

Grade: 4

Curriculum Area: Reading and Language Arts Utah

Utah Core Objectives:

English and Language Arts: Reading Literature Standard 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Question: How do traditions connect people?

Materials:

Wonders workbook

Pen

Personal Objectives: I want students to be able to connect what they are reading to real life. I want them to use textual evidence to support their claims while incorporating new vocabulary in explanations.

Vocabulary: traditions, intensity, honor, endurance, forfeit, despised, irritating, retreated, ancestors

Adaptations for Students with Special Needs:

- Deep thinking and review
- Ample time to develop own ideas

Adaptations for EL's:

- Write on board, be clear about what we are learning about
- Provide frequent opportunities for interaction and discussion
- Constantly use scaffolding strategies throughout lesson
- Try and bring students background experiences into the lesson (traditions)
- Engage student 90-100% of the time

Phase I: Exploration and Explanation

Before the lesson:

1. I will begin by talking about the big idea that they will see on page 327 of their Wonders Workbooks.
2. We will explore the picture and talk about how things in the past can affect the future. I will talk to them about how the constitution is still important today as it was when it was written. We will also talk about windmills and what they do.
3. I will then ask if they can think of some other things that people have built on what came before.

Lesson:

1. I will have the students turn to page 328 of their Wonders workbook.
2. I will then talk about how traditions are the handing down of knowledge, beliefs, and customs from one generation to another.

3. We will talk about what is happening in the picture and how the older woman is teaching the young girl how to weave. She is passing down the tradition.
4. There is a traditions web in their workbook that I will have them complete. To brainstorm ideas I will ask what tradition we celebrate at the end of November (Thanksgiving).
5. I will then use the SmartBoard to review the vocabulary with the students. While doing this they will be exploring the questions that are asked in their workbooks.
6. Students will then turn to page 331 to circle and practice finding the prepositions in the passage.
7. We will read the story on page 332.
8. After reading I will ask engaging questions to work on their comprehension about the text.

Transition to Phase II:

1. The students will follow along with the story.

Phase II: Guided Practice

1. Scaffold

Transition to Phase III:

1. Review what they have learned.

Phase III: Independent Practice/Assessment

2. The next day we will do a close read of the story and talk about various events that happened and analyze the deeper meaning behind it.