

<p>Week of: April 15, 2024 *for additional curriculum information, please visit the district's resource Elementary Learning Resources or Georgia Standards of Excellence</p>	<p>READING</p>	<p>WRITING</p>	<p>PHONICS K-2 Only</p>	<p>Grammar</p>
<p>Monday</p>	<p>Standard(s) : ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>LT: I will be able to summarize and synthesize informational text. SC: I can identify important details from a text. I can summarize a text in a way that maintains the meaning and logical order of the original. I can use relevant vocabulary from the original text in a summary.</p> <p>Unit 9 Week 3 Lesson 11 Lesson/Activity Model how to use key details and vocabulary on pages 18–19 to summarize the text.</p> <p>Model creating a SAAC statement.</p> <p>Model summarizing using vocabulary in the text.</p> <p>As you model how to write a summary of a nonfiction text, revisit the Summarize Nonfiction Anchor Chart</p>	<p>Standard(s) : ELAGSE4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>LT: I am learning to use the writing process to strengthen my writing. SC: I can correct spelling, grammar, and punctuation errors in my writing. (editing)</p> <p>Unit 5 Lesson 9</p> <p>Lesson/Activity Today, we'll take a look at how you can make corrections to words on an assessment. You might be asked to make changes for all different kinds of errors. You can use these strategies we're going to practice on an assessment, but you can also use these strategies to make corrections in your own work. The kind of questions that involve incorrect words might include:</p> <ul style="list-style-type: none"> Knowing the difference between plurals and possessives Forming irregular verbs Choosing between comparatives and superlatives Using subjective or objective pronouns <p>Strategy: Choosing Words Carefully on an Assessment</p> <ol style="list-style-type: none"> Read the passage, and give a brief summary of it. Read the question, and restate what it is asking you to do. 	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LT: I will learn how to identify r-controlled vowel /ar/ (air, are, ear).</p> <p>SC: I can Spell and sort words that are r-controlled vowel /ar/ (air, are, ear).</p> <p>Lesson/Activity Pre- Spelling Test</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>LT: I am learning to use commas in a variety of ways. SC: I can notice patterns of comma usage.</p> <p>Unit 5 Lesson 11</p> <p>Lesson/Activity Session Description</p> <p>Partnerships read a list of sentences a list of sentences and notice the patterns of comma usage. The sentences use commas with direct address, tag questions, and the words <i>yes</i> or <i>no</i>. Students will jot down discoveries about these three ways to use commas in their Grammar Notebooks.</p> <p>Alternate Approach: Students can look across all of the sentences and notice which sentences have similar instances of comma usage.</p>

	<p>Annotate/Pair/Share</p> <p>Ask students to reread page 20. Help them summarize by having them annotate the page as they read. I have a question: Why might some communities protect elephants? As you read, annotate key details that will help you summarize an answer to the question.</p> <p>Have students share their annotations with a partner and discuss their summarized answer. Observe their interactions.</p> <p>As you read today, choose an informational text. Write key details on self-stick notes. Use your notes to summarize. Be prepared to share your summary with a partner.</p>	<ol style="list-style-type: none"> 3. Look at the choices, and try them out with the passage. 4. Decide which answer choice makes the most sense. 5. Repeat with the next question. <p>Jot, Talk, and/or Listen</p> <p>Now it's your turn! Try out the strategy with a partner. You'll get a chance to talk about and finish the questions that we started answering together. Allow time for students to try one or two questions in "The Solar Challenge" together, talking together about which answers they picked and why. When students are finished, you can share the correct answers and let them see how they did.</p> <p>Bridge to Transfer</p> <p>Next you'll have some time to work independently answering questions with a new passage. This will give you some good practice and make you feel confident the next time you see questions like these! Remember to read the passage carefully and look at the questions strategically!</p> <p>Share and Reflect</p> <p>Invite students to share their answers by taking a poll. Give them the correct answers. Then invite any volunteers to share their reflections with the class on how easy or hard they thought the questions were and why.</p>		<p>They may jot theories about when to use commas based on these patterns.</p> <p>Explore</p> <p>Distribute the mentor texts.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Talk and jot with a focus on making discoveries about the uses of commas. ● Debate and support their ideas with examples. ● Jot down their observations and test them out to see if they hold true.
<p>Tuesday</p>	<p>Standard(s) : ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>LT: I will be able to build vocabulary by using context clues. SC: I can identify relevant context clues to the meaning of unfamiliar word.</p>	<p>Standard(s) : ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also,</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LT: I will learn how to identify r-controlled vowel /ar/ (air, are, ear).</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>LT: I am learning to use commas in a variety of ways. SC: I can write using commas in a variety of ways.</p> <p>Unit 5 Lesson 12</p>

I can use word relationships to help determine the meaning of unfamiliar words.

Unit 9 Week 3 Lesson 12
Lesson/Activity

Read page 19 aloud. Model how to use context clues to find the meaning of luxury goods.

Model using examples to make an inference.

As you model using the context clues of examples and inferences, revisit the Context Clues Anchor Chart

Summarize the strategy you modeled.

Annotate/Pair/Share

Ask students to reread paragraph 4. Help them identify the meaning of consumers.

My question is: What is the meaning of consumers? As you read, annotate the text to help you define consumers.

Have students share their annotations with a partner and discuss how finding a synonym helped them define the word consumers. Observe their interactions.

because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

LT: I am learning to clearly introduce a topic for an informative/explanatory piece.

I am learning to organize my ideas for an informative/explanatory piece.

I am learning to provide a concluding statement for an informative/explanatory piece.

SC: I can create an introduction for an informative/explanatory piece.

I can support my ideas with related facts, reasons, and details for an informative/explanatory piece.

I can write a conclusion that gives closure to an informative/explanatory piece.

Unit 5 Lesson 10

Lesson/Activity

Today, you will write an informative (expository) piece. The goal for today's lesson is to teach your reader about a topic. This exercise is an opportunity to see what you've learned in this volume and to give you a chance to practice these skills in a test-taking situation.

Try Taking a Practice Test (40 MIN.)

Allow students time to do a test run with a practice assessment. Remember to choose the writing prompt that matches what you covered during the first week using either Option A or Option B.

Share and Reflect

Pose the following questions to encourage reflection:

- How did it go today?
- What was tricky and what felt easy?
- How were you able to use what you learned?

Encourage writers to discuss their answers with a partner. Then invite a few pairs to share their reflections with the class.

SC: I can Spell and sort words that are r-controlled vowel /ar/ (air, are, ear).

Unit 9 Week 3 Lesson 1

Lesson/Activity

- Write the words on the board and read them aloud. Explain that each word contains an r-controlled vowel sound and spelling pattern.
- This is the word fair. I hear /âr/ in the word fair. That's an r-controlled vowel sound. When the letter r follows a vowel, it changes the vowel sound. The vowel sound is neither long nor short. The spelling for /âr/ in fair is air.
- Underline the r-controlled vowel spelling pattern air in fair. Then continue with scare and tear. Emphasize that spelling patterns air, are, ear can all stand for the /âr/ sounds.
- Draw a three-column chart on the board. Write air, are, ear in the

Lesson/Activity
Session Description

This session shows students how to use commas with direct address, tag questions, and the word yes or no.

State the Purpose

Commas signal readers to pause. Commas make writing clearer-if we didn't use them words and phrases would run together and get really confusing. Today, we are going to make sentences using commas in new ways.

Teach

Say the strategy. Model the strategy. Repeat the strategy.

Strategy: Use Commas in New ways

1. Read your sentence
2. Look at the anchor chart.
3. Ask yourself if your sentence is similar to any of the sentences in the chart.
4. Add or remove commas as needed.

Guided Practice

As you read today, when you find an unfamiliar word, mark it with a self-stick note. Look for context clues, including examples of the word, to help you find the correct meaning in the sentence. Be prepared to share your word with your partner.

columns on the chart. Have students copy the chart in their notebooks.

- Write the words above on the board. Guide students to read them aloud. Provide corrective feedback, as needed.
- Guide students placing the words in the correct columns on the board and in their notebooks.
- Discuss the meaning of each word to confirm understanding. Point out that some of the words are homophones: stair/stare; bear/bare, hair/hare.

Give students sentences with direct address, tag questions, and the word yes or no. Ask students to try out the strategy by rewriting the sentences using commas.

Bridge to Transfer

When you write sentences with direct address, tag questions. Or the word yes or no, follow this strategy

<p>Wednesday</p>	<p>Standard(s) : ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>LT: I will be able to explain the author’s purpose and message of a text. SC: I can identify the central idea of an informational text. I can infer the author’s purpose for writing a text. I can explain the author’s message in a text.</p> <p>Unit 9 Week 3 Lesson 13 Lesson/Activity</p> <p>Model how to use key details in the text on pages 18 and 19 to identify the central theme.</p> <p>As you model, add to the Author’s Purpose Anchor Chart.</p> <p>Summarize the strategy you modeled.</p> <p>Annotate/Pair/Share</p> <p>Ask students to reread pages 20–21. Help them find the central idea by having them annotate key details as they read. I have a question: What is the central idea and why does the author want to share it with readers? As you read, annotate key details in the text. Think about why the author is writing this text. Have students share their annotations with their partners and discuss how these details help them</p>	<p>Unit 5 Lesson 11 Revising and Editing Your Work</p> <p>Standard(s) : ELAGSE4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>LT: I am learning to use the writing process to strengthen my writing.</p> <p>SC: I can correct spelling, grammar, and punctuation errors in my writing. (editing)</p> <p>Lesson/Activity I Do Teacher will say and model how to use the strategy: Editing Section-by-Section. Teacher will repeat the strategy for students. The teacher will encourage the students to think about how they will begin to edit.</p> <p>We Do With teacher guidance, the teacher will repeat the strategy and review it with students. The teacher will ask students to try it orally in partnerships.</p> <p>You Do Students will work independently on editing their stories.</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LT: I will learn how to identify r-controlled vowel /ar/ (air, are, ear).</p> <p>SC: I can Spell and sort words that are r-controlled vowel /ar/ (air, are, ear).</p> <p>Unit 9 Week 3 Lesson 2 Lesson/Activity</p> <p>Review r-controlled vowel spelling patterns air, are, ear using the r-Controlled Vowel /âr/ Chart. Then write dairy on the board and read it aloud.</p> <ul style="list-style-type: none"> • Ask students what they notice about the vowel sound in the first syllable of dairy. (r-controlled vowel sounds /âr/) • Which letters stand for /âr/ in dairy? (air) • Have students say the word aloud. • Repeat with glaring and wearable. • Emphasize that the spelling patterns air, are, and ear can all stand for /âr/. 	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>LT: I am learning to use commas in a variety of ways. SC: I can write using commas in a variety of ways.</p> <p>Unit 5 Lesson 13 Lesson/Activity Session Description</p> <p>Partnerships design new sentences by combining sample sentences with interjections. They build original sentences in their Grammar Notebooks and jot down any discoveries about using interjections and commas to grow sentences.</p> <p>Alternate Approach:</p> <p>Provide partners with sample sentences, interjections, and commas written on strips of paper or self-stick notes. Students can create new sentences by manipulating the sentence parts.</p> <p>Explore Distribute the Growing Sentences reproducible.</p>
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	<p>identify the author’s central idea and message. Observe their interactions. As you read today, choose an informational text. Write key details from the text on self-stick notes. Use these details to help you identify the author’s message and purpose. Be prepared to share the author’s message and purpose.</p>		<ul style="list-style-type: none"> • Use a similar routine for student practice. • Have students turn to a partner and identify the r-controlled vowel spelling pattern in each word. • Then guide students to pronounce the word. Reinforce that in most longer words, the r-controlled vowel spelling pattern stays in the same syllable. • Confirm word meanings. 	<p>Students will:</p> <ul style="list-style-type: none"> • Talk and design original sentences by combining the sentences, interjections, and commas. • Debate and support their ideas with examples from reference resources. • Jot down their observations and test them out to see if they hold true.
<p>Thursday</p>	<p>Standard(s) :</p> <p>LT: I will be able to interpret figurative language by identifying alliteration and assonance. SC: I can identify examples of assonance. I can identify examples of alliteration. I can explain the effect of assonance and alliteration in a poem.</p> <p>Unit 9 Week 3 Lesson 1 Lesson/Activity</p> <p>Model how to identify alliteration and assonance as you read aloud the poem on page 22.</p> <p>As you model, construct an Alliteration and Assonance Anchor Chart.</p>	<p>Standard(s) :</p> <p>LT: SC:</p> <p>Achieve 3000</p> <p>Lesson/Activity</p>	<p>LT: I will learn how to identify r-controlled vowel /ar/ (air, are, ear).</p> <p>SC: I can Spell and sort words that are r-controlled vowel /ar/ (air, are, ear).</p> <p>.</p> <p>Unit 9 Week 2 Lesson 3</p> <p>Lesson/Activity</p> <ul style="list-style-type: none"> • Remind students that they have been learning about words with the r-controlled vowel 	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>LT: I am learning to use commas in a variety of ways. SC: I can write using commas in a variety of ways.</p> <p>Unit 5 Lesson 14</p> <p>Lesson/Activity Session Description</p> <p>Small groups perform Reader’s Theater Word Plays: Comparative and Superlatives at the County Fair pages 1-7. As students read and listen, they make discoveries about</p>

Summarize the strategy you modeled.

Annotate/Pair/Share

Ask students to read page 22. Help them identify alliteration by having them annotate as they read.

As you read, annotate examples of alliteration and assonance. As you annotate, think about how these word choices affect the rhythm and mood of the poem.

Annotate/Pair/Share

Have students share their annotations with their partners and discuss the effect on the poem. Monitor their interactions.

Students will choose at least one poem as you read. Look for examples of alliteration and assonance. Write them on self-stick notes. Be prepared to share your notes and explain what effect alliteration and assonance have in the poem.

spelling patterns air, are, ear.

- Place the words pear and wheelchair in a pocket chart one above the other. Say the words aloud. Ask students what they notice about the words.
- How are these words similar? Do they name a person, place, or thing? Do they show action? Do they add to the meaning of a verb?
- Point out that both pear and wheelchair name things. They are nouns. Place the Noun card in the pocket chart above pear and wheelchair. Then place repair in in the pocket chart and pronounce it.
- What part of speech is this word? Does it name something, show action, or add to the meaning of a verb?
- Point out that repair shows action. It is a verb. Place the Verb card in the pocket chart above repair.
- Repeat with rarely, guiding students to understand that rarely is an adverb. Place the Adverb card above rarely.

comparatives and superlatives, adjectives and adverbs of frequency and degree. They jot down their discoveries in their Grammar Notebook. You may want to do this across two days, first reading the play and then rereading it to interpret what students can learn from it.

Alternate Approach:

Students begin looking at the play on their own and share their discoveries about different types of adjectives and adverbs with small groups.

Explore

Distribute the play and the BHest Little List of Adjectives and Adverbs

Students will:

- Read and perform pages 1-7 of the play with a focus on comparative and superlative adjectives and adverbs of frequency and degree.
- Debate and support their ideas with examples from the reproducible.
- Jot down their observations in

			<ul style="list-style-type: none"> • Have students draw a three-column chart with the heads Noun, Verb, and Adverb. Then have students sort the remaining words and write them in their chart. If they have difficulty, have them use a dictionary to find the meaning of the word. • For students needing more support, read the Sort Cards aloud. Have them repeat the words before beginning the sort. 	<p>their Grammar Notebooks.</p>
<p>Friday</p>	<p>Standard(s) :</p> <p>LT: SC:</p> <p>Unit 9 Week 3 Benchmark Reading Assessment.</p> <p>Lesson/Activity</p>	<p>Unit 5 Lesson 12 Revising Passages</p> <p>Standard(s) : ELAGSE4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>LT: I am learning to use the writing process to strengthen my writing.</p> <p>SC: I can correct spelling, grammar, and punctuation errors in my writing. (editing)</p> <p>Lesson/Activity I Do Teacher will say and model how to use the strategy: Answering Revision Questions. Teacher will repeat the strategy for students. The teacher will encourage the students to think about how</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LT: I will learn how to identify r-controlled vowel /ar/ (air, are, ear).</p> <p>SC: I can Spell and sort words that are r-controlled vowel /ar/ (air, are, ear).</p> <p>Lesson/Activity Post - Spelling Test</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>LT: I am learning to use commas in a variety of ways. SC: I can write using commas in a variety of ways.</p> <p>Unit 5 Lesson 15</p> <p>Lesson/Activity Session Description</p> <p>Small groups finish performing Reader’s Theater Word Plays: Comparative and Superlatives at the County Fair, pages 8-16.</p>

they will begin to edit.

We Do

With teacher guidance, the teacher will repeat the strategy and review it with students. The teacher will ask students to try it orally in partnerships.

You Do

Students will work independently on passage “The Wonderful Wizard of Oz” and the questions for students to practice on their own.

Then partnerships co-create a chart showing what they have learned about comparative adjectives and adverbs of degree and frequency. Students may take a few minutes to review their Grammar Notebooks with this question in mind: “What have I discovered about adjectives and adverbs?”

Alternate Approach:

Reading the play may take more time. If so, feel free to break this session into two or three sessions.

Reflect

Students will:

- Read and perform pages 8-14 of the play, with a focus on comparative and superlative adjectives and adverbs.
- Co-create with partners a chart reflecting what they have learned about adjectives and adverbs.
- Reflect on what they are still curious about.