

Grade 4	English Language Arts	Week 2
Lesson Title: Because of Winn-Dixie		
Weekly Learning Targets: Students can determine the meaning of a word that has the suffix –ful or –al. Students can explain the effects an author’s language has on the reader. Students can make connections between the text of a story and a visual or oral presentation of it. Students can write a conclusion from the narrated experiences or events.		
<p>AERO 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>RL4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RF4.4b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>W4.3e – Provide a conclusion that follows from the narrated experiences or events.</p> <p>LS4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L4.3b – Choose punctuation for effect.</p>		
<p>NOTE: Some of the lesson plan will borrow from the Because of Winn-Dixie PPT (SM A); Reader’s & Writer’s Notebook = RWN (The pages listed on the PPT may or may not align, please check/edit beforehand.)</p>		
MONDAY		
<p>Daily Learning Target: Students can sequence and summarize a text. Students can paraphrase portions of a text.</p> <p>Learning Tasks: The teacher can introduce the question of the week: “What experiences bring diverse people together?” After, the teacher can distribute a reference guide (SM B) to the students for the week. Then, the teacher can introduce the comprehension skills of sequencing and summarizing to the students. (slide 10 SM A) Then, the teacher can model the skill for the students with the story “Going Batty”. (slide 13 & 14 SM A) Students can practice the skill. (RWN 40)</p> <p>Daily Formative Assessment: The teacher can check the students’ work on RWN 40.</p>		
TUESDAY		
<p>Daily Learning Target: Students can use vocabulary skills to determine the meaning of words.</p> <p>Learning Tasks: The students can start class learning about spelling changes for –ed. (slide 16&17 SM A) The students can also learn vocabulary skills with words ending in –al or -ful. (slide 22 SM A) Student can apply the skill on page 25 of the textbook (slide 23 SM A) and in their RWN on page 46. Students can use these skills to learn vocabulary words. (RWN 42) The class can then read <i>Because of Winn-Dixie</i> and utilize sequencing and summarizing skills; the teacher can also ask text dependent questions to check for comprehension. (SM C)</p> <p>Daily Formative Assessment: The teacher can check the students’ work in the RWN.</p>		
WEDNESDAY		
<p>Daily Learning Target: Students can</p> <p>Learning Tasks: Students can do a close read of <i>Because of Winn-Dixie</i>. The teacher can ask questions in regards to the text. (slide 37-42 SM A). Depending on time, the students can practice their spelling words on page 44 and 49 of the Reader’s and Writer’s Notebook.</p> <p>Daily Formative Assessment: The teacher can check the students’ work in the RWN and give feedback during the close reading.</p>		
THURSDAY		
<p>Daily Learning Target: Students can determine and use factual evidence to support a claim and use vocabulary</p>		

skills.

Learning Tasks: Students can review vocabulary words or other skills. (SM D) After, the students can read “A Film with a Message of Hope” and identify elements of persuasive text. Then, the students can do writing activity in response to Miss Franny’s story about the bear. The students can determine if something is fact or fiction and provide evidence with a strong conclusion. (slide 51-53 SM A)

Daily Formative Assessment: The teacher can give feedback on the students’ writing activity.

FRIDAY

Daily Learning Target: Students can use proper punctuation in writing and write a conclusion.

Learning Tasks: Students can write a realistic fiction like on page 40 and 41 using both declarative and interrogative sentences. (RWN 50) After, the students can take a summative assessment (SM E) The teacher can also use this time to practice skills in the Reader’s and Writer’s Notebook that were not previously covered.

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

Grade 4 – ELA – Week 2	MATERIALS / RESOURCES
	<p>pencil, paper</p> <p>A – Because of Winn-Dixie PPT - https://www.teacherspayteachers.com/Product/4th-Grade-Reading-Street-Because-of-Winn-Dixie-Powerpoint-Presentation-1918588</p> <p>B – Study Buddy - https://www.teacherspayteachers.com/Product/Reading-Street-Unit-1-Week-1-Because-of-Winn-Dixie-Study-Buddy-2932449</p> <p>C – Because of Winn-Dixie Questions - https://achievethecore.org/page/19/because-of-winn-dixie-by-kate-dicamillo-with-mini-assessment</p> <p>D – Because of Winn-Dixie Vocab and Activities - https://www.teacherspayteachers.com/Product/Because-of-Winn-Dixie-Journeys-4th-Grade-Unit-1-Lesson-1-Packet-1336158</p> <p>E – Summative Assessment - https://achievethecore.org/content/upload/Because_of_Winn_Dixie_3MA.pdf</p> <p>Additional Resources – Small Groups and Centers - https://www.teacherspayteachers.com/FreeDownload/Scott-Foresman-Because-of-Winn-Dixie-Small-Groups-and-Centers--155661</p> <p>Winn-Dixie Activities - https://www.teacherspayteachers.com/Product/Reading-Street-Because-of-Winn-Dixie-Posters-Activities-2623835</p> <p>Winn-Dixie Movie Trailer - https://www.youtube.com/watch?v=ZpsE_7oLdAU</p>