

ELA Lesson Plan

	Grade: 4	Date(s): 8/31/15-9/4/15 Week 3 Day 1-5						
Unit Title: Unit 2 Statements and Questions Unit 3 Commands and Exclamations	Corresponding Unit Task: 2							
Essential Question(s): How can students identify statements, questions, commands and exclamation sentences? How can students proofread for correct end marks and capital letters? How can students create a persuasive ad, writing statements and questions correctly? How can students write a paragraph for a travel brochure, using commands and exclamations								
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 Super Teacher Worksheets 	<ul style="list-style-type: none"> Statement Questions Command Exclamation 							
Learning Experience(s)								
<u>Gradual Release of Responsibility:</u> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeled <input type="checkbox"/> Shared <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Independent 	<p style="color: red;">Standard: 4.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="color: red;">4.L.4.3.b Choose punctuation for effect.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> I can identify statements and questions. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> The teacher point out that a person’s voice will rise on the final words of a question. Explain that in writing, the question mark represents this rise. Have students make up questions and statements about the airline passengers in the picture. Have students write their sentences in a two-column chart. Use the second column for students to name the correct end mark for each sentence. (Sample responses are shown) <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;">Sentence</th> <th>End Mark</th> </tr> </thead> <tbody> <tr> <td>The girl looks out the window.</td> <td>period</td> </tr> <tr> <td>Where is the plane going?</td> <td>question mark</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Help students summarize these key points about the lesson: A statement is a sentence that tells something. It ends with a period (.). A question is a sentence that asks something. It ends with a question mark (?). Every sentence begins with a capital letter. Tell students that many sentences starting with <i>what, who, when, why, or who</i> are questions. Correct the work with the students together so they know what mistakes they made. If more than half of the class did not get the concept, together as a class 		Sentence	End Mark	The girl looks out the window.	period	Where is the plane going?	question mark
Sentence	End Mark							
The girl looks out the window.	period							
Where is the plane going?	question mark							

work on page 4 of the reteaching workbook to give them more practice.

- On the second day, go over one item with them to make sure they understood the concept.
- Then give them the worksheet on statements and questions from workbook plus (page 5-6) and have the students do it independently.
- Make sure to monitor the students just in case they still don't understand the concept and provide guidance

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Standards: **Standard: 4.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
4.L.4.3.b Choose punctuation for effect.

I Can Statement(s):

- I can identify commands and exclamations.

Instructional Plan:

Day 3-4

- Explain to students that in a command, such as *Give your ticket to the conductor*, the *who* or *what* of the sentence is understood to be *you*. Also point out that an exclamation is a sentence and, as such, should tell *who* or *what* and *what is* or *what happens*.
- Have students create commands and exclamations telling about applying for a passport. Record the sentences on a chart. (Sample responses are shown.)

Commands	Exclamations
Wait in that line.	How long the line is!
Sign your name.	My passport photo is so funny!

- Help students summarize these key points about the lesson: A command is a s sentence that tells someone to do something. It ends with a period (.). An exclamation is a sentence that shows strong feeling. It ends with an exclamation point (!).
- Suggest that students test for an exclamation by asking whether a sentence expresses strong feeling.
- Go over the answer with the students to see where they made a mistake.
- If the students still don't understand the concept, work on page 5 reteaching workbook as a class.
- The following day, go over one item with them to make sure they understood the concept.
- Then give them the worksheet on workbook plus commands and exclamations (pages 7-8) and have the students do it independently.
- Make sure to monitor the students just in case they still don't understand the concept and provide guidance

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Standards: **Standard: 4.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
4.L.4.3.b Choose punctuation for effect.

I Can Statement(s):

- I can identify statements and questions.
- I can identify commands and exclamations.

Instructional Plan:

Day 5

	<ul style="list-style-type: none"> • Review the lesson with the students again by doing 1 or 2 items of the concept. • Then group the students into 4 to play a game. • The game is called forming a sentence with words. • Instruct the students the rules of the activity. • Have different strips of words for the students to combine. This is also a way to assess them to make sure that they understood the concept. • For student portfolio, a worksheet will be given to work on independently.
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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.
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Differentiation Strategies		
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Extension	Intervention	Language Development
The students will be assigned a passage from a story and identify the punctuations used for the passage.	Monitor students who still doesn't understand the concept by pairing them up or small groups.	

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

Teacher Reflection: (Next steps?)
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ELA/LANGUAGE Lesson Plan

	Grade: 4	Date(s) September 8-11						
Unit Title: Unit 1 Lesson 4 Subjects and Predicates Lesson 5 Simple Subjects	Corresponding Unit Task: 1							
Essential Question(s): How can students identify the complete subjects and complete predicates of sentences? How can students write sentences with subjects and predicates? How can students identify the simple subject of a sentence? How can students write sentences and identify their simple subjects?								
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"> Complete Subject Complete Predicate Simple Subjects 							
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;">Standard: 4.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 4.L 4.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-o.4.1.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> I can identify complete subjects and complete predicates of a sentence. I can write a poem containing complete subjects and complete predicates. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> The teacher points out to students that either the complete subject or the complete predicate can be one word or many words. The key to finding the complete subject is to ask <i>whom</i> or <i>what</i> the sentence is about; the key to finding the complete predicate is to ask what the subject <i>is</i> or <i>does</i>. Have students make a chart on the board with two columns, one headed <i>Who/What</i> and the other <i>Is/Does</i>. Have students name people and objects they see in the fishing scene. Record their responses in the <i>Who/What</i> column. Then list their suggestions telling what each person or object is or does in the <i>Is/Does</i> column. Have students combine their suggestions to make complete sentences. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; text-align: center;">Who/What</td> <td style="width: 50%; text-align: center;">Is/Does</td> </tr> <tr> <td style="text-align: center;">The boy</td> <td style="text-align: center;">caught a fish.</td> </tr> <tr> <td style="text-align: center;">The waves</td> <td style="text-align: center;">crashed against the shore.</td> </tr> </table> <ul style="list-style-type: none"> Have students work on subjects and predicates found on page 40-41. Have students write a poem using the outline on page 41. Help students summarize the key points about the lesson: The complete subject of a sentence includes all the words that tell whom or what the sentence is about. The complete predicate includes all the words that tell what the subject does or is. Have students complete the parts related to this lesson on Blackline 		Who/What	Is/Does	The boy	caught a fish.	The waves	crashed against the shore.
Who/What	Is/Does							
The boy	caught a fish.							
The waves	crashed against the shore.							

Master1-2.

- Correct work with the students together so they know the mistakes they made.
- If more than half of the class did not get the concept, together as a class work on page 6 of the reteaching workbook to give them more practice.
- On the second day, go over one item with them to make sure they understood the concept
- Go over the student’s poems by taking turns in reading their poems aloud. Have them choose which poem they like best and explain why they thought it was the best.
- Give them the worksheets subject and predicates from workbook plus(pages 9-10) and have the students do it independently or for homework if times runs out.
- Make sure to monitor the students just in case they still don’t understand the concept and provide guidance.

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Standards: 4.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 4

I Can Statement(s):

- I can identify the simple subject of a sentence.
- I can write interview questions and answers.

Instructional Plan:

Day 3-4

- Write the headline on the board. Have volunteers complete the sentence. Record their words in ladder-like fashion in, above, and below the blank. Point out that their words tell exactly who or what the sentence is about because they tell exactly who or what “broke the record.”
- Have students name people and objects they might see if they were playing basketball, like the child in the photograph. List their suggestions in a chart like the one shown. Then have students use each word as the simple subject of a sentence.

Who/What	Sentence
basket	The basket was too high.
basketball	The basketball goes through the hoop.

- Have students work on simple subjects found on page 42-43.
- Have students write an interview found on page 43.
- Help students summarize these key points about the lesson: The simple subject is the main word in the complete subject. It tells exactly whom or what the sentence is about.
- Have students complete the parts related to this lesson on Blackline Master 1-2.
- Correct work with the students together so they know the mistakes they made.
- If more than half of the class did not get the concept, together as a class work on page 7 of the reteaching workbook to give them more practice.
- On the second day, go over one item with them to make sure they understood the concept

	<ul style="list-style-type: none"> • Have students briefly conduct an interview with a partner in front of the class. • Give students the worksheet simple subjects from the workbook plus (pages11-12) and have the students do it independently or for homework if times runs out. • Make sure to monitor the students just in case they still don't understand the concept and provide guidance. 	
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 subject and predicate 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) September 14-18						
Unit Title: Unit 1 Lesson 6 Simple Predicates Lesson 7 Correcting Run-on Sentences	Corresponding Unit Task:							
Essential Question(s): How can students identify the simple predicate of a sentence? How can students write sentences and identify their simple predicates? How can students identify and proofread run-on 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"> Simple Predicates Run-on Sentences 							
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 style="color: red;">Standard: 4.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> I can identify the simple predicate of a sentence. I can write a list of tips in sentence form. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> Write the sample sentence on the board found in pg 44 . Have volunteers suggest words to complete it. Record their suggestions. Explain that each suggestion is the simple predicate of the sentence because it tells exactly what the astronauts did in space. Have students generate a list of action words suggested by the space camp scene in the photograph on pg44. Record students’ words in a chart like the one shown. Then suggest that students make up sentences, using each word as a simple predicate. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">Action Words</th> <th style="width: 50%;">Sentences</th> </tr> </thead> <tbody> <tr> <td>watch</td> <td>The students watch the screens.</td> </tr> <tr> <td>sit</td> <td>Several students sit at computers.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Have students work on page 44-45 Have the students write a list of 5 helpful tips for new students in their school. Partner up and read their tips to a classmate. Give worksheet “Simple Predicates” found in pg 8 Reteaching Workbook for homework. Day 2 correct homework and review the key point of Day 1. Remind the students that a simple predicate is the main word in the complete predicate. It tells exactly what the subject does or is. Give worksheet “Simple Predicates” found in pg 13-14 Workbook Plus. Have students work on the journal topic found in pg 14 of Workbook Plus for homework. 		Action Words	Sentences	watch	The students watch the screens.	sit	Several students sit at computers.
Action Words	Sentences							
watch	The students watch the screens.							
sit	Several students sit at computers.							

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<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: 4.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 4</p> <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can identify run-on sentences • I can proofread for run-on sentences • I can write an exhibit sign, using correctly written sentences <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Have volunteers write the two sentences correctly on the board. Have them circle the capital letter that begins each sentence and draw a box around each end mark. Discuss how they know where one sentence ends and the other begins. • Have students listen as volunteers read each of the sentences aloud, not stopping until they reach the final period. Ask why Sentences 1, 4 and 5 are confusing. (The idea or thoughts in each sentence run together.) Have volunteer’s reread each sentence, telling where they think one thought ends and another begins. • If students are unable to find the location of the second sentence, have them read the words aloud, pausing at various points until the two thoughts-and-sentences make sense. • Have students work on page 46-47. • Have students copy the instructions of the writing wrap up on page 47 and do it for homework. • Day 4 review the key points of a run-sentence to the class • Have students work on “Correcting Run-on Sentences” on page 9 Reteaching Workbook and page 15 of their Workbook Plus . • Day 5 review the proofreading bulletin in page 15 Workbook Plus. • Have students copy and write a report on the weather report found in page 16 of their Workbook Plus. • Have students work on “Correcting Run-on-Sentences page 16 on Workbook Plus. • Review Unit 1 starting with What is a sentence?. 	
<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>	
Differentiation Strategies		
Extension	Intervention	Language Development
<p>The students will be assigned a passage from a story and identify the subject and predicate 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>		

- Informal Observation
- Class activity
- Worksheet

Teacher Reflection: (Next steps?)

ELA Lesson Plan

	Grade: 4	Date(s) September 21-25						
Unit Title: Unit 2 Lesson 1 What is a Noun? Lesson 2 Common and Proper Nouns		Corresponding Unit Task:						
Essential Question(s): How can students identify nouns in sentences? How can students write sentence and identify the nouns in them? How can student write a fact sheet about a place, using nouns to identify its special or interesting features? How can students distinguish between common and proper nouns? How can students capitalize proper nouns? How can students proofread proper nouns? How can students write a biographical sketch using common and proper nouns?								
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"> Nouns Common nouns Proper nouns 							
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	<p style="color: red;">Standard: 4.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 identify nouns in sentences. I can write sentences and identify the nouns in them. I can write a fact sheet about a place, using nouns to identify its special or interesting features. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> Write the sample sentence on the board found in pg. 64. Have volunteers put a single line under the name of any persons (none), two lines under the names of places (fields), and three lines under the names of things (horses, plow, sun). Tell the students the underlined words are nouns. Have them suggest other nouns to replace those in the sentences. Have the students suggest nouns that name persons, places, and things in the photograph on pg.64. Place the nouns in a chart (sample responses are shown). <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; background-color: #D3D3D3;">Persons</td> <td>man, fisherman</td> </tr> <tr> <td style="text-align: center; background-color: #D3D3D3;">Places</td> <td>ocean, sea</td> </tr> <tr> <td style="text-align: center; background-color: #D3D3D3;">Things</td> <td>lobsters, birds, trap, shirts</td> </tr> </table> <ul style="list-style-type: none"> Then have the students use the nouns in sentence that tell about the photograph on pg. 64. Have students work on items #'s 1-10 with a partner for at least 5 minutes. After 5 minutes, go over the answers with the students. Have students finish #'s 11-32 on page 65 independently. Monitor students during independent work to help those who are 		Persons	man, fisherman	Places	ocean, sea	Things	lobsters, birds, trap, shirts
Persons	man, fisherman							
Places	ocean, sea							
Things	lobsters, birds, trap, shirts							

struggling with the lesson.

- If time permits, go over the correct answers as a class.
- Give worksheet “What is a noun?” found in pg. 12 of the Reteaching Workbook for homework.
- Day 2 correct homework and review the key point of Day 1. Remind students that the key point about the lesson is that A noun is a word that names a person, a place, or a thing.
- Give worksheet “What is a noun?” found in pg 19-20 Workbook Plus to work on independently.
- Have students work on the journal topic “ A recipe” found in pg 20 of Workbook Plus for homework.
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Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Standards: 4.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

I Can Statement(s):

- I can distinguish between common and proper nouns.
- I can capitalize proper nouns.
- I can proofread for proper nouns.
- I can write a biographical sketch using common and proper nouns.

Instructional Plan:

Day 3-5

- Have a volunteer read the sentence below in page 66 under one minute warm up. Have them name the nouns. Explain to students what noun names special persons, places, or things.
- Point out to students that proper nouns are often made up of more than one word, such as *Gulf of Mexico*. Stress that all of the important words in a proper noun are capitalized but that a word like *of* usually is not.
- Have students suggest nouns associated with the alligator in the photograph on pg. 66, identifying each as a common or proper noun. Record students’ response in a chart (sample responses are shown).

Common Nouns	Proper Nouns
swamp animal reptile	Florida Everglades National Park

- Have students work on pg.66 numbers 1-5 with a partner for 5 minutes.
- Go over the answers with the students.
- Have the students finish the rest of the items #6-20 independently.
- If time permits, go over the answers as a whole class.
- Day 4 review the key points of common noun and proper noun with the class.
- Have students work on “Common and Proper Nouns” on page 13 of the Reteaching work book
- Day 5 review Common and Proper Nouns with the students by going over at least 2 items on pg. 21 of the Workbook Plus.

	<ul style="list-style-type: none"> • Then have students work on the rest of the items on pg.21-22 of the Workbook Plus. • Make sure to monitor students during the independent work to help those who are struggling. • For homework, have students write a biographical sketch by interviewing a classmate and writing a paragraph about that person. 	
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 common and proper 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) September 28-Oct. 2
Unit Title: Unit 2 Grammar and Mechanics Lesson 3 Writing with nouns Lesson 4 Singular and Plural Nouns		Corresponding Unit Task:
Essential Question(s): How can students combine two short sentences with the same predicate to create a sentence with a compound subject? How can students identify singular and plural nouns? How can students write the plural forms of nouns correctly? How can students proofread for plural nouns? How can students use singular and plural nouns to create a list of chores?		
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"> • Nouns • Compound subject • Singular Nouns • Plural Nouns
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.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. I Can Statement(s): <ul style="list-style-type: none"> • I can combine two short sentences with same predicate to create a sentence with a compound subject. • Instructional Plan: Day 1-2 <ul style="list-style-type: none"> • Explain to students that too many short sentences can make their writing sound choppy. So by having two short sentences that have the same predicate can be combine by joining the subjects with the word <i>and</i>. Tell them that they new sentence will have a compound subject. • Point out to students that changing a singular subject to a compound subject will change the verb from singular to plural unless the verb is in the past tense. • Write the sentences below on the board and go over the sentences with them for the subject-verb agreement when they combine sentences to form compound subjects. • Have students go over the revising activity on pg. 68 with a partner to identify the similar predicate in both underlined sentences. • Go over the answers as a class to help students who still struggle with combining two short sentences. • For independent work, have students do the items 6-10 on pg. 69 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 Give students the worksheets “Writing with nouns” on pg. 14-15 of the Reteaching Workbook and go over #'s 1 and 2 as a class. • If students are still struggling with the lesson, go over item #3 with them and have them finish the rest of the items independently. • For extra practice give the worksheet Writing with nouns on pg.23-24 of 	

	the Workbook Plus.	
<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: 4.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 identify singular and plural nouns. • I can write the plural forms of nouns correctly. • I can proofread for plural nouns. • I can use singular and plural nouns to create a list of chores. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Have a volunteer write their responses on the board on page 70 under one minute warm up. • Have a volunteer read the definitions of singular noun and plural noun. • Tell students to use context clues to decide if a noun is singular or plural. Tell students that words such as <i>many</i> and <i>all</i> precede plural nouns. The word <i>a</i> precedes singular nouns. • As a class, go over the item #'s 1-8 by randomly using the listed words in sentences and ask the students to raise their hands when they hear a plural noun. • Have students do the item #'s 9-22 independently. • Make sure to monitor the students during independent work to help the ones struggling with the lesson. • For extra practice, have students write the directions of the writing wrap up on pg. 71 for homework. • Day 4 Review the key points of singular noun and plural noun. • Have students work on “Singular and Plural Nouns” on pg.16 of the Reteaching Workbook. • Make sure to monitor students during the independent work to help those who are struggling. • Go over the answers as a class. • Day 5 Review the lesson with the class and give the worksheets “Singular and Plural Nouns” on pg. 25-26 of the Workbook Plus. • Provide assistance to students who still struggle 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>	
Differentiation Strategies		
<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>
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) October 5 – October 9
Unit Title: Unit 2 Grammar and Mechanics Lesson 4 Nouns Ending with y Lesson 5 More Plural Nouns		Corresponding Unit Task:
<p style="color: red;">Essential Question(s): How can students write the plural forms of nouns ending with y? How can students proofread for plural forms of nouns ending with y? How can students write a persuasive speech, using nouns ending with y? How can I write the plural form of irregular nouns? How can I identify nouns as singular or plural? How can I proofread plural nouns? How can I use plural nouns to write a paragraph describing a story idea?</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"> • Singular Nouns • Plural Nouns • Irregular nouns
Learning Experience(s)		
<p><u>Gradual Release of Responsibility:</u></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="color: red;">Standard: 4.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 write the plural forms of nouns ending with y. • I can proofread for plural forms of nouns ending with y. • I can write a persuasive speech, using nouns ending with y. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> • Have students identify the word <i>countries</i>, on the one-minute warm up on page 72 and write it on the board. • Ask a volunteer to identify the singular form of the word <i>countries</i>, which is <i>country</i>. Write it beside the plural form. • Have a volunteer explain how the plural was formed. • Ask different volunteers to name other nouns that form their plural in the same way. • Have students work on the activity on pg.72 with a partner to identify the plural noun of each noun. • Go over the answers as a class to help students who still struggle with identifying the plural noun of each noun. • For independent work, have students work on the items # 17-30 on pg. 73 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 Give students the worksheets “Nouns Ending with y” on pg. 17 of the Reteaching Workbook and go over #'s 1 and 2 as a class. • If students are still struggling with the lesson, go over item #3 with them and have them finish the rest of the items independently. • For extra practice give the worksheet Nouns Ending with y on pg.27-28 of the Workbook Plus. 	

<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: 4.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 write the plural form of irregular nouns. • I can identify nouns as singular or plural. • I can proofread for plural nouns. • I can use plural nouns to write a paragraph describing a story idea. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Have a volunteer write their silly sentences on the board and ask for another volunteer to identify the singular and plural nouns. • Tell students that some nouns have special plural forms. Since these words follow no spelling pattern, they must remember them. • Have students suggest sentences about the moose in the photograph on page 74, using singular and plural nouns from this lesson. • Have the students write the sentence and the singular and plural nouns on a chart. <p>(Sample responses are shown.)</p> <table border="1" data-bbox="625 850 1526 924"> <thead> <tr> <th>Sentence</th> <th>Singular Nouns</th> <th>Plural Nouns</th> </tr> </thead> <tbody> <tr> <td>The moose sees four geese.</td> <td>moose</td> <td>geese</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Have students’ pair up and work on #'s 1-5 on page 74 for at 10 minutes. • Go over the answers with students when they finish the task to help those who are struggling. • Have students work on #s 6-18 on page 75 independently. • If time permits, go over the answers with the class to help the ones struggling understand the lesson. • Day 4 Review the key points special nouns and nouns with the same singular and plural forms. • Have students work on “More Plural Nouns” on pg.18 of the Reteaching Workbook. • Make sure to monitor students during the independent work to help those who are struggling. • Go over the answers as a class. • Day 5 Review the lesson with the class and give the worksheets “More Plural Nouns” on pg. 29-30 of the Workbook Plus. • Provide assistance to students who still struggle with the lesson. 	Sentence	Singular Nouns	Plural Nouns	The moose sees four geese.	moose	geese
Sentence	Singular Nouns	Plural Nouns					
The moose sees four geese.	moose	geese					
<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 							

Teacher Reflection: (Next steps?)

ELA Lesson Plan

	Grade: 4	Date(s) Oct.12-16, 2015						
Unit Title: Unit 2 Grammar and Mechanics Lesson 6 Singular Possessive Nouns Lesson 7 Plural Possessive Nouns		Corresponding Unit Task:						
Essential Question(s): How can I form singular possessive nouns? How can I proofread for singular possessive nouns? How can I write a review evaluating a school event, using possessive nouns? How can I form plural possessive nouns? How can I proofread for plural possessive nouns? How can I write program events, using plural possessive nouns?								
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"> Singular Possessive Nouns Plural Possessive Nouns 						
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 style="color: red;">Standard: 4.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 form singular possessive nouns. I can proofread for singular possessive nouns. I can write a review evaluating a school event, using possessive nouns. <p>Instructional Plan:</p> <p>Day 1-2</p> <ul style="list-style-type: none"> Have a student volunteer read the one-minute warm up sentence on page 76. Ask for a volunteer to write the identifying word on the board. Ask students how the word shows ownership. (<i>The name has an apostrophe and -s.</i>) Before starting on the lesson, remind students that a singular noun names one person, place, or thing. Stress that even if a singular noun ends with s or ss, an apostrophe and -s must be added to form the possessive, as in <i>princess's</i>. Ask for student volunteers to make up sentences about the mask in the picture using singular possessive nouns on page 76. Have the student volunteers write the sentence and the possessive noun on a chart. (<i>Sample responses are shown.</i>) <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #90EE90;"> <th style="width: 50%; text-align: center;">Sentence</th> <th style="width: 50%; text-align: center;">Possessive Noun</th> </tr> </thead> <tbody> <tr> <td>The mask's color is yellow.</td> <td>mask's</td> </tr> <tr> <td>Carlos's mask has whiskers.</td> <td>Carlos's</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Have students work on the activity on pg.76 with a partner write each group of words another way to show ownership. Go over the answers as a class to help students who still struggle with identifying the plural noun of each noun. For independent work, have students work on the items # 9-24 on pg. 77 independently. Monitor the students during independent work to help the ones 		Sentence	Possessive Noun	The mask's color is yellow.	mask's	Carlos's mask has whiskers.	Carlos's
Sentence	Possessive Noun							
The mask's color is yellow.	mask's							
Carlos's mask has whiskers.	Carlos's							

	<p>struggling with the lesson.</p> <ul style="list-style-type: none"> • If time permits, go over the answer with the students. • Day 2 Help the students understand the key points about the lesson: A noun that shows ownership is called <u>possessive noun</u>. • Give students the worksheets “Singular Possessive Nouns” on pg. 19 of the Reteaching Workbook and go over #'s 1 and 2 as a class. • If students are still struggling with the lesson, go over item #3 with them and have them finish the rest of the items independently. • For extra practice give the worksheet Nouns Ending with y on pg.31-32 of the Workbook Plus. 	
<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: 4.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 form plural possessive nouns. • I can proofread for plural possessive nouns. • I can write a program of events, using plural possessive nouns. <p>Instructional Plan:</p> <p>Day 3-5</p> <ul style="list-style-type: none"> • Have a volunteer write the sentences on the one-minute warm up of page 78 on the board, showing the correct placement of the apostrophe. • Ask students how they decided where to place the apostrophe. • Remind students that some nouns are spelled the same in the singular and plural, such as <i>deer</i> and <i>moose</i>. Make sure to emphasize that in these cases, the singular possessive form and the plural possessive form are the same. • Have students’ pair up and work on #'s 1-6 on page 78 for 5 minutes. • Go over the answers with students when they finish the task to help those who are struggling. • Have students work on #s 7-18 on page 75 independently. • If time permits, go over the answers with the class to help the ones struggling understand the lesson. • Day 4 Review the key points: To form the possessive of plural noun that ends with –s, add only an apostrophe. To form the possessive of a plural noun that does not end with –s, add an apostrophe and –s. • Have students work on “Plural Possessive Nouns” on pg.20 of the Reteaching Workbook. • Make sure to monitor students during the independent work to help those who are struggling. • Go over the answers as a class if time permits. • Day 5 Review the lesson with the class and give the worksheets “Plural Possessive Nouns” on pg. 33-34 of the Workbook Plus. • Provide assistance to students who still struggle 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>	
Assessment(s) & Reflection		
<p>Assessment(s):</p> <ul style="list-style-type: none">• Informal Observation• Class activity• Worksheet		
<p>Teacher Reflection: (Next steps?)</p>		