negatives 	
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: CCSS.ELA-LITERACY.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 good and well correctly. • I can proofread sentences that use good and well. • I can write a descriptive travel brochure, using good and well correctly. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Have a volunteer write the sign on the board, placing good and well in their correct position under the one minute warm up on page 240. Ask the students which word is an adjective that describes a noun (good) and which word is an adjective that describes a verb. (well) Explain that since well is an adverb, it should always be used with verbs. • Before pairing up the students for the work, tell students that both good and well use the word better to compare two things and best to compare more than two things. • Have students work in pairs #'s 1-14 on page 240. • Go over the answer as a class when done. • Have students work independently #'s 15-28 on page 241 and writing wrap up. • During independent work, monitor students to help those struggling with the lesson. • If time permits, go over the answers with the students. <p>Day 2:</p> <p>Help students summarize the key points about the lesson:</p> <p>Use the adjective good to describe nouns and the adverb well to describe verbs.</p> <ul style="list-style-type: none"> • Have students work on workbook plus pages 117-118 independently. • During independent work, monitor students to help those still struggling with the lesson. 	

	<ul style="list-style-type: none"> • Go over the answer with students if time permits. • For more practice, have students work on the reteaching workbook page 71. 	
<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: CCSS.ELA-LITERACY.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 only one negative word in a sentence. • I can proofread for correct use of negatives. • I can write an informative list of rules, using negatives correctly. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Under the one-minute warm-up on page 242, ask volunteers to write on the board two ways to correctly write the second sentence. • Point out to students that using two negative words to express a single negative idea is called a double negative. • Have students work in pair #'s 1-5 on page 242. • Monitor students during independent work to help those who are struggling with the lesson. • Go over with the class the answers to help students understand the lesson. • For independent work, have students work on #'s 6-20 and writing wrap up on page 243. • Monitor and help those students struggling with the lesson. • Day 4: Help students summarize the key points: <p>A negative is a word that means “no”. Do not use two negative words together in a sentence.</p> <ul style="list-style-type: none"> • Have students work on workbook plus pages 119-120 independently. • Monitor students to help those struggling with the lesson • If time permits, go over the answers with the students. • Day 5: • Have students work on page 72 of the reteaching book independently. • Monitor students to help those struggling with the lesson. 	
<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

Teacher Reflection: (Next steps?)

ELA Lesson Plan

	Grade: 4	Date(s): April 18- April 22, 2016
Lesson 5: What Is a Preposition? Writing with Prepositions	Corresponding Unit Task:	
Essential Question(s): How can I identify prepositions and prepositional phrases? How can I write and proofread sentences with prepositions? How can I write a creative comic strip, using prepositional phrases correctly? How can I add prepositional phrases to sentences?		
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"> • Preposition 	
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 	<p>Standard: CCSS.ELA-LITERACY.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 prepositions and prepositional phrases. • I can write and proofread sentences with prepositions. • I can write a creative comic strip, using prepositional phrases correctly. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Under one minute warm-up on page 244, write students' responses on the board. Ask volunteers to underline the phrase that tells the location of each item. Ask which word in the phrase connects it to other words in the sentence. Circle these words and tell students that the connecting words are called prepositions. • Before pairing up the students for the work, tell students that the table is an incomplete list of prepositions and that they should identify prepositions by finding the word that connects two words in a sentence. • Have students work in pairs #'s 1-7 on page 244. • Go over the answer as a class if time permits. • Have students work independently #'s 8-22 on page 245 and writing wrap up. • During independent work, monitor students to help those struggling with the lesson. • If time permits, go over the answers with the students. <p>Day 2: Help students summarize the key points about the lesson:</p> <p>A word that shows the connection between other words in a sentence is a preposition. A prepositional phrase begins with a preposition, and ends with a noun or a pronoun.</p>	

	<ul style="list-style-type: none"> • Have students work on workbook plus pages 121-122 independently. • During independent work, monitor students to help those still struggling with the lesson. • Go over the answer with students if time permits. • For more practice, have students work on the reteaching workbook page 73. 	
<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: CCSS.ELA-LITERACY.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 add prepositional phrases to sentences. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Before starting on the lesson, remind students that a prepositional phrase begins begins with a preposition, ends with a noun or pronoun, and tells <i>how, where, when, why, or which one.</i> • Write these sentences on the board and discuss what each prepositional phrase tells: Cara lost her wallet at the park. (where) The dance begins at seven o'clock. (when) Todd wraps the present with care. (how) • Explain that a prepositional phrase should be placed near the word it modifies. • Have students complete the revising activity on page 246 #'s 1-6 in pairs. Suggest that they read the poem and then read each prepositional phrase to decide what it tells and where it might fit in the poem. • For independent work have the students do #'s 7-10 on page 247. • Monitor students during independent work and help those struggling. • Go over the answers with students if time permits. • Day 4: • Have students work on workbook plus pages 123-124 independently. • Monitor students to help those struggling with the lesson • If time permits, go over the answers with the students. • Day 5: • Have students work on page 74-75 of the reteaching book independently. • Monitor students to help those struggling with the lesson. • If time permits, go over the answers with the students. 	
<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): April 25- April 29, 2016
Lesson 1: “A Play” Lesson 2: What makes a great personal narrative?	Corresponding Unit Task: Unit 8	
<b style="color: red;">Essential Question(s): How can I read a published model of a personal narrative? How can I identify characteristics of personal narratives? How can I note author’s technique for tying together the beginning and the ending? How can I evaluate the relationship between visuals and text? How can I write personal and critical responses? How can I discuss the characteristics of a well- written personal narrative?		
Materials/Resources	Essential Vocabulary	
Teacher/Student:	<ul style="list-style-type: none"> • Personal Narrative 	
<ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 		
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><b style="color: red;">Standard: CCSS.ELA-LITERACY.L.4.1 <b style="color: red;">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 read a published model of a personal narrative. • I can identify characteristics of personal narratives. • I can note author’s technique for tying together the beginning and the ending. • I can evaluate the relationship between visuals and text. • I can write personal and critical responses. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Ask students if they have had to take part in activities that they don’t enjoy. What happened? How did they feel? Tell them that they will read a personal narrative that tells about that kind of experience. • Introduce key vocabulary words by writing these sentences on the board. <p>Many movie actors are famous because many people see their films. A bad grade on the test will ruin Anna’s day.</p> <ul style="list-style-type: none"> • Have a volunteer read each sentence aloud. Ask students to explain the meaning of the boldfaced words. • Have students read the selection as a class. • At the end of the reading, have students answer the questions independently on page 276. • Monitor the students to help those struggling. • If time permits, go over the answers with the class. <p>Day 2:</p> <ul style="list-style-type: none"> • After the students complete the questions, work with them to generate criteria for a personal narrative, using the published model as a reference. 	

	<ul style="list-style-type: none"> • Point out to students the sentences with dashes in the first and third paragraphs. Have a volunteer read the sentences aloud and then ask students why the writer used dashes. (to indicate a pause longer than one indicated by a comma) Tell students that this technique is one they can use in their own writing, but caution them to use it sparingly. • Draw students' attention to the exclamation points in the first and fourth paragraphs. Ask why the writer made the decision to use exclamation points. (to show strong feeling) Again explain that students may want to use this technique in their own writing, but remind them to use it sparingly. • Encourage a discussion about the difficulty of doing something one doesn't want to do and whether or not it makes one a stronger person.
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<p><u>Gradual Release of Responsibility:</u></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: CCSS.ELA-LITERACY.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 discuss the characteristics of a well- written personal narrative. <p style="text-align: center;">Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Explain to students that “A Play” is an example of a well- written personal narrative. • Ask volunteers to read aloud the definition and characteristics of a personal narrative. Review which ones are represented in the published model, “A Play”. (use I, has an interesting beginning, tells events in order, uses details, has an ending that wraps up the story) • Have students read the Grammar Check. Tell them that the Grammar Check reminds them that great writing should also be grammatically correct. Explain that they will be asked to check their papers for correct sentences when they proofread them. • The writing criteria are tied to the rubric on page 288. • Explain to students that they will be writing their own personal narrative and that they will learn how to include these characteristics. Students will use these characteristics as criteria to help them evaluate their papers. • Day 4: • Have students write their own personal narrative. • During the writing process, monitor the students to help those who are struggling with the activity. • After the students are done with their draft, have them proofread their personal narrative and to prepare for the final draft. • Day 5: • Have students finish writing their final draft of their personal narrative. • Monitor students during the activity and provide assistance for those that need it. • Have students share their personal narrative to the class.
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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): May 2 – May 6, 2016
Lesson 1: “A Play” Lesson 2: What makes a great personal narrative?	Corresponding Unit Task: Unit 8	
Essential Question(s): How can I read a published model of a personal narrative? How can I identify characteristics of personal narratives? How can I note author’s technique for tying together the beginning and the ending? How can I evaluate the relationship between visuals and text? How can I write personal and critical responses? How can I discuss the characteristics of a well- written personal narrative?		
Materials/Resources	Essential Vocabulary	
Teacher/Student:	<ul style="list-style-type: none"> • Personal Narrative 	
<ul style="list-style-type: none"> • Houghton Mifflin English Textbook • Houghton Mifflin Workbook Plus • Houghton Mifflin Grammar and Writing Assessment 		
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 	<p>Standard: CCSS.ELA-LITERACY.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 read a published model of a personal narrative. • I can identify characteristics of personal narratives. • I can note author’s technique for tying together the beginning and the ending. • I can evaluate the relationship between visuals and text. • I can write personal and critical responses. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Ask students if they have had to take part in activities that they don’t enjoy. What happened? How did they feel? Tell them that they will read a personal narrative that tells about that kind of experience. • Introduce key vocabulary words by writing these sentences on the board. <p>Many movie actors are famous because many people see their films. A bad grade on the test will ruin Anna’s day.</p> <ul style="list-style-type: none"> • Have a volunteer read each sentence aloud. Ask students to explain the meaning of the boldfaced words. • Have students read the selection as a class. • At the end of the reading, have students answer the questions independently on page 276. • Monitor the students to help those struggling. • If time permits, go over the answers with the class. <p>Day 2:</p> <ul style="list-style-type: none"> • After the students complete the questions, work with them to generate criteria for a personal narrative, using the published model as a reference. 	

	<ul style="list-style-type: none"> • Point out to students the sentences with dashes in the first and third paragraphs. Have a volunteer read the sentences aloud and then ask students why the writer used dashes. (to indicate a pause longer than one indicated by a comma) Tell students that this technique is one they can use in their own writing, but caution them to use it sparingly. • Draw students' attention to the exclamation points in the first and fourth paragraphs. Ask why the writer made the decision to use exclamation points. (to show strong feeling) Again explain that students may want to use this technique in their own writing, but remind them to use it sparingly. • Encourage a discussion about the difficulty of doing something one doesn't want to do and whether or not it makes one a stronger person.
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<p><u>Gradual Release of Responsibility:</u></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: CCSS.ELA-LITERACY.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 discuss the characteristics of a well- written personal narrative. <p style="text-align: center;">Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Explain to students that “A Play” is an example of a well- written personal narrative. • Ask volunteers to read aloud the definition and characteristics of a personal narrative. Review which ones are represented in the published model, “A Play”. (use I, has an interesting beginning, tells events in order, uses details, has an ending that wraps up the story) • Have students read the Grammar Check. Tell them that the Grammar Check reminds them that great writing should also be grammatically correct. Explain that they will be asked to check their papers for correct sentences when they proofread them. • The writing criteria are tied to the rubric on page 288. • Explain to students that they will be writing their own personal narrative and that they will learn how to include these characteristics. Students will use these characteristics as criteria to help them evaluate their papers. • Day 4: • Have students write their own personal narrative. • During the writing process, monitor the students to help those who are struggling with the activity. • After the students are done with their draft, have them proofread their personal narrative and to prepare for the final draft. • Day 5: • Have students finish writing their final draft of their personal narrative. • Monitor students during the activity and provide assistance for those that need it. • Have students share their personal narrative to the class.
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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): May 9-13, 2016
Unit Title: Unit 5 Mechanics Lesson: Writing Good Sentences Lesson 6: More Uses for Commas	Corresponding Unit Task:	
Essential Question(s): How can I combine sentences by joining single words in a series? How can I use commas after the introductory words yes, no and well? How can I use commas to set off names of people being addressed? How can I proofread for missing commas? How can I write a persuasive plan, including sentences containing names and introductory words?		
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"> • Good sentences • Commas 	
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 style="color: red; font-weight: bold; font-size: 1.2em;">*****REVIEW*****</p> <p>Standard: CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can combine sentences by joining single words in a series <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Point out to students that whenever three or more words are listed in a series, they should be the same kind of word- all nouns, all adjectives, all verbs. • Write the examples below on the board and discuss. We bought apples, grapes, and bananas at the store. (Nouns) <p style="padding-left: 40px;">Old, rare, and handmade items are sold at the flea market. (Adjectives)</p> <p style="padding-left: 40px;">Zach always smells, squeezes, and examines a piece of fruit before buying it. (Verbs)</p> • Point out to students that a comma follows each word in the series except the last word, and <i>and</i> follows the last comma. • Have the students work in pairs to do the revising activity on page 178. • Have them identify and record the three similar sentences. • Then suggest that they cross out the identical words in the sentences and combine the remaining words in a series. • Go over the answers with students to help those struggling with the lesson understand. • For independent work, have students work on rewriting the part of a book report on page 179 independently. 	

	<ul style="list-style-type: none"> • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. <p>Day 2</p> <ul style="list-style-type: none"> • Have students work on page 84-85 on the workbook plus • Monitor the students during independent work to help the ones struggling with the lesson. • If time permits, go over the answer with the students. • If the students still have difficulty understanding the lesson <i>have them work on page 51 and 52 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: CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can use commas after the introductory words yes, no, and well • I can use commas to set off names of people being addressed • I can proofread for missing commas • I can write a persuasive plan, including sentences containing names and introductory words <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Under the one-minute warm up on page 180, ask students why it make sense to set off Allie and Well with commas. (A speaker naturally pauses after these words.) Then ask where students would place the comma if Allie were moved to the beginning of the sentence (after Allie) or within the sentence (before and after Allie). • Tell students that if they are unsure whether to set off a name or word with a comma, they should read the sentence without the word or name. If the sentence still makes sense, they should use commas. • Have students work on #'s 1-9 on page 180 in pairs. • Go over the answers as a class to help those who are still struggling with the lesson. • For independent work, have students work on the items # 10-28 on page 181 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 4: Have the students summarize the key points about the lesson: Use a comma to set off the words yes, no, and well when they are at the beginning of a sentence. Use a comma to set off the names of people who are addressed directly. • Have students work on the writing wrap-up on page 181. • If time permits, have students share with the class what they have written. • Day 5: Have students work on page 86-87 of the workbook plus. • Monitor students who are struggling.

	<ul style="list-style-type: none"> • If time permits, go over the answer with students. • If the students are still having difficulty with the lesson, have them work on page 53 of the reteaching workbook. 	
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Assessment(s): <ul style="list-style-type: none"> • Informal Observation • Class activity • Worksheet 		
Teacher Reflection: (Next steps?)		