

Teacher: Robin Crisp	Subject: Reading Fourth Grade Workshop Reading. Mini lesson, Reading Workshop		2 nd Quarter		
KY Core Content Standards	Learning Target		Procedures/Activities/Assessments		
Reading/Writing Standards: <u>CCSS.ELA-LITERACY.RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <u>CCSS.ELA-LITERACY.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <u>CCSS.ELA-LITERACY.W.4.3</u> Write narratives to develop real or	Day one I can recall details in a story read aloud, and summarize the story.		Schedule for Reading Workshop- Literacy by Design Textbook Students will complete a KWL chart about China. They will work first independently, then with their thinking partner, then share as a group. The teacher will activate schema with visual pictures of China. Socrates circle – what difference do we know about children's lives in China compare to our own. Vocabulary – pre-test on short vowel words.		
	Day Two I can recall details in a story read aloud, and summarize the story. What are five main parts of a story's structure?		Schedule for Reading Workshop- Literacy by Design Textbook Shared Reading- Using LBD text students will listen to read aloud story Oranges on Golden Mountain-. Thinking partners share what they can with each other and then whole group. Using prompt questions what do you know about China? What do these pictures tell you? Read aloud is pages 10-13 in teachers manual not student text book, Vocabulary- pages 8-9 in text book- share words that are highlighted with students. Students will discuss meaning of words and how they connect to these. Due to students low MAP scores we will be targeting basic phonics building skills- Short vowel words- have students on dry erase boards write the following list of words: net, fish, hop, apple, sun, planet, topic, open. Share that each word has a short vowel in it, Have students locate each short vowel. Take a short vowel word hunt around the room and write as many words as they can on dry erase board. Return to Text Oranges on Golden Mountain- share with students about Making Connections(review) create chart like page 11 in their response to reading section of their ISN. Share Time: as time permits let students share their reflections		

<p>imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>CCSS.ELA-LITERACY.L.4.5</u></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Day Three</p> <p>I can recall details in a story read aloud, and summarize the story.</p> <p>What are five main parts of a story's structure?</p> <p>Schedule for Reading Workshop - Literacy by Design Textbook</p> <p>Shared Reading- Using LBD Think back to yesterday's story and about the Chinese culture, Pages 12-13 in the text "Two Homes" -Use prior connection questions in teacher's manual to guide students. With Thinking partner, students will read together the text. Go over strategies for learning unknown words.</p> <p>Vocabulary/Word work: review short vowel words with students using menu page on 14 and 15. Have students read words to identify short vowel words. Students will make a list on dry erase boards to share in TNT partners. Using pages 8 and 9 go bac and look at expanding vocabulary words ancestor, and artifact. Share meanings and discuss these words and how they relate to our story.</p> <p>After students have read and group discusses the story Two Homes, students will work to identify the Main idea in Two homes and give support from the story to prove their thoughts. Write this on chart paper. Students will also write in responding to reading section making connections GO</p> <p>Share Time: as time permits let students share their reflections</p>
<p>Essential Vocabulary</p> <p>Novel selected vocabulary- students will use the FRAYER model to learn new words and add them to their existing vocabulary.</p> <p><u>Academic Vocabulary</u></p> <p>Plot, exposition, rising action, climax, falling action, resolution, story structure, theme, explicit, inference</p>	<p>Day Four</p> <p>I can recall details in a story read aloud, and summarize the story.</p> <p>What are five main parts of a story's structure?</p> <p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading- Using LBD words. -Look at pages 16-21 story The Mystery of the Box in the Wall- activate schema with knowledge about Mysteries and their purpose of a mystery. Share story vocabulary: time capsule, future, Spanish, Italian languages. We will read together whole group stopping to make connections as we read.</p> <p>Vocabulary/Word work: using pages 14-15 and a menu loo at words that have the short vowel sound. Students will make a list on dry erase boards to share in TNT partners Students will work to identify the Main idea in Two homes and give support from the story to prove their thoughts. Write this on chart paper.</p> <p>Share Time: as time permits let students share their reflections</p> <p>continue with the power point understanding fiction and elements of plot. Students will explore the various five parts of story structure all week and add notes to their journal. Each day's essential question to write in their response journals will center on each of the main parts. - finally the solution of the story</p> <p>Assessment_ Student interactive journals</p>

Accommodations: Leveled grouping Graphic organizers Prompting Cueing Extended time	Day Five <p>I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Using transparency #5b we will look at how writing has an organizational pattern for grouping main ideas and details.</p> <p>Have student reflect back on the reading. Imagine a student comes to Brooks from another country. What country would they be from? Pretend to interview them. What do they like about living in the US? How long have they been in the US? What was it like in their native country? Group ideas and details into a four square GO, have students take GO to respond to the prompt The New Student- Start with the writing lead – A new student named _____ has come from _____ and has had many interesting experiences. Students will then correctly write a response from information we added to GO, Target is to Capitalize, punctuate, and indent paragraphs correctly in writing with little teacher support.</p>
	Day Six <p>I can recall details in a story read aloud, and summarize the story.</p>	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading- Using LBD words. -Look at pages 16-21 story The Mystery of the Box in the Wall- review about Mysteries and their purpose of a mystery. Review the pages that were read on Day Four. We will read together whole group stopping to make connections as we read. Complete the story. Students will work on The Think and Respond prompts on page 21.</p> <p>Return to the group to discuss the reading and the critical thinking portion of page 21. Conference with students on their day 5 writing piece.</p>
	Day Seven <p>I can recall details in a story read aloud, and summarize the story.</p>	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading- APK – Have students brainstorm what they know about railroads. As a group discuss the Transcontinental Railroad. What do you think it would have been like to work on a railroad in 1869?</p> <p>Discuss what poetry is and the differences between poetry and prose. Read the poem “Working on the Transcontinental Railroad, 1869”. Discuss if it is easier to find the details in a poem or story. Do you have to make more inferences in poetry or is the information more explicit?</p>
	Day Eight <p>I can recall details in a story read aloud, and summarize the story.</p>	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading- APK – Have students brainstorm what they know about black and white movies. As a group discuss old movies about people that are famous in history</p> <p>Discuss what biography is and the differences biography and historical fiction. Read the story pages 28-29 of “Samuel Goldwyn; Picture This”.</p>

		Discuss what the main idea of the biography? What details support the main idea. What connections did you make to what you read or heard? Has anything reminded you of a movie you have seen? Did it make it easier to understand the story when you made the connection?
	Day Nine	
I can recall details in a story read aloud, and summarize the story.	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading- APK – review the part of the story “Samuel Goldwyn; Picture This” from the previous day. What strategies did we use to understand what we were reading?</p> <p>Continue reading on pages 30-32 in partners alternating each paragraph. At the end of each paragraph summarize what was read to you.</p> <p>Complete the activities on page 33 with a partner. Share as a group.</p>	
Day Ten		
I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>Students will continue to work on their narratives. The teacher will conference with students providing feedback on sentence structure (incomplete sentences, run on sentences)</p> <p>Pretest for Theme</p>	
Day Eleven		
I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading – APK – Have the student review the pictures on pages 34-35 of their book. What do you see in the pictures? Do you think the people in the pictures live in the US? Why or why not?</p> <p>Show the students a world map of the world. Have them point out North America, Cuba, Dominican Republic, Korea, Vietnam, and Germany.</p> <p>Write the names of the country on the board or chart paper as they are finding them. Then write the word immigrants on the board. Discuss the meaning of this word.</p> <p>Look at the picture on page 36-37. Why might someone want to leave his or her home country and move to America? What do you think would be difficult about moving to a new country?</p> <p>Read the story “Coming to America: The Story of Immigration” to the students.</p>	
Day Twelve		
I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading – Return to the story “Coming to America: The Story of Immigration”. Model a Think Aloud related to determining importance. Have students turn to page 40 in their books. Follow the guide to discuss determining importance in the story.</p>	

	Day Thirteen I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	Schedule for Reading Workshop- Literacy by Design Textbook Shared Reading – APK – If you were to move to a new country and good only take three things that are important to you what would they be? Set the purpose for reading. We are looking for why the family is moving to a new place and what they decide to take with them. Read the story “Family Treasures” as a close reading. Students read, partners read, teacher reads.
	Day Fourteen I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	Schedule for Reading Workshop- Literacy by Design Textbook Shared Reading – APK – Students will make a list in their notebook of your favorite foods. Discuss what country those foods come from. Discuss the purpose for reading – We are going to see where some of our favorite from come from. Start reading the story “The World on Your Plate”. After the first section discuss the main idea of the section. While reading think along using the comprehension strategy. How can the title and section headings help determine importance? How did knowing your purpose for reading help you determine importance?
	Day Fifteen I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	Schedule for Reading Workshop- Literacy by Design Textbook Shared Reading – APK – Summarize together the first two pages that were read the previous day and discuss the important information. Students should be able to state one important detail from the text and one unimportant details from the text. Continue to read the remaining pages of the story. Students will work with partners and then in a group to complete the activities on page 51 Think and Respond.
	Day Sixteen I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	Schedule for Reading Workshop- Literacy by Design Textbook Shared Reading – APK – Have the students make a three column chart labeling the sections: breakfast, lunch and dinner. In each section the students will list important foods for each meal. Discuss the difference between explicit and inferential. Use the examples on page 56 pf the teacher manual. Use the story from the previous day to find explicit information and information we need to infer.
	Day Seventeen I can determine a theme of a story, drama, or poem from details in the text; summarize the text.	Schedule for Reading Workshop- Literacy by Design Textbook Shared Reading – Explain that theme is the most important reading message or the main idea. The author doesn't usually state the exact theme. Good readers use the details in the story to infer the theme. Using the story recently read discuss the theme of that story.

	<p>I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p>APK – What do you usually pack in a suitcase when you go on a trip? What would you pack if you were moving to a new country? Set the purpose of reading: Let's listen to identify the theme of the selection.</p> <p>Review the characteristics of a poem. Read the poem, “Celebrating Our Roots: America’s Suitcase”. Identify the main idea and theme of the poem (The diversity of American Immigrants and citizens).</p>
	Day Eighteen	
	<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading – APK – What would you expect to see at a fair multi-cultural fair? If you were planning a fair for your school what things would you include?</p> <p>Discuss the characteristics of a drama (play). Assign roles to the students to read “The Fair”. Set the purpose for reading, Let's listen to identify the theme of the selection. Read pages 58-59.</p>
	Day Nineteen	
	<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading – APK – Summarize what was read the previous day. Review the characteristics of a play. Finish reading the play with the roles assigned.</p>
	Day Twenty	
	<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p>Schedule for Reading Workshop- Literacy by Design Textbook</p> <p>Shared Reading – Summarize the play that was read the last two days. Use the explicit and inferential questions to guide the discussion (pg.64). with a thinking partner to complete the activities on page 63 of the textbook.</p>