

Teacher: Rees/Read 180		Grade: Fourth ; W.S 2 Part 1					
Date 3/16-3/19	Reading-Monday	Reading-Tuesday	Reading-Wed.	Reading-Thurs.	Reading-Friday	Reading	
<b>Standards</b> RL1.3,1.1.1,1.10,1.12, 2.1,2.10,1.3,4.1,4.10,2 2.3,RF1.4,L.4A,1.4b,1 .4c,W1.3,2.3,3.10,3.3 A-D,4.3A-E,5.3A-E, R13.3c,	Workshop 2  Teacher Planning	Workshop 2 Lesson 2.12	Workshop 2 Lesson 2.12 cont.	Workshop 2 Lesson 2.13	Workshop 2 Lesson 2.13 cont.		
<b>Learning Target</b>	.	Identify the most important parts of an informative paragraph. Write topic sentences for informative paragraphs.	Identify the most important parts of an informative paragraph. Write topic sentences for informative paragraphs.	Use correct subject/verb agreement to write and informative paragraph.	Use the POW form for writing a complete informative summary.		
<b>Success Criteria</b>		Read an informative paragraph two times for fluency and comprehension.	Read an informative paragraph two times for fluency and comprehension.	Determine subject/verb agreement in sentences.	Use a graphic organizer to help organize ideas and evidence in an outline.		
<b>Instructional Strategies:</b>  <i>Gradual Release Model of Instruction:            I Do, We Do, You Do</i>	<b>I Do :</b> <b>We Do:</b> <b>You Do:</b>	<b>I Do:</b> Introduce the TIDE writing model pg. 94. <b>We Do:</b> Read aloud the paragraph on adaptations pg. 94 and discuss the parts of the model. <b>You Do:</b> Identify/label the parts of the paragraph using the TIDE model..	<b>I Do:</b> Remind students the importance of a good topic sentence. View some examples pg. 94/95. <b>We Do:</b> Review the chart on pg. 95 to get ideas about good topic sentences. Start to develop a draft for an	<b>I Do:</b> Using pg. 96, Show the chart with singular/plural subjects. Discuss what verbs make sense in each. <b>We Do:</b> Review several sentences to identify correct subject/verb agreement. <b>You Do:</b>	<b>I Do:</b> Review the writing prompt pg. 97 and the importance of the POW method for strong writing. <b>We Do:</b> Discuss the prompt and complete the analyzing prompt sentence frame. <b>You Do:</b> Use the details chart to help	<b>I Do</b>  <b>We Do</b>  <b>You Do</b>	

			informative summary <b>You Do:</b> Complete sentence frames for draft.	Complete sentence frames pg. 96.	identify important details.	
<b>Differentiation Strategies</b>	Small Group lessons will be implemented in Google Classrooms or Face to Face Classrooms	Small Group lessons will be implemented in Google Classrooms or Face to Face Classrooms	Small Group lessons will be implemented in Google Classrooms or Face to Face Classrooms	Small Group lessons will be implemented in Google Classrooms or Face to Face Classrooms	Small Group lessons will be implemented in Google Classrooms or Face to Face Classrooms	Small Group lessons will be implemented in Google Classrooms or Face to Face Classrooms
<b>Formative Assessment</b> <i>We Check</i>	Check for understanding of concept introduced.	<b>We Check</b> <b>Use concept word in sentence of their own</b>	<b>We Check</b>	<b>We Check</b>	<b>We Check</b>	<b>We Check</b> is ____.