

Fourth Grade Reading Lesson Plans

Week of _____	Teacher _____	School _____			
Objectives	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will:</p> <p><b>1. Demonstrate word recognition skills, including structural analysis (root words, prefixes, suffixes)</b></p> <ul style="list-style-type: none"> <li>Producing common word parts</li> <li>Reading multisyllable words</li> <li>Reading compound words, contractions, possessives, and inflectional endings.</li> </ul> <p><b>2. Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.</b></p> <ul style="list-style-type: none"> <li>Using context clues</li> <li>Reading multiple-meaning words</li> <li>Increasing the number of sight words</li> </ul> <p><b>3. Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences to comprehend fourth-grade literary/recreational materials in a variety of genres</b></p> <ul style="list-style-type: none"> <li>Skimming passages</li> <li>Summarizing</li> <li>Comparing and contrasting</li> <li>Using sentence structure and context</li> <li>Self-monitoring for understanding (rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences)</li> <li>Using vocabulary knowledge</li> <li>Reading fluently with expression and attention to punctuation</li> <li>Using prior knowledge and experience</li> <li>Drawing conclusions</li> <li>Asking and answering questions</li> <li>Relating events, ideas, and characters to specific life experiences</li> </ul> <p><b>4. Identify literary elements and devices, including characters, important details, and similes, in literary/recreational materials and identify important details in textual/information materials.</b></p> <ul style="list-style-type: none"> <li>Identifying main idea</li> <li>Identifying author's purpose</li> </ul> <p><b>5. Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction to comprehend fourth-grade functional and textual/informational reading materials.</b></p> <ul style="list-style-type: none"> <li>Determining sequence of events</li> <li>Distinguishing fact from opinion</li> <li>Summarizing passages</li> <li>Comparing and contrasting</li> <li>Self-monitoring text understanding Using text features to gain meaning (titles, headings, glossary, boldface print, index, table of contents, tables, charts, graphs)</li> <li>Previewing and predicting</li> <li>Highlighting, note taking, and outlining</li> <li>Detecting obvious bias</li> <li>Recognizing persuasive techniques (sources—advertisements, Internet, speeches, newspaper editorials)</li> </ul> <p><b>Alabama COS: English Language Arts (Bulletin 1999, No. 17)</b>  <b>Addendum Reading</b></p>	<p>Whole Group DOL Frayer Model Word</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Spelling Pattern:</p> <p>Read Aloud pp. __</p>	<p>Whole Group DOL Frayer Model Word</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Spelling Pattern:</p> <p>Read Aloud pp. __</p>	<p>Whole Group DOL Frayer Model Word</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Spelling Pattern:</p> <p>Read Aloud pp. __</p>	<p>Whole Group DOL Frayer Model Word</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Spelling Pattern:</p> <p>Read Aloud pp. __</p>	<p>Whole Group DOL Frayer Model Word</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Spelling Pattern:</p> <p>Read Aloud pp. __</p>
	<p>Small Group 1 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 1 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 1 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 1 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 1 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>
	<p>Small Group 2 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 2 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 2 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 2 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 2 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>
	<p>Small Group 3 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 3 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 3 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 3 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>	<p>Small Group 3 Book/Passage</p> <p>Focus Skill</p> <p>Focus Strategy</p> <p>Reread _____ Timed reread _____</p>
	<p>FLEX Time Intervention Students</p> <p>Progress Monitoring</p>	<p>FLEX Time Intervention Students</p> <p>Progress Monitoring</p>	<p>FLEX Time Intervention Students</p> <p>Progress Monitoring</p>	<p>FLEX Time Intervention Students</p> <p>Progress Monitoring</p>	<p>FLEX Time Intervention Students</p> <p>Progress Monitoring</p>