

## ELA Lesson Plan

	<b>Grade:</b> 4	<b>Date(s):</b> Feb. 15-19, 2016				
<b>Unit Title: Unit 5 Mechanics</b> <b>Lesson 9: Titles</b> <b>Check Up test on lessons 1-9 of Unit 5</b>	<b>Corresponding Unit Task:</b>					
<b style="color: red;">Essential Question(s): How can I capitalize first, last, and important words in a title? How can I underline a title to indicate italics? How can I proofread for titles capitalized incorrectly? How can I write summaries of books and magazines, writing their titles correctly?</b>						
<b>Materials/Resources</b>	<b>Essential Vocabulary</b>					
<b>Teacher/Student:</b> <ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook</li> <li>• Houghton Mifflin Workbook Plus</li> <li>• Houghton Mifflin Grammar and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Titles</li> </ul>					
<b>Learning Experience(s)</b>						
<b>Gradual Release of Responsibility:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<b style="color: red;">Standard: CCSS.ELA-LITERACY.L.4.2</b> <b style="color: red;">Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>I Can Statement(s):</b> <ul style="list-style-type: none"> <li>• I can capitalize the first, last, and important words in a title.</li> <li>• I can underline a title to indicate italics.</li> <li>• I can proofread for titles capitalized incorrectly.</li> <li>• I can write summaries of books and magazines, writing their titles correctly.</li> </ul> <b>Instructional Plan:</b> <b>Day 1-2</b> <ul style="list-style-type: none"> <li>• Under the one minute warm up on page 186, have students look at the book and ask them what do they think the book might be about.</li> <li>• Have them make up an interesting title for the book.</li> <li>• Ask for a volunteer to share his or her title and write it on the board. Point to the first, last, and each important word in the title as you explain that each one is capitalized. Then have other volunteers write additional titles, using correct capitalization.</li> <li>• Explain to students that italics are a kind of type used by printers in which the letters slant to the right. Also tell them that underlining or italics set off a title from the other words in a sentence and prevent confusion for readers.</li> <li>• Encourage students who are familiar with <i>Charlotte's Web</i> to discuss parts of the book they especially liked.</li> <li>• Students can then suggest favorite books and list their titles on the board. (Sample responses are shown.)</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="background-color: #90EE90;"><b>Our Favorite Books</b></td> </tr> <tr> <td>Charlotte's Web</td> </tr> <tr> <td>Little House on the Prairie</td> </tr> <tr> <td>Mr. Popper's Penguins</td> </tr> </table>		<b>Our Favorite Books</b>	Charlotte's Web	Little House on the Prairie	Mr. Popper's Penguins
<b>Our Favorite Books</b>						
Charlotte's Web						
Little House on the Prairie						
Mr. Popper's Penguins						

	<ul style="list-style-type: none"> <li>• Have each student write the title of their favorite book and a brief paragraph explaining why reading the book was enjoyable.</li> <li>• Have the students work in pairs on #'s 1-16 on page 186.</li> <li>• Monitor the students to help those struggling with the lesson.</li> <li>• If time permits, go over the answers with students to help those struggling with the lesson understand.</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• For independent work, have students work on #'s 17-32 on page 187.</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> </ul>
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<p><b>Gradual Release of Responsibility:</b></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><b>Standards:</b> <b>CCSS.ELA-LITERACY.L.4.2</b>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can capitalize the first, last, and important words in a title.</li> <li>• I can underline a title to indicate italics.</li> <li>• I can proofread for titles capitalized incorrectly.</li> <li>• I can write summaries of books and magazines, writing their titles correctly.</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 3-5 Help students summarize the key points about the lesson:</b>          Capitalize the first, last, and each important word in the titles of books, magazines, or newspapers. Underline all titles.</p> <ul style="list-style-type: none"> <li>• Have students work on the writing wrap-up on page 187.</li> <li>• Remind students that a summary tells about a book in a few sentences; it does not retell the book.</li> <li>• Have students work on page 92-93 of the workbook plus.</li> <li>• Monitor students who are struggling.</li> <li>• If time permits, go over the answer with students.</li> <li>• If the students are still having difficulty with the lesson, have them work on page 56 of the reteaching workbook.</li> <li>• <b>Day 4: Check Up Test</b></li> <li>• Have students work on the Checkup exercises as assessment on page 189 #'s 1-24 independently.</li> <li>• Monitor students to help those struggling.</li> <li>• Go over the answers with the students if time permits.</li> <li>• <b>Day 5: Check Up Test</b></li> <li>• Have students continue to work on the Check up exercises on page 189 and 190 #'s 25-56.</li> <li>• Monitor students to help those struggling.</li> <li>• Go over the answers with the students if time permits.</li> </ul>
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<b>Closing/Summarizing Strategy</b>	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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<b>Differentiation Strategies</b>		
<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>

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

## ELA Lesson Plan

	<b>Grade:</b> 4	<b>Date(s):</b> Feb. 22-26, 2016
<b>Unit Title: Unit 6 Grammar/Usage</b> <b>Lesson 1: What is a Pronoun?</b> <b>Lesson2: Subject Pronouns</b>	<b>Corresponding Unit Task:</b>	
<b style="color: red;">Essential Question(s): How can I identify pronouns in sentences? How can I distinguish between singular and plural pronouns? How can I write formative captions, using pronouns? How can I identify subject pronouns in sentences? How can I substitute pronouns for nouns as the subjects of sentences? How can I write an opinion, using subject pronouns?</b>		
<b>Materials/Resources</b>	<b>Essential Vocabulary</b>	
<b>Teacher/Student:</b> <ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook</li> <li>• Houghton Mifflin Workbook Plus</li> <li>• Houghton Mifflin Grammar and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Subject Pronouns</li> </ul>	
<b>Learning Experience(s)</b>		
<b><u>Gradual Release of Responsibility:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p style="color: red;"><b>Standard: CCSS.ELA-LITERACY.L.4.1</b>                  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can identify pronouns in sentences.</li> <li>• I can distinguish between singular and plural pronouns.</li> <li>• I can write informative captions, using pronouns.</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 1-2</b></p> <ul style="list-style-type: none"> <li>• Under the one-minute warm up on page 204, have volunteers share their rhymes with the class and identify the words the pronouns replace.</li> <li>• Give an example of <i>you</i> as a singular pronoun and <i>you</i> as a plural pronoun, as in <i>You are late, John</i> and <i>You are all good friends</i>. Explain to students that listeners distinguish singular from plural <i>you</i> by sentence context.</li> <li>• Have the students work in pairs on #'s 1-5 on page 204.</li> <li>• Monitor the students to help those struggling with the lesson.</li> <li>• If time permits, go over the answers with students to help those struggling with the lesson understand.</li> <li>• For independent work, have students work on #'s 6-20 and writing wrap up on page 205.</li> <li>• Monitor the students to help those students who are still struggling with the lesson.</li> </ul> <p><b>Day 2 Help students summarize the key points about the lesson:</b>                  A <b>pronoun</b> is a word that replaces one or more nouns. A pronoun can be singular or plural.</p> <ul style="list-style-type: none"> <li>• Have students work independently on page 94-95 on the workbook plus.</li> <li>• During independent work, monitor students to help those struggling with the lesson.</li> <li>• Have students work on page 57 of the reteaching book for more practice.</li> </ul>	

<p><b>Gradual Release of Responsibility:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Modeled</li> <li><input checked="" type="checkbox"/> Shared</li> <li><input checked="" type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standards: CCSS.ELA-LITERACY.L.4.1</b>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can identify subject pronouns in sentences.</li> <li>• I can substitute pronouns for nouns as the subjects of sentences.</li> <li>• I can write an opinion, using subject pronouns.</li> </ul> <p style="text-align: center;"><b>Instructional Plan:</b></p> <p><b>Day 3-5</b></p> <ul style="list-style-type: none"> <li>• Under one-minute warm-up on the board write <i>They have a devoted mother.</i> Tell students to change the sentence to tell about one earwig. (It has a devoted mother.) Then have students change the sentence to tell about a classmate. (Sample: She has a devoted mother.)</li> <li>• Before having the students work on the items, remind them that the subject sentence is the “doer” in an action sentence, such as Ron washed the dishes. The subject can also be the person, place or thing that is described by a non-action verb in a sentence, such as <i>They were dirty.</i></li> <li>• Have students work in pairs on #'s 1-6 on page 206.</li> <li>• For independent work, have students work on #'s 7-18 on page 207.</li> <li>• Monitor students during independent work to help those who are struggling with the lesson.</li> <li>• If time permits, go over the answer as a class.</li> <li>• Day 4: <ul style="list-style-type: none"> <li>• Have students work on writing wrap on page 207.</li> <li>• After the activity, have students share their writing with the class.</li> </ul> </li> <li>• Day 5: <ul style="list-style-type: none"> <li>• Have students work on page 96-97 of the workbook plus independently.</li> <li>• Monitor students to help those struggling with the lesson.</li> <li>• Give page 58 of the reteaching workbook for extra practice.</li> </ul> </li> </ul>	
<p><b>Closing/Summarizing Strategy</b></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><b>Differentiation Strategies</b></p>		
<p><b>Extension</b></p>	<p><b>Intervention</b></p>	<p><b>Language Development</b></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><b>Assessment(s) &amp; Reflection</b></p>		
<p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Informal Observation</li> <li>• Class activity</li> <li>• Worksheet</li> </ul>		
<p><b>Teacher Reflection:</b> (Next steps?)</p>		

## ELA Lesson Plan

	<b>Grade:</b> 4	<b>Date(s):</b> Jan.11-15, 2016
<b>Unit Title: Unit 5 Mechanics</b> <b>Lesson 1: Correct Sentences</b> <b>Writing Good Sentences</b>	<b>Corresponding Unit Task:</b>	
<b style="color: red;">Essential Question(s): How can I begin sentences with capital letters and end them with the correct end marks? How can I proofread for missing capital letters and end marks? How can I write a food column, including examples of the four types of sentences? How can I rewrite statements as questions, commands, or exclamations?</b>		
<b>Materials/Resources</b>	<b>Essential Vocabulary</b>	
<b>Teacher/Student:</b> <ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook</li> <li>• Houghton Mifflin Workbook Plus</li> <li>• Houghton Mifflin Grammar and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences</li> </ul>	
<b>Learning Experience(s)</b>		
<b><u>Gradual Release of Responsibility:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<b style="color: red;">Standard: CCSS.ELA-LITERACY.L.4.2</b> <b style="color: red;">Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>I Can Statement(s):</b> <ul style="list-style-type: none"> <li>• I can begin sentences with capital letters and end them with the correct end marks.</li> <li>• I can proofread for missing capital letters and end marks.</li> <li>• I can write a food column, including examples of the four types of sentences.</li> </ul> <b>Instructional Plan:</b> <b>Day 1-2</b> <ul style="list-style-type: none"> <li>• Ask for volunteers to tell which sentence is a statement under the one-minute warm-up on page 166 (<i>He jabbed his hands into his pockets and sighed.</i>) and which is a question (<i>Why couldn't he get his room straight?</i>).</li> <li>• Have the volunteers tell about the clues they used to identify each type.</li> <li>• Remind the students that an end mark represents their voice in writing, Suggest to students that to decide whether a sentence is a run-on, students should read the sentence slowly, letting their voice tell them where one idea ends and another begins.</li> <li>• Have students work in pairs on item #'s 1-8 on page 166.</li> <li>• Go over the answers with students to help those struggling with the lesson understand.</li> <li>• For independent work, have students work on the items # 9-26 on page 167 independently.</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> <li>• <b>Day 2</b> Have the students summarize the key points about the lesson: Begin every sentence with a capital letter. Use a period after a statement or a command. Use a question mark after a question. Use an exclamation point after</li> </ul>	

	<p>and exclamation.</p> <ul style="list-style-type: none"> <li>• Have students go over the writing wrap up on page 167.</li> <li>• For extra practice or if time permits have students work on pages 72-73 on the workbook plus.</li> <li>• If the students still have difficulty understanding the lesson <i>have them work on page. 44 of the reteaching workbook.</i></li> </ul>
<p><b>Gradual Release of Responsibility:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Modeled</li> <li><input checked="" type="checkbox"/> Shared</li> <li><input checked="" type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standards:</b> <b>CCSS.ELA-LITERACY.L.4.2</b>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can rewrite statements as questions, commands, or exclamations.</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 3-5</b></p> <ul style="list-style-type: none"> <li>• Share these tips to students on converting statements to other types of sentences. <ol style="list-style-type: none"> <li>1. To create a command, look for statements in which you is the subject: <i>You should go to the concert and enjoy your yourself.</i></li> <li>2. To create an exclamation, look for statements that demonstrate feeling: <i>We had a great time at the concert.</i></li> </ol> </li> <li>• Point out that not every statement can be rewritten as another type of sentence. Explain that statements that provide information cannot usually be written as a different kind of sentence.</li> <li>• Remind students to avoid writing too many sentences of any one kind. Encourage a variety of sentence types in their writing.</li> <li>• Have students work on #'s 1-6 on page 148 independently.</li> <li>• Go over the answers as a class to help those who are still struggling with the lesson.</li> <li>• Day 4:</li> <li>• Point out to students that a compound sentence contains two complete sentences.</li> <li>• Write the compound sentence on page 169 on the board. Ask a volunteer to read it aloud, label the subject and verb in each sentence and circle the comma and the word <i>and</i>.  <i>He makes breakfast, and he serves his family.</i></li> <li>• Tell the students that a compound predicate contains two predicates.</li> <li>• For independent work, have students work on the item #'s 7-12 on page 145.</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> <li>• Day 5: Have students work on the writing wrap-up on page 145 and page 75 on the workbook plus.</li> <li>• If the students are still having difficulty comparing with more and most, have them work on page 46 of the reteaching workbook.</li> </ul>
<p><b>Closing/Summarizing Strategy</b></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><b>Differentiation Strategies</b></p>	

<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
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.	
<b>Assessment(s) &amp; Reflection</b>		
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>• Informal Observation</li> <li>• Class activity</li> <li>• Worksheet</li> </ul>		
<b>Teacher Reflection:</b> (Next steps?)		

## ELA Lesson Plan

	<b>Grade:</b> 4	<b>Date(s):</b> Jan.18-22, 2016						
<b>Unit Title: Unit 5 Mechanics</b> <b>Lesson 2: Names of People and Pets</b> <b>Lesson 3: Names of Places and Things</b>	<b>Corresponding Unit Task:</b>							
<b>Essential Question(s): How can I capitalize the names of people and pets? How can I capitalize titles used with names? How can I proofread for proper capitalization? How can I write an ad, using the names of people and pets? How can I capitalize proper nouns that name places and things? How can I proofread for correct capitalization? How can I write an opinion, including proper nouns that name places and things?</b>								
<b>Materials/Resources</b>	<b>Essential Vocabulary</b>							
<b>Teacher/Student:</b> <ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook</li> <li>• Houghton Mifflin Workbook Plus</li> <li>• Houghton Mifflin Grammar and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Proper nouns</li> <li>• Capitalization</li> </ul>							
<b>Learning Experience(s)</b>								
<b>Gradual Release of Responsibility:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standard:</b> CCSS.ELA-LITERACY.L.4.2            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can capitalize the names of people and pets</li> <li>• I can capitalize the titles used with names</li> <li>• I can proofread for proper capitalization</li> <li>• I can write an add, using the names of people and pets</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 1-2</b></p> <ul style="list-style-type: none"> <li>• Ask for a volunteer to write the corrected sentence on the board, giving a reason for each letter that is capitalized under the one-minute warm up on page 170. Explain to students that proper nouns begin with a capital letter.</li> <li>• Have other volunteers to write their own office sights on the board, using silly names.</li> <li>• Create a chart on the board in which students can list their own silly proper names for the woman and the dog in the picture on page 170.                (Sample responses are shown.)</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;"><b>Woman</b></th> <th style="padding: 5px;"><b>Dog</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Miss Sun E. Face</td> <td style="padding: 5px;">Puffy</td> </tr> <tr> <td style="padding: 5px;">Mrs. Ima Beauty</td> <td style="padding: 5px;">Pinkie</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• After creating their own silly proper names in the chart, have the students use the proper nouns to make up their own newspaper headlines about the picture.</li> <li>• Have students work in pairs on item #'s 1-8 on page 170.</li> <li>• Go over the answers with students to help those struggling with the lesson understand.</li> <li>• For independent work, have students work on the items # 9-24 on page 171 independently.</li> </ul>		<b>Woman</b>	<b>Dog</b>	Miss Sun E. Face	Puffy	Mrs. Ima Beauty	Pinkie
<b>Woman</b>	<b>Dog</b>							
Miss Sun E. Face	Puffy							
Mrs. Ima Beauty	Pinkie							

- **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:**  
Capitalize the following: (1) the names of people and pets, (2) titles and initials that are parts of names, and (3) family titles when they are used as names or parts of names.
- **Have students go over the writing wrap up on page 171.**
- **For extra practice or if time permits have students work on pages 76-77 on the workbook plus.**
- **If the students still have difficulty understanding the lesson *have them work on page 47 of the reteaching workbook.***

**Gradual Release of Responsibility:**

- Modeled
- Shared
- Guided Practice
- Independent

**Standards:** **CCSS.ELA-LITERACY.L.4.2**

**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**I Can Statement(s):**

- **I can capitalize proper nouns that name places or things**
- **I can proofread for correct capitalization**
- **I can write an opinion, including proper nouns that name places and things**

**Instructional Plan:**

**Day 3-5**

- **Ask for volunteers to identify the common nouns from the sentence under the one- minute warm up and write them in a column on the board. Have them identify the proper nouns and list them in a second column. Then have the students compare the nouns in the two columns. Point out that the proper nouns begin with a capital letter.**
- **Under the appropriate headings on the board, have volunteers list common nouns and corresponding proper nouns for places and things in the picture on page 172.**

(Sample of responses are shown)

<b>Common Nouns</b>	<b>Proper Nouns</b>
ocean	Atlantic Ocean
beach	Coral Beach

- **Then have the students use some of the proper nouns to write a description that might appear with the picture in a travel brochure.**
- **Have students work on #'s 1-7 on page 172 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 # 8-24 on page 173 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"> <li>• <b>Day 4: Have the students summarize the key points about the lesson:</b> Capitalize the names of particular places and things. If the name has more than two words, capitalize only the important words.</li> <li>• <b>Have students work on the writing wrap-up on page 173.</b></li> <li>• <b>If time permits, have students share with the class what they have written.</b></li> <li>• <b>Day 5: Have students work on page 78-79 of the workbook plus.</b></li> <li>• <b>Monitor students who are struggling.</b></li> <li>• <b>If time permits, go over the answer with students.</b></li> <li>• <b>If the students are still having difficulty with the lesson, have them work on page 48 of the reteaching workbook.</b></li> </ul>	
<b>Closing/Summarizing Strategy</b>	The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.	
<b>Differentiation Strategies</b>		
<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
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.	
<b>Assessment(s) &amp; Reflection</b>		
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>• Informal Observation</li> <li>• Class activity</li> <li>• Worksheet</li> </ul>		
<b>Teacher Reflection:</b> (Next steps?)		

## ELA Lesson Plan

	<b>Grade:</b> 4	<b>Date(s):</b> Jan.25-29, 2016						
<b>Unit Title: Unit 5 Mechanics</b> <b>Lesson 4: Abbreviations</b> <b>Lesson 5: Commas in a Series</b>	<b>Corresponding Unit Task:</b>							
<p style="color: red;"><b>Essential Question(s): How can I capitalize and punctuate abbreviations for titles, addresses, months and days? How can I recognize special two-letter abbreviations used for state names with ZIP Codes? How can I proofread for incorrect abbreviations? How can write an address book, including a title and abbreviation for each entry? How can I use commas to separate items in a series correctly? How can I proofread for missing commas or those placed incorrectly? How can I write a story, using serial commas correctly?</b></p>								
<b>Materials/Resources</b>	<b>Essential Vocabulary</b>							
<b>Teacher/Student:</b> <ul style="list-style-type: none"> <li>Houghton Mifflin English Textbook</li> <li>Houghton Mifflin Workbook Plus</li> <li>Houghton Mifflin Grammar and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Abbreviations</li> <li>Commas</li> </ul>							
<b>Learning Experience(s)</b>								
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p style="color: red;"><b>Standard: CCSS.ELA-LITERACY.L.4.2</b>                  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>I can capitalize and punctuate abbreviations for titles, addresses, months and days.</li> <li>I can recognize special two-letter abbreviations used for state names with ZIP Codes.</li> <li>I can proofread for incorrect abbreviations.</li> <li>I can write an address book, including a title and abbreviation for each entry.</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 1-2</b></p> <ul style="list-style-type: none"> <li>Ask for a volunteer to write the revised sign on the board under the one minute warm up on page 174. Point out to students the capital letters and the period in each abbreviation. Explain that <i>Mr.</i> and <i>Co.</i> are abbreviations.</li> <li>Have the students write other abbreviations they are familiar with.</li> <li>For more examples, have students use abbreviations to write names and addresses for the postcard, which shows a view of Utah on page 174. (Sample responses are shown.)</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #90EE90;">Names</th> <th style="background-color: #90EE90;">Addresses</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Ms. Rita Jones</td> <td style="text-align: center;">101 Stone Ave.</td> </tr> <tr> <td style="text-align: center;">Mr. Dan Mack</td> <td style="text-align: center;">923 Hilltop Blvd.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Have students work in pairs on item #'s 1-6 on page 174.</li> <li>Go over the answers with students to help those struggling with the lesson understand.</li> </ul>		Names	Addresses	Ms. Rita Jones	101 Stone Ave.	Mr. Dan Mack	923 Hilltop Blvd.
Names	Addresses							
Ms. Rita Jones	101 Stone Ave.							
Mr. Dan Mack	923 Hilltop Blvd.							

	<ul style="list-style-type: none"> <li>• For independent work, have students work on the items # 7-24 on page 175 independently.</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> <li>• Day 2 Have the students summarize the key points about the lesson:</li> </ul> <p>An <b>abbreviation</b> is a short form of a word. Most abbreviations begin with a capital letter and end with a period.</p> <p>Have students go over the writing wrap up on page 175.</p> <ul style="list-style-type: none"> <li>• For extra practice or if time permits have students work on pages 80-81 on the workbook plus.</li> <li>• If the students still have difficulty understanding the lesson <i>have them work on page 49 of the reteaching workbook.</i></li> </ul>
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<p><b>Gradual Release of Responsibility:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standards:</b> <b>CCSS.ELA-LITERACY.L.4.2</b>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can use commas to separate items in a series correctly.</li> <li>• I can proofread for missing commas or those placed incorrectly.</li> <li>• I can write a story, using serial commas correctly.</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 3-5</b></p> <ul style="list-style-type: none"> <li>• On the board, under the one minute warm up on page 176, write the first part of the sentence: <i>His mother prepared_____.</i></li> <li>• Provide the volunteers with an index card on which a comma is written.</li> <li>• Have volunteers read the sentence part aloud, completing it with a series of nouns. Have them hold up the comma card each time a comma should be inserted after a word.</li> <li>• Have students work on #'s 1-7 on page 176 in pairs.</li> <li>• Go over the answers as a class to help those who are still struggling with the lesson.</li> <li>• For independent work, have students work on the items # 8-22 on page 177 independently.</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Day 4: Have the students summarize the key points about the lesson:</b>  A <b>series</b> is a list of three or more items. Use commas to separate the items in a series. Put a comma after each item in the series except the last one.</li> <li>• Have students work on the writing wrap-up on page 177.</li> <li>• If time permits, have students share with the class what they have written.</li> <li>• <b>Day 5: Have students work on page 82-83 of the workbook plus.</b></li> <li>• <b>Monitor students who are struggling.</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• If time permits, go over the answer with students.</li> <li>• If the students are still having difficulty with the lesson, have them work on page 50 of the reteaching workbook.</li> </ul>	
<b>Closing/Summarizing Strategy</b>	The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.	
<b>Differentiation Strategies</b>		
<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
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.	
<b>Assessment(s) &amp; Reflection</b>		
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>• Informal Observation</li> <li>• Class activity</li> <li>• Worksheet</li> </ul>		
<b>Teacher Reflection:</b> (Next steps?)		

## ELA Lesson Plan

	<b>Grade:</b> 4	<b>Date(s):</b> Feb. 1-5, 2016
<b>Unit Title: Unit 5 Mechanics</b> <b>Lesson: Writing Good Sentences</b> <b>Lesson 6: More Uses for Commas</b>	<b>Corresponding Unit Task:</b>	
<b>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?</b>		
<b>Materials/Resources</b>	<b>Essential Vocabulary</b>	
<b>Teacher/Student:</b> <ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook</li> <li>• Houghton Mifflin Workbook Plus</li> <li>• Houghton Mifflin Grammar and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Good sentences</li> <li>• Commas</li> </ul>	
<b>Learning Experience(s)</b>		
<b>Gradual Release of Responsibility:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<b>Standard: CCSS.ELA-LITERACY.L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>I Can Statement(s):</b> <ul style="list-style-type: none"> <li>• I can combine sentences by joining single words in a series</li> </ul> <b>Instructional Plan:</b> <b>Day 1-2</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>Write the examples below on the board and discuss.</b>                We bought apples, grapes, and bananas at the store. (Nouns)                 Old, rare, and handmade items are sold at the flea market. (Adjectives)                 Zach always smells, squeezes, and examines a piece of fruit before buying it. (Verbs)             </li> <li>• <b>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.</b></li> <li>• <b>Have the students work in pairs to do the revising activity on page 178.</b></li> <li>• <b>Have them identify and record the three similar sentences.</b></li> <li>• <b>Then suggest that they cross out the identical words in the sentences and combine the remaining words in a series.</b></li> <li>• <b>Go over the answers with students to help those struggling with the lesson understand.</b></li> <li>• <b>For independent work, have students work on rewriting the part of a book report on page 179 independently.</b></li> <li>• <b>Monitor the students during independent work to help the ones struggling with the lesson.</b></li> <li>• <b>If time permits, go over the answer with the students.</b></li> </ul>	

	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Have students work on page 84-85 on the workbook plus</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> <li>• If the students still have difficulty understanding the lesson <i>have them work on page 51 and 52 of the reteaching workbook.</i></li> </ul>
<p><b>Gradual Release of Responsibility:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standards:</b> <b>CCSS.ELA-LITERACY.L.4.2</b>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can use commas after the introductory words yes, no, and well</li> <li>• I can use commas to set off names of people being addressed</li> <li>• I can proofread for missing commas</li> <li>• I can write a persuasive plan, including sentences containing names and introductory words</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 3-5</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• Have students work on #'s 1-9 on page 180 in pairs.</li> <li>• Go over the answers as a class to help those who are still struggling with the lesson.</li> <li>• For independent work, have students work on the items # 10-28 on page 181 independently.</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Day 4: Have the students summarize the key points about the lesson:</b>        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.</li> <li>• Have students work on the writing wrap-up on page 181.</li> <li>• If time permits, have students share with the class what they have written.</li> <li>• <b>Day 5: Have students work on page 86-87 of the workbook plus.</b></li> <li>• Monitor students who are struggling.</li> <li>• If time permits, go over the answer with students.</li> <li>• If the students are still having difficulty with the lesson, have them work on page 53 of the reteaching workbook.</li> </ul>

<b>Closing/Summarizing Strategy</b>	<b>The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.</b>	
<b>Differentiation Strategies</b>		
<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
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.	
<b>Assessment(s) &amp; Reflection</b>		
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>• Informal Observation</li> <li>• Class activity</li> <li>• Worksheet</li> </ul>		
<b>Teacher Reflection:</b> (Next steps?)		

## ELA Lesson Plan

	<b>Grade:</b> 4	<b>Date(s):</b> Feb. 9-12, 2016
<b>Unit Title: Unit 5 Mechanics</b> <b>Lesson 7: Quotation Marks</b> <b>Lesson 8: Quotations</b>	<b>Corresponding Unit Task:</b>	
<b>Essential Question(s): How can I identify direct quotations in sentences? How can I use quotation marks before and after a direct quotation? How can I understand the difference between direct and indirect quotations? How can I proofread for missing or incorrect quotation marks? How can I write a conversation, using direct quotations? How can I capitalize the first word of a quotation? How can I use commas and end marks correctly in quotations? How can I proofread for missing or incorrect punctuation marks and missing capital letters? How can I write riddles containing quotations?</b>		
<b>Materials/Resources</b>	<b>Essential Vocabulary</b>	
<b>Teacher/Student:</b> <ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook</li> <li>• Houghton Mifflin Workbook Plus</li> <li>• Houghton Mifflin Grammar and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Quotation Marks</li> <li>• Quotations</li> </ul>	
<b>Learning Experience(s)</b>		
<b><u>Gradual Release of Responsibility:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<b>Standard: CCSS.ELA-LITERACY.L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>I Can Statement(s):</b> <ul style="list-style-type: none"> <li>• I can identify direct quotations in sentences.</li> <li>• I can use quotation marks before and after a direct quotation.</li> <li>• I can understand the difference between direct and indirect quotations.</li> <li>• I can proofread for missing or incorrect quotation marks.</li> <li>• I can write a conversation, using direct quotations.</li> </ul> <b>Instructional Plan:</b> <b>Day 1-2</b> <ul style="list-style-type: none"> <li>• Under the one minute warm up on page 182, have a volunteer read the sentence below.</li> <li>• Ask the students why it is important to use quotation marks around a direct quotation. (So that the reader knows exactly what the speaker said)</li> <li>• Explain to the students that the main point of this lesson is to identify direct quotations in sentences.</li> <li>• Have the students work in pairs on #'s 1-8 on page 182.</li> <li>• Monitor the students to help those struggling with the lesson.</li> <li>• If time permits, go over the answers with students to help those struggling with the lesson understand.</li> <li>• For independent work, have students work on #'s 9-24 on page 183.</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> <li>• For extra practice, have students work on the writing wrap up on page 183.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Suggest to students to write down information about each character before they write their conversation.</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Have students work on page 88-89 on the workbook plus</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> <li>• If the students still have difficulty understanding the lesson <i>have them work on page 54 of the reteaching workbook.</i></li> </ul>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standards:</b> <b>CCSS.ELA-LITERACY.L.4.2</b>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can capitalize the first word of a quotation.</li> <li>• I can use commas and end marks correctly in quotations.</li> <li>• I can proofread for missing or incorrect punctuation marks and missing capital letters</li> <li>• I can write riddles containing quotations.</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 3-5</b></p> <ul style="list-style-type: none"> <li>• Under the one-minute warm up on page 184, have a volunteer read the sentence.</li> <li>• Ask the students if what Emily is saying is a statement or a question. (Question) Ask what kind of punctuation mark goes at the end of a question. (Question mark) Then have students tell how to correct the sentence.</li> <li>• Explain to students that when they write a direct quotation, they should think first about how they would punctuate the quotation before thinking about the entire sentence.</li> <li>• Have students work on #'s 1-6 on page 184 in pairs.</li> <li>• Go over the answers as a class to help those who are still struggling with the lesson.</li> <li>• For independent work, have students work on the items # 7-22 on page 185 independently.</li> <li>• Monitor the students during independent work to help the ones struggling with the lesson.</li> <li>• If time permits, go over the answer with the students.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Day 4: Have the students summarize the key points about the lesson:</b>  Begin a quotation with a capital letter. When a quotation comes at the end of a sentence, use a comma to separate the quotation from the words that tell who is speaking. Put end punctuation marks inside the last quotation marks.</li> <li>• Have students work on the writing wrap-up on page 185.</li> <li>• If time permits, have students share with the class what they have written.</li> <li>• <b>Day 5: Have students work on page 90-91 of the workbook plus.</b></li> <li>• Monitor students who are struggling.</li> </ul>

	<ul style="list-style-type: none"> <li>• If time permits, go over the answer with students.</li> <li>• If the students are still having difficulty with the lesson, have them work on page 55 of the reteaching workbook.</li> </ul>	
<b>Closing/Summarizing Strategy</b>	The students will participate in a whole group discussion of their small group discussions and reflections of what they have learned.	
<b>Differentiation Strategies</b>		
<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
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.	
<b>Assessment(s) &amp; Reflection</b>		
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>• Informal Observation</li> <li>• Class activity</li> <li>• Worksheet</li> </ul>		
<b>Teacher Reflection:</b> (Next steps?)		

## ELA Lesson Plan

	<b>Grade:</b> 4	<b>Date(s):</b> Feb. 29-March 4, 2016
<b>Unit Title: Unit 6 Grammar/Usage</b> <b>Lesson 3: Object Pronouns</b> <b>Writing with Pronouns</b>	<b>Corresponding Unit Task:</b>	
<b>Essential Question(s): How can I identify object pronouns? How can I substitute object pronouns for nouns in sentences? How can I write a story, using object pronouns? How can I replace confusing pronouns with nouns?</b>		
<b>Materials/Resources</b>	<b>Essential Vocabulary</b>	
<b>Teacher/Student:</b> <ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook</li> <li>• Houghton Mifflin Workbook Plus</li> <li>• Houghton Mifflin Grammar and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Object Pronouns</li> </ul>	
<b>Learning Experience(s)</b>		
<b>Gradual Release of Responsibility:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standard:</b> CCSS.ELA-LITERACY.L.4.1          Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can identify object pronouns.</li> <li>• I can substitute object pronouns for nouns in sentences.</li> <li>• I can write a story, using object pronouns.</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 1-2</b></p> <ul style="list-style-type: none"> <li>• Under the one-minute warm up on page 208, introduce the activity by asking students. “Would you like a pony ride? Who else among your friends and family would like one?” Write names on the board as students say them. Then have volunteers read the sentence in the book and insert the appropriate pronoun for each name you’ve written. Make sure someone inserts <i>me</i>.</li> <li>• Have the students work in pairs on #'s 1-6 on page 208.</li> <li>• Monitor the students to help those struggling with the lesson.</li> <li>• If time permits, go over the answers with students to help those struggling with the lesson understand.</li> <li>• For independent work, have students work on #'s 7-20 and writing wrap up on page 209.</li> <li>• Monitor the students to help those students who are still struggling with the lesson.</li> </ul> <p><b>Day 2 Help students summarize the key points about the lesson:</b></p> <p><b>Object pronouns</b> include me, you, him, her, it, us, and them. Use object pronouns after action verbs and words such as to, with, for, and at.</p> <p><b>Have students work independently on page 98-99 on the workbook plus.</b></p> <ul style="list-style-type: none"> <li>• During independent work, monitor students to help those struggling with the lesson.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Have students work on page 59 of the reteaching book for more practice.</li> </ul>	
<p><b>Gradual Release of Responsibility:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standards:</b> <b>CCSS.ELA-LITERACY.L.4.1</b>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can replace confusing pronouns with nouns.</li> </ul> <p style="text-align: center;"><b>Instructional Plan:</b></p> <p><b>Day 3-5</b></p> <ul style="list-style-type: none"> <li>• <b>Remind students that a pronoun takes the place of a noun and that pronouns can make writing easier to read. Explain to students that it must be clear which noun a pronoun refers to or that pronoun should not be used. Write the sentences below on the board.</b></li> </ul> <p>Jess and his brother Aaron teach young children how to play chess. <u>They</u> completely enjoy the experience.</p> <ul style="list-style-type: none"> <li>• <b>Ask students which noun or nouns the word <i>they</i> replaces. (It's not clear.)</b></li> <li>• <b>Then ask a volunteer to suggest a way to fix the confusion. (Sample answers: <i>The brothers completely enjoy the experience. The children completely enjoy the experience.</i>)</b></li> <li>• <b>Have students work on the revising activity on page 210 and 211.</b></li> <li>• <b>Monitor students during independent work to help those who are struggling with the lesson.</b></li> <li>• <b>If time permits, go over the answer as a class.</b></li> <li>• <b>Day 4:</b></li> <li>• <b>Have students work on workbook plus pages 100-101 independently.</b></li> <li>• <b>Monitor students to help those struggling with the lesson</b></li> <li>• <b>If time permits, go over the answers with the students.</b></li> <li>• <b>Day 5:</b></li> <li>• <b>Have students work on page 60-61 of the reteaching book independently.</b></li> <li>• <b>Monitor students to help those struggling with the lesson.</b></li> </ul>	
<p><b>Closing/Summarizing Strategy</b></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><b>Differentiation Strategies</b></p>		
<p style="text-align: center;"><b>Extension</b></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;"><b>Intervention</b></p> <p>Monitor students who still don't understand the concept by pairing them up or small groups.</p>	<p style="text-align: center;"><b>Language Development</b></p>
<p><b>Assessment(s) &amp; Reflection</b></p>		
<p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Informal Observation</li> <li>• Class activity</li> <li>• Worksheet</li> </ul>		
<p><b>Teacher Reflection:</b> (Next steps?)</p>		



## ELA Lesson Plan

	<b>Grade:</b> 4	<b>Date(s):</b> March 8 –March 11, 2016
<b>Unit Title: Unit 6 Grammar/Usage</b> <b>Lesson 4: Using I and me</b> <b>Lesson 5: Possessive Pronouns</b>	<b>Corresponding Unit Task:</b>	
<b>Essential Question(s): How can I use I and me correctly? How can I proofread a thank-you note for usage of I and me? How can I write a thank-you note, using I and me? How can I identify possessive pronouns in sentences? How can I substitute possessive pronouns for possessive nouns? How can I write an interview, using possessive pronouns?</b>		
<b>Materials/Resources</b>	<b>Essential Vocabulary</b>	
<b>Teacher/Student:</b> <ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook</li> <li>• Houghton Mifflin Workbook Plus</li> <li>• Houghton Mifflin Grammar and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive Pronouns</li> </ul>	
<b>Learning Experience(s)</b>		
<b>Gradual Release of Responsibility:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standard: CCSS.ELA-LITERACY.L.4.1</b>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can use I and me correctly.</li> <li>• I can proofread a thank-you note for correct usage of I and me.</li> <li>• I can write a thank-you note, using I and me.</li> </ul> <p><b>Instructional Plan:</b></p> <p><b>Day 1-2</b></p> <ul style="list-style-type: none"> <li>• Under the one-minute warm up on page 212, have students read the second sentence twice- once as written and again without <i>Mom and</i>. Explain that <i>me</i> is incorrect because object pronouns cannot be used as subjects.</li> <li>• Explain to students that often people mistakenly use <i>I</i> after words such as <i>with</i> because it “it sounds right” to them, as in <i>Please come with Dee and I</i>. Tell students to restate the sentence, omitting <i>Dee and</i>. (<i>Please come with I</i>.) Point out that it is easy to hear that the object pronoun <i>me</i> must be used instead of <i>I</i>.</li> <li>• Have the students work in pairs on #'s 1-8 on page 212.</li> <li>• Monitor the students to help those struggling with the lesson.</li> <li>• If time permits, go over the answers with students to help those struggling with the lesson understand.</li> <li>• For independent work, have students work on #'s 8-20 and writing wrap up on page 213.</li> <li>• Monitor the students to help those students who are still struggling with the lesson.</li> </ul> <p><b>Day 2 Help students summarize the key points about the lesson:</b></p> <p>Use I as the subject of a sentence. Use me after action verbs and words such as to, for, and at. When you use I or me with another noun or pronoun, always name yourself last.</p>	

	<p>Have students work independently on page 102-103 on the workbook plus.</p> <ul style="list-style-type: none"> <li>• During independent work, monitor students to help those struggling with the lesson.</li> <li>• Have students work on page 62 of the reteaching book for more practice.</li> </ul>	
<p><b>Gradual Release of Responsibility:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeled</li> <li><input type="checkbox"/> Shared</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent</li> </ul>	<p><b>Standards:</b> <b>CCSS.ELA-LITERACY.L.4.1</b>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>I Can Statement(s):</b></p> <ul style="list-style-type: none"> <li>• I can identify possessive pronouns in sentences.</li> <li>• I can substitute possessive pronouns for possessive nouns.</li> <li>• I can write an interview, using possessive pronouns.</li> </ul> <p style="text-align: center;"><b>Instructional Plan:</b></p> <p><b>Day 3-5</b></p> <ul style="list-style-type: none"> <li>• Under the one-minute warm-up on page 214, make the students understand the concept of possession. Ask students how to describe something that belongs to them. Encourage responses such as my bicycle. Then ask how they might describe something that belongs to a group. Example: their boat or our house.</li> <li>• Before pairing up students to work on the items, point out to them that an apostrophe and s are never added to a possessive pronoun as they are to a possessive noun.</li> <li>• Have students work in pair #'s 1-7 on page 214.</li> <li>• Monitor students during independent work to help those who are struggling with the lesson.</li> <li>• Go over with the class the answers to help students understand the lesson.</li> <li>• For independent work, have students work on #'s 8-20 and writing wrap up on page 215.</li> <li>• Monitor and help those students struggling with the lesson.</li> <li>• <b>Day 4: Help students summarize the key points:</b></li> </ul> <p>A <b>possessive pronoun</b> may be used in place of a possessive noun to show ownership. Possessive pronouns include my, your, her, his, its, our and their.</p> <ul style="list-style-type: none"> <li>• Have students work on workbook plus pages 104-105 independently.</li> <li>• Monitor students to help those struggling with the lesson</li> <li>• If time permits, go over the answers with the students.</li> <li>• <b>Day 5:</b></li> <li>• Have students work on page 63 of the reteaching book independently.</li> <li>• Monitor students to help those struggling with the lesson.</li> </ul>	
<p><b>Closing/Summarizing Strategy</b></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><b>Differentiation Strategies</b></p>		
<p><b>Extension</b></p>	<p><b>Intervention</b></p>	<p><b>Language Development</b></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>	
<b>Assessment(s) &amp; Reflection</b>		
<p><b>Assessment(s):</b></p> <ul style="list-style-type: none"><li>• Informal Observation</li><li>• Class activity</li><li>• Worksheet</li></ul>		
<p><b>Teacher Reflection:</b> (Next steps?)</p>		