

Grade 4	English Language Arts	Week 4
Lesson Title: On the Banks of Plum Creek		
Weekly Learning Targets: Students can use a dictionary or glossary to look up words with multiple meanings. Students can compare and contrast the point of view from which different stories are narrated. Students use complete sentences. Students can write creative stories that have a clear ending and give details about the characters and settings.		
<p>Common Core Learning Standards:</p> <p>RL4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RF4.4b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W4.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W4.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LS4.1b - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>L4.1f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L4.2d - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L4.4c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		
NOTE: Reader's & Writer's Notebook = RWN		
MONDAY		
Daily Learning Target: Students can use a dictionary to find the meaning of a word. Students can identify the key features of a parody.		
Learning Tasks: The teacher can introduce the question of the week: "Why do we want to explore new places?" The class can discuss using page 78 and 79 in the textbook. After, the teacher can practice vocabulary for the week using this slideshow (SM A) and using page 82 with a dictionary and reading the story on page 83. Then, the teacher can introduce the skill of identifying the character, setting, and plot on page 80 of the textbook. The students can also complete RWN page 62. The students can also take a spelling pretest. Additionally, the students can identify the key features of a parody (SM B) and RWN page 63.		
Daily Formative Assessment: The teacher can check the students' work on RWN page 62 and 63 and the spelling pretest.		
TUESDAY		
Daily Learning Target: Students can determine the meaning of a word by using context clues. Students can use online resources to find relevant information.		
Learning Tasks: The class can start with reviewing vocabulary in the story. Students can also use RWN page 64 and 68 to review vocabulary. The teacher can read aloud <i>On the Banks of Plum Creek</i> ; the teacher can also ask text dependent questions to check for comprehension. (SM C) Students can also begin their writing assignment for the week where they will research a place people may want to explore using online resources. Students can		

create a works cited page for their sources. Finally, the teacher can work on grammar, complete subjects and predicates, and spelling on page 65 and 66.

Daily Formative Assessment: The teacher can check the students' work in RWN.

WEDNESDAY

Daily Learning Target: Students can analyze their research findings and retell a story.

Learning Tasks: Students can review grammar, spelling, and vocabulary words. After, students can practice the skill of finding information using online resources on RWN page 69 and 70. Students can do a close read of *On the Banks of Plum Creek*. The teacher can ask questions in regards to the text. Students can also pair up and retell the story. Then, students can review their findings and may need to change the focus of their research. They should write a paragraph summarizing what they found so far. Finally, students can review the parody on page 103, and the teacher can share with them a scoring rubric for parodies. (SM D) The class can use the rubric to review the essay on page 103.

Daily Formative Assessment: The teacher can check the students' work in the RWN and give feedback during the close reading.

THURSDAY

Daily Learning Target: Students can identify different online resources.

Learning Tasks: Students can review vocabulary words or other skills like grammar. After, the students can read "Laura Ingalls Wilder" and identify different online resources that can be used when writing. In addition, students can use their research about a certain area to create a magazine advertisement like on page 109. They can then present their work to the class. The class can use these magazine ads as samples. (SM E)

Daily Formative Assessment: The teacher can give feedback on the students' presentation.

FRIDAY

Daily Learning Target: Students can use proper organization to write a parody.

Learning Tasks: To start the class, the teacher can review spelling, vocabulary, and grammar with the students. Next, students will write a parody about a day in their life. The students will write a parody of *On the Banks of Plum Creek*. After completing the writing, the students can also take a spelling test.

Daily Formative Assessment: The students can take a summative assessment, and the teacher can give feedback on their writing.

Grade 4 – ELA – Week 4	MATERIALS / RESOURCES
	<p>pencil, paper</p> <p>A – Vocabulary Slideshow - https://slideplayer.com/slide/10799871/</p> <p>B – Parody Chart - https://www.litcharts.com/literary-devices-and-terms/parody</p> <p>C – Close Reading Questions - https://achievethecore.org/page/1533/on-the-banks-of-plum-creek-includes-sample-writing-task</p> <p>D – Parody Scoring Rubric (page 81) - https://studylib.net/doc/10160906/file</p> <p>E – Magazine Ad Resources - https://frankwbaker.com/mlc/advertising-lesson-plans/?print=pdf</p> <p>Additional Resources</p> <p>On the Banks of Plum Creek Vocabulary Activities - http://coolkidlit-4-socialstudies.pbworks.com/w/page/16473147/On%20The%20Banks%20of%20Plum%20Creek%20Vocabulary%20Activities</p>