**Tuesday**

**Lesson:**

* The students will practice reading the vocabulary for the unit using the appropriate reading techniques for their grade level.
1. For SPED students the teacher will demonstrate and use guided instruction to assist in the reading process
* The students will spell the vocabulary words by taking a dictation of the words pertinent to the unit.
1. For SPED students the teacher will use a worksheet in which the students will re write at least three times each word to help them learn the proper spelling of the words.
2. Some SPED students will practice only 1/3 of the vocabulary words or as many as they can handle at discretion of the teacher

**MATERIALS:**

Spelling List

Spelling Worksheet

Richmond County School System Performance Task Booklet/Grade 4 ELA

Technology Resources for Adapted Lesson for SPED students

**OBJECTIVES**:

The student will be able to determine the theme of a story, poem or drama by interpreting its content.

The student will be able to spell and read the vocabulary words from the lesson unit through the use of phonics, syllabication patterns and letter sound correspondences

**Essential Questions:**

1. How can we determine the theme of a story, drama or poem?

2. How can we use phonics, letter sound correspondences, syllabication patterns and morphology to read and spell accurately multi-syllabic words in or out of context?

**Standards**: CCGPS/EQ

**1. ELACC4RL2**: Determine a theme of a story, drama or poem from details in the text; summarize the text.

**2. ELACC4RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

**Fourth Grade ELA (11:00-11:50A.M.):**

**Ms. Bastian’s Lesson Plan for: 10** /15 /2013

“Teach me and I will forget. Show me and I will learn. Involve me and I will understand.”

http://www.school-teacher-student-motivation-resources-courses.com/freemotivationalposters.html

**Lesson:**

* The students will work on the first task of their Performance Task Booklet.
* They will read two stories and determine the stories theme.

d. SPED students may require the teacher’s assistance

* The group will discuss the stories and with guided instruction the students will determine the theme of the stories.
* The students will write their own story using first a graphic organizer.
* The story written by the students must be at least one page long.
* The story written by the students will reflect their comprehension of the content of the stories read in class and their dominion of the vocabulary of the unit.



**Notes:**

For some SPED students we have planned for the use of the computer or a tablet

as Assistive technology to help them reach the goals of this lesson plan.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Introduction**

**Body**

**Topic Sentence:**

**Body**

**Topic Sentence:**

**Body**

**Topic Sentence**

**Conclusion**

**Detail**

**Detail**

**Detail**

**Detail**

**Detail**

**Detail**

**Detail**

**Detail**

**Detail**

1

2

5

4

3

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **c o u n t l e s s**
2. **p a y m e n t**
3. **g o o d n e s**
4. **f a i r n e s s**
5. **h o p e le s s**
6. **t r e a t m e n t**
7. **s t a t e m e n t**
8. **b r e a t h l e s s**