


Glynn County Lesson Plan

<u>Teacher:</u> McNeal	
<u>Course/ Subject:</u> 4th grade LexiaCore5	
<u>Week of Instruction:</u>	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p><u>Standards:</u> Glynn County Lesson Plan ELAGSE3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ELAGSE4RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ELAGSE4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELAGSE43L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><u>WIDA Standards:</u> Standard 1: EL’s communicate (listening, speaking, reading, writing) for social and instructional purposes within the school setting. Standard 2: EL’s communicate (listening, speaking, reading, writing) information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><u>Learning Target:</u> Monday-Friday: R4: I can identify the main idea and some details. R5: I can compare and contrast information in charts and graphs.</p> <p><u>Language Target:</u> I can orally answer <i>who, what, where, when, or which</i> questions using at least one or two words.</p> <p><u>Success Criteria:</u> Monday-Friday: I can compose complete sentences orally and in writing using topic vocabulary.</p>

	<p>Introduction/Connection: Vocabulary: compare, details, chart, graph *Write the heading Pie Charts on the board. Make a list of the students' ideas of what pie charts are on the board. Do the same for Double Bar Graphs.</p> <p>Direct Instruction: Pie Chart: Say: A pie chart is a circle divided into sections or parts. Each section shows an amount of something, and all the sections together make a whole. -Point to the key and explain that the key tells what things are in the pie chart. Say: As I look at the pie chart, I notice that each section is a different color and size. I notice that ____ is larger than _____. The ____ section is less than the ____ section. This information helps me compare and contrast about ____.</p> <p>Double Bar Graph: Point to the Double Bar Graph. Read the title and explain: (x axis, y axis, and labels) Say: The x axis and y axis both have labels that give me information about the bars. Using my finger, I can follow the first bar to the end and look at the labels on the x axis and y axis to determine the meaning. Then I can read some information for the next bar in the same way.</p>
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Guided Practice: Pie Chart: Say: As I look at the pie chart, I notice that each section is a different color and size. I notice that ____ is larger than _____. The ____ section is less than the ____ section. This information helps me compare and contrast about ____.</p> <p>Double Bar Graph: Model for students how to compare/contrast two bars. What information does the first bar give me? Second bar? How is the information similar or different? How do you know?</p> <p>Independent Application: Read and answer the questions on the Pie Chart: Students Favorite Types of Books and the Double Bar Graph: Sports Participation If time allows, go over and review together.</p>
<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<p>Wrap Up: (L1D) <u>Discussion Question:</u> Review vocabulary: compare, details, chart, graph. Today we learned..... To compare and contrast information in charts and graphs. Give me one example of something that is the same and/or different in a pie and double bar graph? (Copy and repeat modeling complete thoughts and sentences integrating vocabulary if necessary.)</p>



Learning Target:
Monday-Friday:

R5: I can compare and contrast information in charts and graphs.

Language Target:

I can orally answer *who, what, where, when, or which* questions using at least one or two words.



Success Criteria:

Monday-Friday: I can compose complete sentences orally and in writing using topic vocabulary.