

Weekly Focus

| Fourth Grade | Unit 4 Week 1 (14) |
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| *Spelling | Focus Objective: Prefixes and Suffixes-When a prefix or suffix is added to a word, the meaning of the word changes (unable, playful). |
| *Grammar | Students will identify Verbs as one of the eight parts of speech. Students will build effective sentences. Verb Tense TM: 418 Objective: Students will identify verb tense. |
| *Read-Aloud Lesson Making Meaning | Story: <i>Hurricane</i> Genre: Non Fiction (Narrative) |
| *Comprehension Strategy/ Skill | Students will use questioning and understanding text structure to make sense of narrative texts. Students will explore the difference between explicit and implicit meanings in text. Students will explore narrative text structure. |
| **Writing Workshop | Students will use transitions to revise repetitive sentence beginnings and revise text for varied sentence beginnings and fluency. |
| Math | Objective: Students will measure and convert lengths to the nearest millimeter. Objective: Students will use number lines to visualize relationships between decimals using the place-value chart for whole numbers. Objective: Students will review and be assessed on the material covered in Unit 4. |
| Class Community | Students will analyze the effect of their behavior on others and on the group work. Students will develop the group skill of confirming that they understand another person's thinking by repeating back what they heard. |
| Cooperative Learning | Teacher and students will build a strong reading community. Students will have a class meeting to discuss working with different kinds of partners. Students will practice <i>Turn to Your Partner</i> , and <i>Stop and Ask Questions</i> . |

WS =Write Source

TM= Teacher Manual

WKS=Worksheet

WT=Write Traits

MM= Making Meaning

CLS= Cooperative Learning Structure

Readers' Workshop-

U4W1 MM Day Hurricane

Objective: Students **build** awareness of inferences as they read and hear a story.

Reading MIG 1 E1(b). SIP A1.

Materials: Student journal page 17. Partners sit together.

Cooperative Learning Structures: Turn to Your Partner

Anticipatory Set: Our objective today is to **build** awareness of inferences as you read and hear a story. Making inferences is an important reading comprehension strategy. We will also be working with a partner. When we work with a partner, we are building both our reading comprehension and our ability to work together. So far this year we have learned how to explain our thinking, listen to one another, and use prompts to add to one another's thinking. Today, we will focus on a new skill; confirming that you understand your partner's thinking by repeating back what you have heard.

Input: Write the prompt "I heard you say _____. Did I get that right?" where everyone can see it. Today I want you to practice making sure you've understood what your partner has said by using the prompt to repeat back what they heard.

Modeling: Olyvia will be my partner while I model this procedure. Watch and listen as we use the prompt.

Olyvia, have you ever experienced a bad storm? What happened?

Olyvia, I heard you say _____. Did I get that right? Payton, have you ever experienced a bad storm? What happened? Payton, I heard you say _____. Did I get that right?

Use a popsicle stick to call on one more volunteer.

Check for Understanding: Now I would like for you to share your experiences of a bad storm with your partner. When I say, "Turn to your partner," you will turn to face your partner and start talking about your experience of a bad storm. When I raise my hand, you will finish what you are saying and turn back to face me." I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. You may begin with partner A when I put down my hand. Turn to your partner. Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner.

Input: Today I will read aloud a book about a bad storm, called a hurricane. You will continue practicing this skill with your partner today. The idea is to repeat the main things you hear your partner say. Practicing this skill may feel awkward, but knowing this skill can be helpful when you have trouble understanding a partner you are working with.

Show cover of Hurricane and read title and author's name. As you listen today, you will use *Stop and Ask Questions* to help you think about the story. Please turn to page 17 in your student journal. On page 17 you see that there are four response boxes for you to write questions. I will stop four times to let you write questions about the story. I will not show illustrations during the reading because I want you to focus on understanding the story from the words alone. After the reading, you will use your questions to **discuss** the story and **compare** your questions with those of your partner. I will model writing questions and

predict what I think might happen in this book. Use chart paper to model reasonable types of questions you expect students to write.

Guided Practice/monitoring: Read page 2 twice because it contains information that might be missed on a first reading. Direct teach how to make an inference. *When a reader uses clues to figure out something that is not stated directly, the reader is making an inference. I will reread this page so that you can listen to my thinking as I make an inference.* Read book stopping at page 7, 12, 24, 28, and end. At each stop say, *Please write any question you can think of at this point in the stop box on page 17.* At each stop, circulate among students to notice whether they are able to write questions and if the questions are relevant to the story.

Independent Practice: At the end of the story, say: *Please read each of your questions and think about whether the questions were discussed in the story. Now I would like for you to use your questions to talk about the story. When I say, "Turn to your partner," you will turn to face your partner and start talking about what happens in the story. When I raise my hand, you will finish what you are saying and turn back to face me." I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. I will be listening for students who are **confirming** their partner's thinking by repeating back what they heard. You may begin with partner B when I put down my hand. Turn to your partner. As partners share, circulate and listen for questions that get at important ideas in the book. Jot these down on a notepad to use in the whole-class discussion. Ask: *What happens in this story?* Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner.*

As I walked around, I noted some questions that you have written down. Use chart paper. Read a question. What happened outside during the storm? (*What are the clues that support your thinking?*) Were the boys imagining the adventures? (*What are the clues that support your thinking?*) What was the ear-splitting roar? (*What are the clues that support your thinking?*) When I say, "Turn to your partner," you will turn to face your partner and start talking about this question. When I raise my hand, you will finish what you are saying and turn back to face me." I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. You may begin with partner A when I put down my hand. Turn to your partner. Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner. Do this for a couple of questions.

Reread pages 16-20. *What is happening in these pages? How do you know the boys are just imagining these things, rather than actually experiencing them? Call on a volunteer. Model the prompt: I heard ___ say that _____. Did I get that right, ___? What do you think about what ___ shared? Guide the students to understand that it is impossible for the boys to suddenly be in Africa or on a spaceship, so they must be imagining it. At this point, you should be making inferences to understand that the boys are playing. When a reader uses clues to figure out something that is not stated directly, the reader is making an inference. Making inferences is an important reading comprehension strategy that we will continue exploring in the coming weeks.*

CQI Reflect on working together/Closure: Our objective today was to build awareness of inferences as you read and heard a story. Did we do that in our lesson? Was your partner prepared to share his/her questions? Did using these prompts help you understand your partner's thinking? Were you a respectful listener for your partner's thinking today? On a scale of 1 to 5, how well did your partner listen today? Make a line graph to show data. I have prepared an assessment so that we can evaluate your understanding of making an inference. There is a folder on the window counter for you to turn in your paper when finished. As you read your Guided Reading assignment today, I want you to look for inferences to share with your group. Be sure to note any details that support the answers to your inferences.

Guided Reading/Reading Counts Discuss Self-Monitoring Strategy

Objective: Students and teacher will conference and hold **discussion** using comprehension packet as guide. Students will **apply** comprehension skills discussed in order to have deeper meaning in their reading. I would like to direct your attention to a new anchor chart **Monitoring your reading means stopping to think about what you are reading and what you understand. As you read, ask yourself these questions: What is happening in my story right now? Does the reading make sense? What am I puzzled about? How many words on the page I just read are new to me? How many words don't I know? Would it be better to continue reading this book or get a new book? The purpose of these questions is to help you become better at tracking when you are understanding your reading and when you are not. When you do not understand what you are reading, you may need to reread, use a comprehension strategy, or get a new book.**

Readers' Workshop

U4W1 MM Day 2

Objective: Students will build awareness of inferences as they read and hear a selection. Partners sit together. Show cover of *Hurricane*. **In a few sentences, what is the plot of *Hurricane*? What happens to the characters in the story? Yesterday, we inferred that the boys in *Hurricane* were imagining going on a safari and other adventures, rather than actually going. When a reader uses clues to figure out something that is not stated directly, the reader is making an inference. Add *Making inferences* to the reading comprehension chart and briefly review. Today, we will explore other inferences you made as I read *Hurricane*. The first few pages of *Hurricane* contain a great deal of information that is important to understand the story, and that the reader must infer most of it. I will reread the first few pages of the story aloud without showing the illustrations. Please listen closely and think about what is happening. Reread pages 2 and 5. During bad storms, people often put strips of tape on the glass doors and windows to keep the glass from falling into the room if the glass breaks. TPS. Be sure to practice using the prompts to confirm your partner's thinking. What is happening in these pages? They are standing in the kitchen and it's raining outside. Hannibal the cat is sitting on the doorstep, dripping rain. **Open your student journal to page 18. I want you to read this excerpt with your partner and underline clues that let you know a storm is happening.** Circulate. Are the students underlining passages that give clues that it is storming? Are the students able to explain how a passage tells them that it's storming? Place excerpt transparency on overhead. As a few pairs to**

share underlined passages. **How do these passages let you know it is storming?** When the mother says, "Cats know more about storms than people do," it tells us that Hannibal is a cat and is out in a storm. The sentence, "Your father will help you look as soon as he's finished securing everything in the yard," tells me that he is probably outside making sure things don't blow away in the wind. The story doesn't actually say it's raining, but this sentence, "A thoroughly wet Hannibal peered indignantly back at them," tells you it's raining. **The author never states directly that it's raining or storming, but you can infer from the clues. You must infer that Hannibal is a cat from the mother's comment. Good readers naturally make inferences all the time when they read. Good readers try to notice when they make inferences and which clues they use to help them make those inferences.**

Whole Class discussion: **Sometimes readers may make inferences that are illogical or not supported by the text. When this happens, ask yourself, "What did I hear in the text that supports your idea? An inference must be based on the clues in the text.**

CQI Reflect on working together. Have we met our objective today? How did using the prompts help you to listen to one another? How did it help you take responsibility for your thinking during the discussion? The goal of using the discussion prompts is to use them naturally. The prompts will help you participate responsibly in discussions by encouraging you to listen and connect your comments to those of others.

Guided Reading/Reading Counts **Make Inferences**

Objective: Students and teacher will **conference** and hold discussion using comprehension packet as guide. Students will apply comprehension skills discussed in order to have deeper meaning in their reading. **I would like to direct your attention to the new anchor chart** **Monitoring your reading means stopping to think about what you are reading and what you understand. As you read, ask yourself these questions: What is my book about? What is happening in my story right now? Does the reading make sense? What do you think will happen next? Why do you think that? If you don't understand what you are reading, what do you do? How is this helpful? The purpose of these questions is to help you become better at tracking when you are understanding your reading and when you are not. When you do not understand what you are reading, you may need to reread, use a comprehension strategy, or get a new book.**

Seatwork: **WKS Grammar packet**

Reader's Workshop: Guided Reading/Reading Counts

Meet with groups ISA

Objective: Students and teacher will **conference and hold discussion** using comprehension packet as guide. Students will apply comprehension skills discussed in order to have deeper meaning in their reading.

Seatwork: **Grammar packet**

Readers' Workshop

U4W1 MM Day 3 None

Use this opportunity to review sequencing for MOY Benchmark

Objective: Students will use **sequencing** to make sense of text.

Reader's Workshop

U3W5 MM Day 4

Objective: Students will **practice** testing skills for Language Arts.

Student Activity: Language skills booklet, page 4

Guided Reading/Reading Counts

Meet individually with members from Red Group

Objective: Students and teacher will **conference and hold discussion** using comprehension packet as guide. Students will apply comprehension skills discussed in order to have deeper meaning in their reading.