



3. **Create and adjust groups.** Use the Groupinator to sort students into groups based on needs. If you would like to adjust groups, drag and drop students' names from one group to another. You may wish to consider performance, behavior, and other factors as you adjust your groups.
4. **Preview and assign Resources for Differentiated Instruction.** Identify lessons that meet your groups' needs. Click on the lesson previews to quickly access the recommended lessons.
5. **Prepare materials.** Select and plan to use relevant student resources for each of your small groups.

## RESOURCES FOR DIFFERENTIATED INSTRUCTION

### Comprehension

- **Support:** Make Inferences; Compare and Contrast
- **Extend:** Draw Conclusions; Read Content-Area Text

### Language and Conventions

- **Support:** Adjectives; Adverbs
- **Extend:** Subject-Verb Agreement

### Academic Writing

- **Support:** Informational Summary
- **Extend:** Informative Essay

[Get Resources](#)

WHOLE GROUP

Today's entire lesson will be completed in small group rotations.

Grade 4 Group 1: Trey, Lexi, Chasidy, Javonn, Travis

Grade 4 Group 2: Artayjah, Ti'syia, Elijah, Aadya, Ji'Anna, Bentley

Grade 4 Group 3: Rileigh, Kevin, Roberto, Sachari, Walker

## DO NOW!




### Show You Know

Use the [Do Now](#) routine.

- 1) Display the Do Now and assign the task.

 **(normal)** It is **normal** for me to wear \_\_\_\_\_ on cold days. (e.g., a winter coat; my hat and gloves; a wool scarf)

- 2) Prompt partners to share their responses and restate their partners' ideas using the frames.

-  So your idea is \_\_\_\_\_.
-  Yes, that's correct.
-  No, what I meant was \_\_\_\_\_.

3) Ask two preselected students to share with the class and guide students to score their own responses.

## FOCUS ON ACADEMIC VOCABULARY

### Guide Vocabulary Practice

Review Academic Vocabulary.

benefit (page 80)

challenge (page 76)

conditions (page 78)

flexible (page 90) normal

(page 88) resources (page

78) survival (page 76)

transform (page 80)

**Set the purpose for vocabulary practice.** Remind students that they encountered many new academic words in the first part of Workshop 2. Explain that they can practice the new words by using them as synonyms for everyday words or to replace words with similar meanings. *For example, listen to this sentence: “One good thing I get from exercising regularly is that I have more energy.” You could replace the everyday phrase good thing with the more precise noun benefit: “One benefit I get from exercising regularly is that I have more energy.”*

Distribute Find the Relationship from [Checkpoint Vocabulary Resource: 2A](#).

- Explain that an analogy is a comparison between two word pairs. The words in the first pair have a relationship to each other that helps to determine the relationship between the words in the second pair. The colon stands for the phrase *is to*.
- Model your thinking for Item 1. *I see that the relationship between annoyed and upset is that these words mean the same thing. I must find an academic word that means the same thing as ordinary. One word I can think of is normal. I will write normal in the blank.*
- Have students complete the practice item.
- Guide application by having students discuss Item 2 in pairs.
- Have students complete the remaining items independently.

SMALL GROUP

## TEACH DIFFERENTIATED LESSONS

### Use Resources

Use resources to meet student needs. See “Prepare for the Checkpoint” for details.

## WRAP UP

### Monitor Progress Toward Goals

Guide students to share their responses to the Wrap Up question with a partner.



**How are you progressing toward your reading goal?**



**My goal is to read \_\_\_\_\_ books by \_\_\_\_\_. I am (behind/ahead of) my reading goal.**