

Fourth Grade Reading Lesson Plans

Week of _____	Teacher _____	School _____			
Objectives	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will:</p> <p>1. Demonstrate word recognition skills, including structural analysis (root words, prefixes, suffixes) Producing common word parts Reading multisyllable words Reading compound words, contractions, possessives, and inflectional endings.</p> <p>2. Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms. Using context clues Reading multiple-meaning words Increasing the number of sight words</p> <p>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 Skimming passages Summarizing Comparing and contrasting Using sentence structure and context Self-monitoring for understanding (rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences) Using vocabulary knowledge Reading fluently with expression and attention to punctuation Using prior knowledge and experience Drawing conclusions Asking and answering questions Relating events, ideas, and characters to specific life experiences</p> <p>4. Identify literary elements and devices, including characters, important details, and similes, in literary/recreational materials and identify important details in textual/information materials. Identifying main idea Identifying author's purpose</p> <p>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. Determining sequence of events Distinguishing fact from opinion Summarizing passages Comparing and contrasting Self-monitoring text understanding Using text features to gain meaning (titles, headings, glossary, boldface print, index, table of contents, tables, charts, graphs) Previewing and predicting Highlighting, note taking, and outlining Detecting obvious bias Recognizing persuasive techniques (sources—advertisements, Internet, speeches, newspaper editorials)</p> <p>Alabama COS: English Language Arts (Bulletin 1999, No. 17) Addendum Reading</p>	Whole Group DOL Frayer Model Word Focus Skill Focus Strategy Spelling Pattern: Read Aloud pp. __	Whole Group DOL Frayer Model Word Focus Skill Focus Strategy Spelling Pattern: Read Aloud pp. __	Whole Group DOL Frayer Model Word Focus Skill Focus Strategy Spelling Pattern: Read Aloud pp. __	Whole Group DOL Frayer Model Word Focus Skill Focus Strategy Spelling Pattern: Read Aloud pp. __	Whole Group DOL Frayer Model Word Focus Skill Focus Strategy Spelling Pattern: Read Aloud pp. __
	Small Group 1 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 1 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 1 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 1 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 1 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____
	Small Group 2 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 2 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 2 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 2 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 2 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____
	Small Group 3 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 3 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 3 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 3 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____	Small Group 3 Book/Passage Focus Skill Focus Strategy Reread _____ Timed reread _____
	FLEX Time Intervention Students Progress Monitoring	FLEX Time Intervention Students Progress Monitoring	FLEX Time Intervention Students Progress Monitoring	FLEX Time Intervention Students Progress Monitoring	FLEX Time Intervention Students Progress Monitoring