

Grade 4
Unit 1: Building Habits of Readers

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|---|--|--|---|--|
| Morning Meeting | -getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building | -getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building | -getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building | -getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building | - getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building |
| Read Aloud | -choose and read a Judy Blume book (<u>Blubber</u> , <u>Tales of a 4th Grade</u> <u>Nothing</u>) VSC: 1.4.E.1.a | - choose and read a Judy Blume book -make listening chart (looks like/sounds like) VSC: 1.4.E.1.a | - choose and read a Judy Blume book -review good listening VSC: 1.4.E.1.a | - choose and read a Judy Blume book -review good listening VSC: 1.4.E.1.a | - choose and read a Judy Blume book -review good listening VSC: 1.4.E.1.a |
| Reader's Workshop (Readers Build Good Habits) | Using the library /Library Accountability -Make how to use the library chart (rules and procedures) -interest surveys - share * Have students make taking care of books chart (If...Then...t-chart) VSC: 1.4.E.1.a | Establishing and Using a Readers' Workshop Rubric/ Ways readers choose books - expectations (handling books, using the library, connect to guidelines) - independent reading (10-15 min) - model ways to choose books -make chart -share VSC: 1.4.E.1.a VSC: 1.4.E.2.a | Choosing a just right book (see F&P pg. 146-147 for additional information on this lesson) -add to guidelines -15-25 minutes IR -Reading conferences VSC: 1.4.E.2.a | Book Recommendations -model writing book recommendation whole class - chart what we include on a book recommendation (see F&P pgs. 157-158) -15-25 minutes IR -Reading conferences | Book Recommendations -have students write a book recommendation using the previously created chart - chart what we include on a book recommendation (see F&P pgs. 157-158) -15-25 minutes IR -Reading conferences |
| Word Study VSC: 1.4.D.1.a-c | -adapt scope and sequence from Open Court or -spelling inventory (Words Their Way) -month-by-month phonics activities → word wall Aug/Sept. #1-4 (because, friends, have, laugh, off) VSC: 1.4.C.2.c VSC: 5.4.D.2.a | - adapt scope and sequence from Open Court or -long vowel review -month-by-month phonics activities → word wall Aug/Sept. #5 VSC: 1.4.C.2.c VSC: 5.4.D.2.a | - adapt scope and sequence from Open Court or -long vowel review -month-by-month phonics activities → brand name phonics- lesson 1 VSC: 1.4.B.1.a | - adapt scope and sequence from Open Court or - long vowel review -month-by-month phonics activities → brand name phonics- lesson 2 VSC: 1.4.B.1.a | - adapt scope and sequence from Open Court or -month-by-month phonics activities → word wall Aug/Sept. #6 *teacher created/selected long vowel assessment VSC: 1.4.C.2.c VSC: 5.4.D.2.a |
| Writing Workshop | -writing assessment (goals/ideas for the year) | -writing assessment (response to literature) | Starting the writing workshop* (These lessons come from the Units of Study for Primary writing by Lucy Calkins) | Generating more writing* | Qualities of good writing: focus, detail and structure* |

Fund for Educational Excellence: Scope and Sequence

| | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
|--|--|---|--|--|---|
| Morning Meeting | -getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building | - getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building | - getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building | - getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building | - getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building |
| Read Aloud | - choose and read a Judy Blume book -Practice turn and talk VSC: 1.4.E.1.c | - choose and read a Judy Blume book -Practice turn and talk -make a "how to" chart VSC: 1.4.E.1.c | - choose and read a Judy Blume book -Practice turn and talk -make why we talk about our reading chart VSC: 1.4.E.1.c | - choose and read a Judy Blume book -Practice turn and talk VSC: 1.4.E.1.c | - choose and read a Judy Blume book -Practice turn and talk VSC: 1.4.E.1.c |
| Reader's Workshop OC= Open Court anthology | Accountable Talk -begin using the Shared Reading format to read "The Bridge Dancers" (OC pg. 242) and use it for the minilesson on talk -Readers talk about their reading with other readers to share their thinking or opinions and to get new ideas. -Procedures for turn and talk/talking in a group 15-25 minutes IR -Reading conferences -share VSC: 1.4.E.1.c/a | Accountable Talk -continue reading "The Bridge Dancers" and use it for the minilesson on talk -There are many things we can talk about -After reading: what did you and your partner talk about (chart: what we can talk about) 15-25 minutes IR -Reading conferences -share VSC: 1.4.E.1.c/a | Keeping a reading record -continue reading "The Bridge Dancers" and use it for continued talk before the minilesson on reading logs -logs (why we use it, what do we record, when do we record, where do we keep it) -add to guidelines -15-25 minutes IR -Reading conferences -share VSC: 1.4.E.1.a | Setting reading goals -continue reading or reread a portion of "The Bridge Dancers" and add to the talk charts as necessary -Our 1 st quarter goal (includes # of books to be read and a variety of genres) -add to guidelines -15-25 minutes IR -Reading conferences -share VSC: 1.4.E.1.a-d | Writing responses to our reading -begin reading "The Big Wave" (OC pg.378) and use it as the basis for minilesson -Readers put their thinking about books on paper to share with others -Journals due chart -sample response letters -15-25 minutes IR -reading conferences -share VSC: 1.4.E.1.a-d |
| Word Study | - adapt scope and sequence from Open Court or - pre-fixes (re-, pre-, dis-, un-, de-) -month-by-month phonics activities → word wall (people, said, they, right, white) VSC: 1.4.C.2.c | - adapt scope and sequence from Open Court or - pre-fixes (re-, pre-, dis-, un-, de-) -month-by-month phonics activities → what looks right? #1-6 VSC: 1.4.B.1.a VSC: 5.4.D.1 | - adapt scope and sequence from Open Court or - pre-fixes (re-, pre-, dis-, un-, de-) -month-by-month phonics activities → what looks right? #7-9 -word wall activity VSC: 1.4.B.1.a VSC: 5.4.D.1 | - adapt scope and sequence from Open Court or - pre-fixes (re-, pre-, dis-, un-, de-) -month-by-month phonics activities → making words lesson 1 (September) VSC: 1.4.B.1.a | - adapt scope and sequence from Open Court or prefixes - *teacher created/selected prefixes assessment VSC: 1.4.C.2.c |
| Writing Workshop | The writer's job in a conference* | Building stories step-by-step* | Choosing a seed idea* | Revising leads: learning from published writing* | Writing discovery drafts* |

Fund for Educational Excellence: Scope and Sequence

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| Read Aloud | - choose and read a Judy Blume book | - choose and read a Judy Blume book | - choose and read a Judy Blume book | - choose and read a Judy Blume book | - choose and read a Judy Blume book |
| Reader's Workshop OC= Open Court anthology | Writing responses to our reading -continue reading "The Big Wave" and use it as the basis for minilesson -Readers put their thinking about books on paper to share with others -Create a shared response -Journals due chart -sample response letters -15-25 minutes IR -Reading conferences -share | Topics for our journals -continue reading "The Big Wave" and use it as the basis for minilesson -Things to write about chart -use student samples -15-25 minutes IR -Reading conferences -share | Monitoring as you read @ the word level -continue reading "The Big Wave" or an excerpt form it to use as the basis for minilesson -Fix-up strategies chart (think about the word, think about what other words look like the word, look for chunks or parts of the word you know, etc.) 20-30 minutes IR -Reading conferences -share VSC: 1.4.C.2.a | Monitoring as you read @ at the story level -begin reading "The New Doctor" (OC pg. 264) and use it as the basis for the minilesson -Fix-up strategies chart (reread slowly and carefully, state in your own words, use prior knowledge, make connections, think about genre) -20-30 minutes IR -Reading conferences -share VSC: 1.4.E.3.a-j | Monitoring as you read @ at the story level -continue reading reading "The New Doctor" and use it during the minilesson -Fix-up strategies chart (reread slowly and carefully, state in your own words, use prior knowledge, make connections, think about genre) -20-30 minutes IR -Reading conferences -share VSC: 1.4.E.3.a-j |
| Word Study | Word Wall words: until, want, composer, discovery, impossible, richest - adapt scope and sequence from Open Court or -r controlled vowels -month-by-month phonics activities → nifty thrifty fifty 1-4 VSC: 1.4.D.3.b | - adapt scope and sequence from Open Court or -r controlled vowels -month-by-month phonics activities → brand name phonics - lesson 3 VSC: 1.4.B.1.a | - adapt scope and sequence from Open Court or -r controlled vowels -month-by-month phonics activities → nifty thrifty fifty #5 VSC: 1.4.D.3.b | -adapt scope and sequence from Open Court or -r controlled vowels VSC: 1.4.C.2.c | - adapt scope and sequence from Open Court or -month-by-month phonics activities → nifty thrifty fifty #5 *teacher created/selected r controlled vowels assessment VSC: 1.4.D.3.b |
| Writing Workshop | Revising Endings: Learning from published writings* | Taking charge of our writing work: starting second piece* | Timelines as tools for planning stories* -writing conferences | Writing from inside a memory* -writing conferences | Writing in passages of thought: paragraphing to support elaboration* -writing conferences |

Fund for Educational Excellence: Scope and Sequence

| | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
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| Morning Meeting | - getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building | - getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building | -getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building | - getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building | -getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building |
| Read Aloud | - choose and read a Judy Blume book | -choose and read a Judy Blume book | - choose and read a Judy Blume book | - choose and read a Judy Blume book | - choose and read a Judy Blume book |
| Reader’s Workshop OC= Open Court anthology | Checking for understanding as you read @ at the story level -continue reading reading “The New Doctor” and use it during the minilesson -Fix-up strategies chart (reread slowly and carefully, state in your own words, use prior knowledge, make connections, think about genre -20-30 minutes IR -Reading conferences -share VSC: 1.4.E.3.a-j | Thinking about genre: Fictional Stories -continue reading reading “The New Doctor” and use it during the minilesson -Stories are organized in ways to help readers understand them -“What we know about stories” chart (they have characters, plot, setting, etc) -20-30 minutes IR -Reading conferences -share VSC: 3.4.A.3.a-d | Retelling Plot -use an excerpt from reading “The New Doctor” or another previously read text to model minilesson focus -model retelling (what has happened so far) -20-30 minutes IR -Reading conferences -share VSC: 1.4.E.4.b | Retelling Plot -use an excerpt from reading “The New Doctor” or another previously read text to model minilesson focus -model recalling plot (what has happened so far) -after reading have students retell to a partner -30 min IR -reading conferences -share/rank on rubric VSC: 1.4.E.4.b | Inferring -have a student retell what was read yesterday -how do we fill in the gaps? ...think as you read! -use an excerpt from reading “The New Doctor” or another previously read text to model minilesson focus -model how to “fill in” gaps (basically- how you as a reader infer what else is going on to give meaning to the text) -after reading have students retell to a partner -30 min IR -reading conferences -share/rank on rubric VSC: 1.4.E.4.c |
| Word Study | Word Wall words: musician, encouragement, hopeless, unhappy - adapt scope and sequence from Open Court or -suffixes –er, -est,-ly, -y, -or -month–by-month phonics activities → nifty thrifty fifty # 6-7 VSC: 1.4.D.3.b | - adapt scope and sequence from Open Court or -suffixes –er, -est,-ly, -y, -or -month–by-month phonics activities → guess the covered word VSC: 1.4.D.3.d | - adapt scope and sequence from Open Court or -suffixes –er, -est,-ly, -y, -or -month–by-month phonics activities → making words (birthday) -word wall activity VSC: 1.4.B.1.a | - adapt scope and sequence from Open Court or -suffixes –er, -est,-ly, -y, -or -month–by-month phonics activities → word wall (again, really, could, to, excited) VSC: 1.4.C.2.c | - adapt scope and sequence from Open Court or -month–by-month phonics activities → brand name phonics- lesson 4 *teacher created/selected suffix assessment VSC: 1.4.B.1.a |
| Writing Wkshp. | Developing the heart of a story: revision* -writing conferences | Using editing checklists* -writing conferences | Publishing: A writing community celebrates* -writing conferences | Reading with a writer’s eye* -writing conferences | Starting with turning points* -writing conferences |