Teacher: J. Stilwell	Date(s): Sept. 8-12, 2014 **Days 5-9**
Grade Level: 4th	Content: Reading Unit: First 30 Days

STAGE 1: Desired Results ~ What will students learn?	
SOL/Learning Objective *Specify behaviors, conditions, and criteria. Indicate the verbs used in the Curriculum Framework.* *6 Create* *5 Evaluate* *4 Analyze* *3 Apply* *2 Understand* *1 Remember*	**Sept. 8-10:** **Standard(s):** **4.1 The student will use effective oral communication skills in a variety of settings.** **b) Contribute to group discussions across content areas.** **c) Seek ideas and opinions of others.** **Objective:** • **I can follow rules for discussions with a partner or group roles and offer comments that are relevant to the topic of discussion as demonstrated 4 out of 5 times.** • **I can ask appropriate questions to seek knowledge and opinions of others during discussions with a partner 80% of the discussion time.** **Sept.11-12:** **Standard(s):** **4.1 The student will use effective oral communication skills in a variety of settings.** **d) Use evidence to support opinions.** **Objective:** • **I can support opinions with appropriate examples and details to find a "just right" book as shown in my selections.** • **I can use specific vocabulary to communicate with peers.** • **I can identify reasons and evidence to support particular points in finding books that are appropriate for me to read.** • **I can respond to specific questions to clarify or follow up on information to determine books that are too easy, just right or too challenging for me by sorting a determined set of books into categories.**
Essential Questions & Understandings/Big Ideas *Look for Essential Questions that are overarching or topical and help guide the unit plan. These questions promote conceptual thinking and add coherence to a series of lessons. An idea is "big" if it helps make sense of seemingly isolated facts.*	• What are the components of a "turn and talk" discussion? What does it look like and sound like? • What times is it appropriate to share ideas using a "turn and talk" discussion? • What questions and responses could be used during "turn and talk"? • How do I choose a book that is "just right" for me? • What are some ways that show we know how to take care of the books in our classroom?
Key Vocabulary *Use Curriculum Framework and other adopted resources.*	**Content Vocabulary: "turn and talk," discuss, opinions, reasons, clarify** **Sight words: Choose 5-6 specific words to reinforce sight word vocabulary and place on Word Wall. Can be taken from writing samples.**

STAGE 2: Assessment Evidence ~ What is evidence of mastery?	
Assessment Part 1 *Start with the end in mind!* *Consider a sample question or performance task students will need to do as evidence of mastery of this objective.*	Ask: • What questions and responses could be used during "turn and talk"? • How do I choose a book that is "just right" for me? • What are some ways that show we know how to take care of the books in our classroom?
Possible misconceptions or learning gaps *Complete the above task and think about what might be hardest for students to grasp?*	• Being able to take turns during a partner discussion. • Knowing what questions to ask and how to respond to a partner. • Understanding how to choose a book that is "just right." • Understanding the need and importance of taking care of our classroom books. *Are there other gaps I didn't think of?*

STAGE 3: Learning Plan ~ What are the strategies and activities you plan to use?	
Snapshot / Warm-up *Activate prior knowledge and get students thinking & motivated for today's lesson.* During the first 30 days, teachers are using the Read Aloud to motivate students to enjoy listening to books. The books are meant to make connections and begin to develop vocabulary.	**Interactive Read Aloud: (10 minutes)** **Model Metacognitive Strategy**: First 30 Days of enjoying being read to as a class. **M:** *First Day Jitters*, **Dannenberg** **T:** *Amelia Bedelia Goes Back to School*, **Parish** **W:** *Back to School Mallory*, **Friedman** **Th:** *Stuart Goes to School*, **Pennypacker** **F:** *The Two Tyrones,* Hudson Have students "turn and talk" about how the stories are alike and different.

Teaching and Learning Activities ~ Whole Group Emphasis

Whole Group Classroom Instruction: Mini-Lesson (20 minutes)
Comprehension Strategy: Follow the Mini-Lesson *Routines and Rituals*
M: Turn and Talk p. 23   Anchor Chart: T-Chart on Reader's Workshop
T: When and How to Share during Reading Workshop p. 24
W: Sharing: Responses and Questions   p. 25 Anchor Chart: Responses to Questions to Ask When Sharing
Th: Choosing "Just Right" Books p. 26   Anchor Chart: Choosing the 'Just Right' Book
F: Taking Care of Books   p. 27   Anchor Chart: Ways to Take Care of Books

Each day students will do the following for practice and review:
- **Practice moving to whole group meeting at the signal.**
- **Practice the discussion method of "turn and talk." Apply this method across content areas.**
- **Apply the questions and responses demonstrated by the teacher during "turn and talk."**
- **After day 8, apply choosing a "just right" book.**
- **Increase their independent reading stamina by setting class goals and graphing the results as a class. By Friday of this week, the reading goal should be 10-15 minutes of independent reading.**

Teaching Stations (60 minutes /20 minutes per group): *Needs-based small group emphasis on direct instruction. Choose books based on students reading levels.*

Group 1: (L) - Text NA	Group 2: (M) –Text	Group 3: (H) – Text
M:	**M:**	**M:**
T:	**T:**	**T:**
W:	**W:**	**W:**
Th:	**Th:**	**Th:**
F:	**F:**	**F:**

Work Stations (Held simultaneously with Teaching Station-60 minutes): *Practice new skills, apply strategies to new materials, and review previously taught skills. **Differentiate** activities based on students' needs!*

Work Station 1: **NA**	Word Work: M: Open Sort T: Partner Sort W: Timed Sort Th: Independent Sort F: Assess Practice sight words on Word Wall	Work Station 2:

Individual Student Conferences: (10 minutes)   Conferring with students about what they are reading could begin.
M: **T:**   **Conferring with students about what they are reading could begin as students practice independent reading.** **W:** **Th:** **F:**

Phonics Workshop: Whole Group (20 minutes): Model long vowel sounds for /o/ and practice word sorts for long /o/. Model substituting medial sounds in 3 & 4 letter words. Practice sorting.	
Strategies: **Differentiation** **Check for Understanding**	**Use 3ʳᵈ Grade Spring PALS data to determine students' missing vowel sound knowledge and spelling patterns. Use this data to determine word sorts to differentiate instruction.**

CONSIDERATIONS AS YOU PLAN WHOLE AND SMALL GROUP INSTRUCTION:		
Instructional Strategies *Think in term of high yield strategies, such as:* • *Identifying similarities and differences* • *Summarizing and note taking* • *Reinforcing effort and providing recognition* • *Homework and practice* • *Nonlinguistic representations* • *Cooperative learning* • *Setting objectives and providing feedback* • *Generating and testing hypothesis* • *Questions, cues, and graphic organizers*	**Differentiation** *Some ideas include:* • *Flexible grouping* • *Tiered instruction* • *Interest-based activities* • *Varied products* • *Task cards:* Question Cards • *Personal agendas* • *Graphic Organizers*	**Checking for Understanding** *Check throughout the lesson using:* • *Question and Answer* • *Partner discussions* • *Class discussions* • *Group Response* • *Demonstrations* • *Practice sheets* • *Quick Quizzes* • *Rubrics* • *Exit tickets* • *Journal responses*
Higher Level Thinking *Plan for a challenging cognitive level, such as apply, analyze, evaluate, or create* **Application of discussion model, choosing a book that can be read on the student's level, and taking care of the books and materials in the class.**	**Connections to other subject areas and/or authentic applications** *Reflect upon what people do in the real world with this content; and how it links to other disciplines.* • **How do people discuss and listen to discussions?** • **How do I choose a book that is on my reading level?**	**Technology Use:** *How will you incorporate technology?* **Show the Read Aloud book on the SmartBoard.**

STAGE 4: Closure ~ What did the students master & what are they missing? (10-15 minutes)	
Lesson Closure & Student Summarizing of their Learning *Review what students learned or should have learned. Recognize gaps and allow them to help you plan for the next lesson(s).*	**Closure:** **Ask:** What reading routine did we practice today? How will this routine help us become better readers? **Assessment:** Part 2 is part of the closure. **Possible Gaps:** • Being able to take turns during a partner discussion. Need to review this daily. • Knowing what questions to ask and how to respond to a partner. • Understanding how to choose a book that is "just right." Continue to review. • Understanding the need and importance of taking care of our classroom books. • Being able to read independently for a sustained time in order to build stamina.
Assessment Part 2 *Revisit Assessment Part 1. Plan a formative assessment which shows concretely what students mastered today. This might be:*	• Exit card • Short Quiz • Seatwork/Practice Sheet collected • Written response to a question asked • Oral responses/participation **Students will do the following:** **M: Answer oral questions posed by teacher. (Rubric)** **T & Th: Exit card –write 2 things that you learned today.** **W& F: Journal Response-Question posed by teacher.**

Teacher Reflection / Effectiveness of Learning: Did the standards match the instruction?   Does the instruction match the assessments?