

Class Data:

This 4th grade class consists 9 boys and 7 girls. There are 2 AIS Math students (1 at Tier 1 and 1 at Tier 2) and 3 AIS ELA students (all 3 at Tier 2). The reading levels of the class range from level P through level U. All students in this class except for one have shown that they can consistently begin these activities, after expectations are reviewed, on their own.

Bruno, at times, needs redirection on attending to the task that his peers are attending to. There are a couple of students (Aidan, Bazil, Mason and sometimes various others) who are still working on the skill of slowing down and not trying to race to be the first one done with an assignment. It is possible that I may have to remind those students to do their best work and that their best work takes time. Generally, this is a group that is academically strong when compared to other 4th grade classes, but may present more behavior issues. The personalities of the students are strong and often clash. In addition, some students are very energetic. This makes it more likely that I need to redirect them to the correct behavior.

Common Core Standards Applicable:

Guided Reading station:

Informational Text – Key Ideas and Details #2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Word Study (Word of the Day) station:

Writing – Text Types and Purposes #3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Writing – Production and Distribution of Writing #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading Comprehension Cards station:

Literature – Key Ideas and Details #1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Lesson Objectives (Students will...):

Guided Reading Group P & Q – Students will comprehend the main ideas of a non-fiction text, practice fluency, and decode vocabulary words with strong prefixes.

Guided Reading Group R & S – Students will comprehend the main ideas of a non-fiction text, practice fluency, and decode vocabulary with uncommon CVVC sounds.

For both of the above Guided Reading Groups:

Know – Students will know the elements of determining the main idea in non-fiction readings.

Understand – Students will understand fluency and decoding to increase comprehension.

Do – Students will show evidence of comprehension through teacher-led discussion.

Station: Word of the Day – Students will write a 7 or more sentence paragraph with a topic and closing sentence using a particular vocabulary word correctly in at least 3 of those sentences.

Station: Reading Comprehension Cards – Students will preview and read a short text and answer comprehension questions and complete comprehension activities.

Prior/Subsequent Learning Connections:

Students will have already completed activities in each of these stations. In general, the activities in each station will be familiar to them. Students may also bring background knowledge to each of the stations that may help their understanding of the text and vocabulary words. Guided Reading plans are outlined, but may need to be adjusted based on student need and background from teacher observations during Guided Reading lessons.

Lesson Activities (As Applicable): Introduction, Individual Work, Group Work, Closure

Introduction: Whole Group – Expectations for lesson, including reading stations, will be reviewed with the class. An outline of the stations will be displayed on the front screen.

Group work - Station #1 – Guided Reading- 2 groups will be meeting for guided reading (Group P & Q and Group R & S). Both groups will be reading a leveled Reading A-Z story.

Individual Work - Station #2 – Word of the Day – Writing and Word Study – Students will be provided with a vocabulary word to understand and use in a sentence and a writing piece consisting of at least a 7 sentence paragraph. A “Hint Basket” will be provided with Starter Pictures to help students who may need an idea to get started. Students will also use an editing checklist to self-evaluate their written work.

Individual Work - Station #3 – Reading Comprehension Cards – Students will be provided with differentiated comprehension cards that display a short reading with a variety of comprehension activities on the back of the card (including activity sheets).

Closure: Peer Work – Students will share their Word of the Day writing and Comprehension activities with each other.

Materials:

Reading A-Z leveled books and activities

Word of the Day Activity Sheet

Reading Comprehension and Writing Response Cards and Activities

Assessments (As Applicable): Formative and/or Summative

Students will be formatively assessed through teacher observation during Guided Reading lesson. The next lesson will begin with a comprehension review, and based on student retention, adjustments to the lesson may be needed. Students will produce a Word of the Day writing piece that can be used to formatively assess their writing skills and can be used to provide feedback. Students can also be formatively assessed on their comprehension skills through the correctness of their answers to the Comprehension Card activities.

Possible Adjustments to Lesson:

Because students will be producing a writing piece during the Reading Stations, time to share and peer assess each other's work may run into ELA writing time or the next day's lesson. Through sharing, individual writing conferences may occur based on the needs of students.