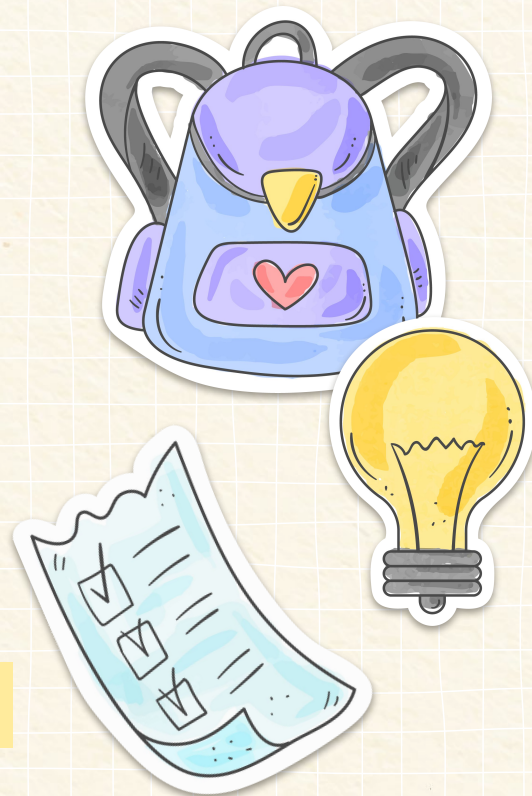


6W1
IPC PREVIEW
4TH & 5TH GRADE
8/13-9/20

By: Belinda Vega & Esmeralda Hernandez



The Literacy Connection

FIRST 6 WEEKS

Welcome Back To School!

The goals for the first six weeks unit are:

- to **instill good literacy habits** for life-long reading and writing, and
- to **establish a classroom environment** that equips students with the skills they need to be successful readers and writers.

What's New?

- The First 5 Days
 - [Teacher Guide](#)
- Lexile levels for student passages
- Writing lesson plans



During the 1st 6 Weeks...

Students will:

- be introduced to the different reading genres use print and digital resources to determine meaning;
- develop vocabulary skills;
- use metacognitive skills to deepen comprehension;
- demonstrate understanding of text through written responses with text evidence;
- paraphrase and summarize texts in ways that maintain meaning and logical order;
- explain the author's purpose and message within a text;
- compose a personal narrative; and
- practice basic editing conventions.

Useful Links

- [Padlet](#)
- Editable Copy of IPC
 - [Grade 3](#)
 - [Grade 4](#)
 - [Grade 5](#)
- [DOLs Folder](#)
- [Getting Started with Book Clubs](#)
- RLA K-12 Vertical Alignment
 - [English/Spanish](#)
- [24-25 Year-at-a-Glance](#)



Questions or Feedback?

Reach out to
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Hernández at
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IMPORTANT DATES!

- 8/13 - **First Day of School**
- 8/30 - **Teacher Planning**
- 9/2 - **Labor Day**
- 9/20 - **1st 6 Weeks End**

Access to all IPCs

[leadershipacademienetwork.com](https://www.leadershipacademienetwork.com)

UPDATES : WHAT'S NEW FOR THE 6 WEEKS

- The First 5 Days
 - Teacher Guide
- Lexile Levels for Student Passages
- Writing Lesson Plans



First 5 Days

First Day of School

The first day of school can be quite hectic. To facilitate smooth logistics in your classroom while keeping your students engaged, consider incorporating the following activities into your plan:

- **"First Day of School" Packet**
 - Prepare a packet with engaging activities to keep students occupied and excited about the new school year.
 - You can make a copy of a sample packet [HERE](#).
- **Classroom Scavenger Hunt**
 - Organize a scavenger hunt around your classroom to help students become familiar with their new environment.
- **Independent Reading Time**
 - Allocate time for independent reading to encourage a calm and focused atmosphere.
- **Getting-To-Know-You Activities**
 - [Refer to page 4](#) for a variety of activities designed to help students introduce themselves and learn about their classmates.
- **Journal Decorating**
 - Provide materials for students to personalize their journals, fostering a sense of ownership and creativity.
- **Reading Surveys**
 - Conduct reading surveys to understand students' interests and preferences, which can inform future reading selections.
 - You can access a sample "Reading Interest Survey" [HERE](#).

Best Classroom Management Practices

- **Assigned Seating:** Establish assigned seating on the first day to give students a designated spot upon arrival, promoting order and reducing confusion.
- **Prepared Materials:** Have a packet and/or an assignment ready for students as they enter the classroom. This should be both enjoyable and insightful, allowing you to gather information about your students.
- **Setting the Tone:** Remember that the first day sets the tone for classroom expectations. While it may not be filled with instruction, it is crucial to establish a robust structure with clear steps to help students engage with the assigned activities and navigate transitions smoothly.

By implementing these strategies, you will create a welcoming and organized environment that supports both you and your students on the first day of school.

Getting-To-Know-You Activities

Building a strong classroom community begins with students getting to know each other and feeling comfortable in their new environment. To facilitate this, we've compiled a list of engaging "Getting-to-Know-You" activities. These activities are designed to be fun, interactive, and insightful, helping students learn about their classmates while fostering a sense of belonging. Whether you have a few minutes or a full class period, these activities can be easily integrated into your first-day plans.

- **Two Truths and a Lie**
 - Each student shares three statements about themselves—two true and one false. The class guesses which statement is the lie.
- **Classroom Scavenger Hunt**
 - Students search the classroom for specific items or features on a list. This helps them become familiar with their new environment.
 - You can access a sample Classroom Scavenger Hunt [HERE](#).
 - This document can be customized to meet your classroom environment.
- **Find Someone Who Bingo**
 - Students receive Bingo cards with prompts (e.g., "Find someone who has a pet"). They circulate the room to find classmates who match the prompts and sign their cards.
 - See a sample bingo card [HERE](#).
- **Personal Coat of Arms**
 - Students design a coat of arms with sections representing different aspects of themselves, such as hobbies, family, and goals. They then share their creations with the class.
 - You can access a personal coat of arms template [HERE](#).
- **Silent Interviews**
 - In pairs, students write down answers to questions about themselves without speaking. They then exchange papers and read each other's responses before sharing what they learned with the class.
- **Name Game Ball Toss**
 - Students stand in a circle and toss a ball to one another, saying their name and one fun fact about themselves when they catch it.



First 5 Days

Classroom Management

Lesson: *Respect Agreement*

Grade Levels: 3rd-5th Grade

Objective: Students will collaboratively create a Respect Agreement that outlines how they will treat each other and maintain a positive classroom environment.

Materials Needed:

- Large chart paper or a whiteboard
- Markers
- Sticky notes
- [Respect Agreement template](#)
- Copies of a simple Respect Agreement handout for each student (optional)

Duration: 45-60 minutes

Introduction (10 minutes):

1. **Greeting and Warm-Up:**
 - Welcome students and briefly discuss the importance of respect in the classroom.
 - Ask students what the word "respect" means to them and write their responses on the board.
2. **Discussing Respect:**
 - Explain that respect is a key part of creating a positive and safe classroom environment.
 - Share examples of respectful behaviors (e.g., listening when someone is speaking, keeping hands to oneself, being kind).

Activity 1: Brainstorming Respectful Behaviors (15 minutes):

1. **Small Group Discussion:**
 - Divide students into small groups and give each group sticky notes and a marker.
 - Ask each group to brainstorm and write down behaviors they believe demonstrate respect on the sticky notes (one behavior per note).
2. **Sharing and Categorizing:**
 - Have each group share their ideas and place their sticky notes on the board or chart paper.
 - As a class, categorize the behaviors into broader themes (e.g., listening, kindness, personal space).

Respect Agreement

Students to students	Students to Teacher
Teacher to Students	All to Community

El acuerdo de respeto

Estudiantes a estudiantes	Estudiantes a maestro(a)
Maestro(a) a estudiantes	Todos a la comunidad

First 5 Days

Lesson: Teamwork and Partner Work Expectations

Grade Level: 3rd-5th Grade

Objective: Students will learn how to work collaboratively with others to develop a plan of shared responsibilities in which they follow agreed-upon rules, norms, and protocols (1D).

Materials Needed:

- Chart paper or whiteboard
- Markers
- Task cards with simple group activities
- Group Roles handout (Leader, Recorder, Timekeeper, Presenter)

Duration: 30 minutes

Introduction (5 minutes):

1. **Greeting and Warm-Up:**
 - Welcome students and briefly discuss the importance of teamwork and collaboration.
 - Ask students to share quick examples of when they worked in a team or with a partner.
2. **Objective Overview:**
 - Explain that today's lesson will focus on working together to develop a plan of shared responsibilities in which they follow agreed-upon rules, norms, and protocol.

Activity 1: Understanding Collaboration (5 minutes):

1. **Discussion:**
 - Write the word "collaboration" on the board and ask students what they think it means.
 - Discuss key elements of collaboration: communication, cooperation, and shared responsibility.
2. **Group Roles:**
 - Introduce the concept of group roles (Leader, Recorder, Timekeeper, Presenter) and briefly explain the responsibilities of each role.
 - Distribute the Group Roles handout and review it quickly with the students.
 - i. See an [ENGLISH](#) and [SPANISH](#) example of group roles here.

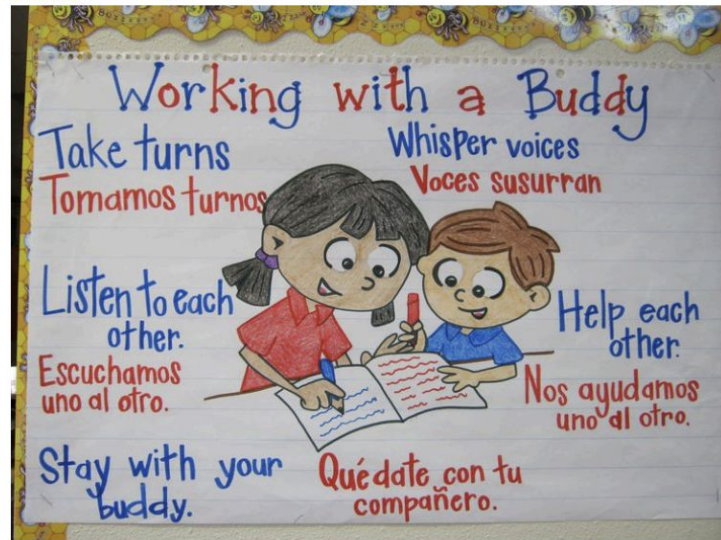
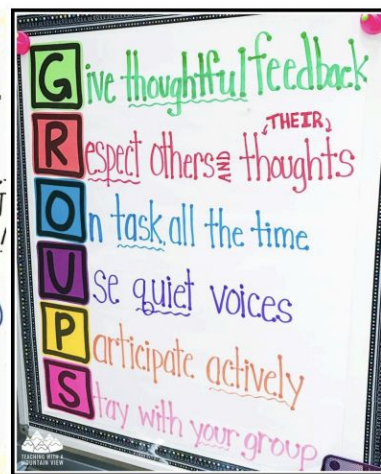
what is... TEAMWORK?

— THE 3 Cs —

- 1 Communication
- 2 cooperation
- 3 courage



— PHRASES —



First 5 Days

Lesson: *Small Group Guided Reading Expectations*

Grade Level: 3rd-5th Grade

Objective: Students will understand and follow expectations for behavior and activities while the teacher is conducting small group guided reading. They will also learn when it is appropriate to interrupt the teacher.

Materials Needed:

- Chart paper or whiteboard
- Markers
- Visual timer
- Independent activity packets or centers
- "Interruptions" signal (e.g., a specific hand signal or a sign)
- Expectations handout (optional)

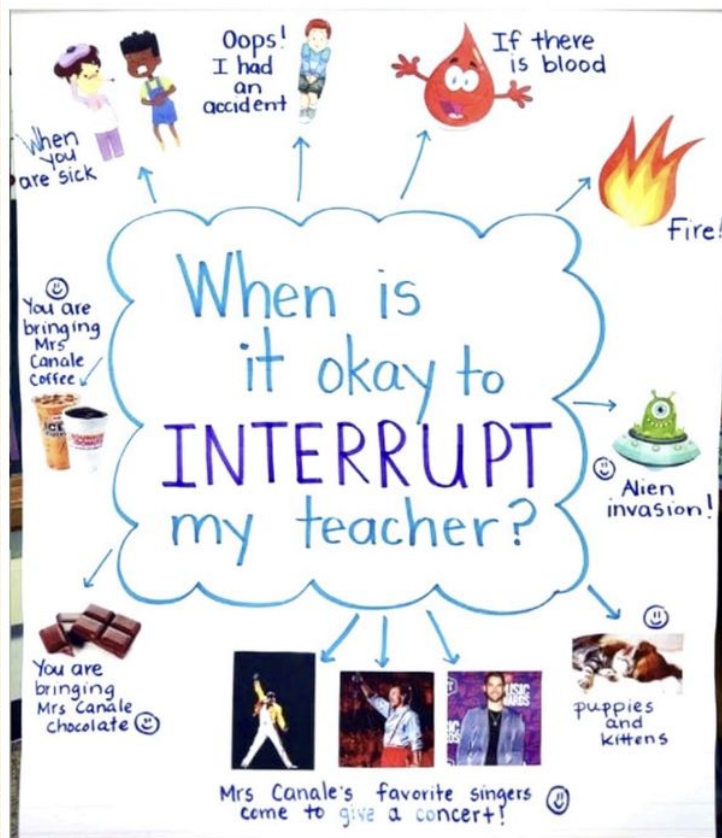
Duration: 30 minutes

Introduction (5 minutes):

1. **Greeting and Warm-Up:**
 - Welcome students and explain that they will be learning about how to behave and what to do during small group guided reading sessions.
 - Briefly discuss the importance of guided reading and how it helps everyone become better readers.
2. **Objective Overview:**
 - Explain that today's lesson will focus on understanding what students should be doing while the teacher is working with a small reading group and when it is okay to interrupt the teacher.

Activity 1: Discussing Expectations (10 minutes):

1. **Brainstorming:**
 - Ask students to brainstorm what they think they should be doing while the teacher is conducting guided reading with a small group.
 - Write their ideas on the chart paper or whiteboard.
2. **Establishing Expectations:**
 - Review and refine the brainstormed list to create clear expectations. Key points to include:
 - **Working Quietly:** Students should be engaged in independent activities such as reading silently, working on assignments, or participating in learning centers.
 - **Staying on Task:** Remind students to focus on their work and not to disturb others.



First 5 Days

Lesson: Classroom Routines and Procedures

Grade Level: 3rd-5th Grade

Objective: Students will learn and understand the classroom routines and procedures to ensure a smooth and organized learning environment.

Duration: 30 minutes

Materials Needed:

- Chart paper or whiteboard
- Markers
- Visual aids (e.g., posters, signs) for routines and procedures
- Handouts with routines and procedures (optional)

Introduction (5 minutes):

1. **Greeting and Warm-Up:**
 - Welcome the students warmly and explain the purpose of the lesson.
 - Briefly discuss why routines and procedures are important for a successful classroom.
2. **Objective Overview:**
 - State that today's lesson will help everyone understand how to follow the routines and procedures to create a respectful and productive classroom environment.

Activity 1: Introducing Routines and Procedures (10 minutes):

1. **Discussion:**
 - Begin by discussing what routines and procedures are and why they are important.
 - Ask students to share any routines they remember from previous years.
2. **Listing Routines and Procedures:**
 - **Arrival and Morning Routine:**
 - Explain what students should do when they arrive in the morning (e.g., hang up coats, turn in homework, start morning work).
 - **Classroom Signals:**
 - Describe the signals used for getting attention, transitioning between activities, etc.
 - **Bathroom and Water Breaks:**
 - Outline the procedure for asking permission and going to the bathroom or getting water.
 - **Classroom Jobs:**

Back to School ROUTINES & PROCEDURES

- | | |
|------------------------------|------------------------------|
| ◦ Entering the classroom | ◦ Quality of work |
| ◦ Attendance and lunch | ◦ Turning in assignments |
| ◦ Coming to class prepared | ◦ Transitions |
| ◦ Morning & bell work | ◦ Finishing work early |
| ◦ Going to the restroom | ◦ Working independently |
| ◦ Teacher signal | ◦ Working in pairs or groups |
| ◦ Behavior management system | ◦ Classroom jobs |
| ◦ Rewards & consequences | ◦ Classroom library |
| ◦ School rules | ◦ Using technology |
| ◦ Movement in the classroom | ◦ Eating/drinking in class |
| ◦ Supplies | ◦ Recess & lunch procedures |
| ◦ Sharpening pencils | ◦ Playground behavior |
| ◦ Noise level expectations | ◦ Lining up |
| ◦ Desk organization | ◦ Fire and emergency drills |
| ◦ Keeping work organized | ◦ Absent/tardy policies |
| ◦ Handing out papers | ◦ Homework board |
| ◦ Collecting papers | ◦ Agenda books |
| ◦ Students numbers | ◦ Packing up |
| ◦ Labeling assignments | ◦ Dismissal procedures |



First 5 Days



RLA Basics

Lesson: *What is Fluency? (.4A)*

Grade Level: 3rd-5th Grade

Objective: Students will understand what reading fluency is and practice techniques to improve their fluency, focusing on rate, accuracy, and prosody.

Duration: 30 minutes

Materials Needed:

- Chart paper or whiteboard
- Markers
- A variety of reading passages at different levels
 - Visit [THIS SITE](#) to access ready fluency passages for grades 1-8
- Stopwatches or timers
- [Fluency tracking sheets](#)
- Highlighters
- Audio recording device (optional)

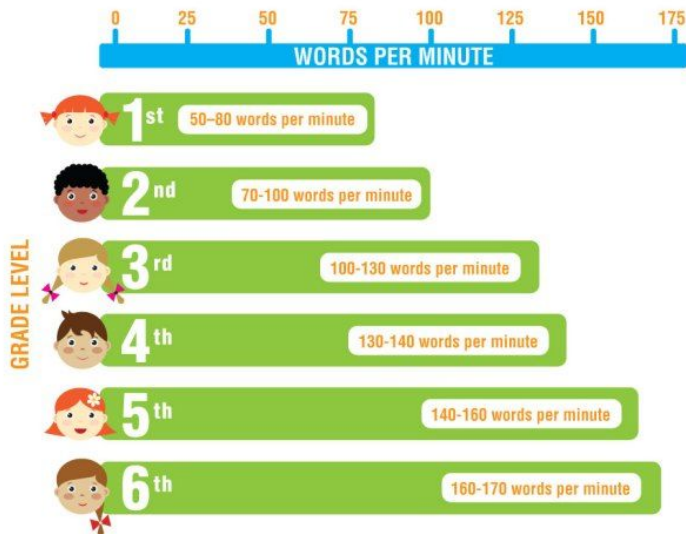
Introduction (5 minutes):

1. **Greeting and Warm-Up:**
 - Welcome students and briefly explain the focus of today's lesson: improving reading fluency.
2. **Objective Overview:**
 - State that today's lesson will help students understand what reading fluency is and how they can improve their own fluency, specifically focusing on rate, accuracy, and prosody.

Activity 1: What is Reading Fluency? (5 minutes):

1. **Discussion:**
 - Write "Fluency" on the board and ask students what they think it means.
 - Explain that fluency is the ability to read text smoothly and expressively.
2. **Components of Fluency:**
 - **Rate:** Reading at an appropriate speed.
 - **Accuracy:** Reading the words correctly.
 - **Prosody:** Reading with expression and proper intonation.

Reading Fluency Recommendations



Harris A, Sipay E. How to Increase Reading Ability

 Evan-Moor.

Lexile Levels for Student Passages

4th Grade

5th Grade

Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min	Week 3 Reading DOLs Poem: <i>The Journey to Kindness</i> (Lexile Range 810 - 1000L) Play: <i>The Buddy Transformation</i> (Lexile Range 600 - 800L)			
	Independent Practice:	Independent Practice:	Independent Practice:	Independent Practice:
Students will make predictions before reading the text and will annotate the poem before, during, and after reading.	Students will complete a graphic organizer to identify the genre, topic, intended audience, and author's purpose.	Students will write a Short-Constructed Response (SCR) to explain the author's purpose within a text.	Students will complete a Venn Diagram to compare ideas and features between two texts.	
Success Criteria/ Criterios de éxito A student has achieved mastery when...	Students will	Students will	Students will	

WRITING

Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min	Week 3 Reading DOLs Poem: <i>Keep Going, Keep Growing</i> (Lexile Range 800L - 1000L) Play: <i>The Sporty Challenge</i> (Lexile Range 900L - 1000L)			
	Independent Practice:	Independent Practice:	Independent Practice:	Independent Practice:
Students will make predictions before reading the text and will annotate the poem before, during, and after reading.	Students will complete a graphic organizer to identify the genre, topic, intended audience, and author's purpose.	Students will write a Short-Constructed Response (SCR) to explain the author's purpose within a text.	Students will complete a Venn Diagram to compare ideas and features between two texts.	
Success Criteria/ Criterios de éxito A student has achieved mastery when...	Students will	Students will	Students will	

4th Grade Baseline Writing

WRITING

Collect an **ECR** baseline writing from students this week.

Baseline Writing Prompts (choose one):

In the book "Just Ask," Sonia shares with you something unique about her. What makes you unique? How are you different from other kids? Is there anything you can relate to in the book? Write an essay describing what makes you unique. Use textual evidence from the book to support your answer.

[Student Page](#)

In the book "The Dot," Vashti was upset at the beginning because she thought she couldn't draw. Think about a time when you thought you couldn't do something. What motivated you to try? How does your experience compare to Vashti? Write an essay describing your experience. Use textual evidence from the book to support your answer.

[Student Page](#)

[Rubric](#)

Note: DLE Teachers may collect two different samples. One in English and one in Spanish to assess students writing in both languages. You can access the Spanish prompts [HERE](#)

Links to Spanish books videos

[¡Sólo pregunta!](#)




[El punto](#)

Baseline Writing Prompt



In the book "Just Ask," Sonia shares with you something unique about her. What makes you unique? How are you different from other kids? Is there anything you can relate to in the book? Write an essay describing what makes you unique. Use textual evidence from the book to support your answer.

STUDENT-FRIENDLY ECR RUBRIC - INFORMATIONAL WRITING

3rd- 5th	ECR Response Rubric			
Organization  Development of Ideas 	3 well-done! <input type="checkbox"/> central idea is clear & well-developed <input type="checkbox"/> organization is effective <input type="checkbox"/> evidence is specific, well-chosen, & relevant <input type="checkbox"/> expression of ideas is clear & effective	2 okay <input type="checkbox"/> central idea is present & partially developed <input type="checkbox"/> organization is limited <input type="checkbox"/> evidence is limited & may include irrelevant information <input type="checkbox"/> expression of ideas is basic	1 needs work <input type="checkbox"/> central idea is evident but not developed <input type="checkbox"/> organization is minimal and/or weak <input type="checkbox"/> evidence is insufficient and/or mostly irrelevant <input type="checkbox"/> expression of ideas is ineffective	0 needs lots of work <input type="checkbox"/> central idea may be evident <input type="checkbox"/> organizational structure is not evident. No introduction & conclusion. <input type="checkbox"/> evidence is not provided or is irrelevant <input type="checkbox"/> expression of ideas is unclear or incoherent
Feedback				
Total Score: _____ / 5 X2 _____ / 10	Conventions 	2 well-done! Consistent command of grade-level appropriate conventions, including correct: <ul style="list-style-type: none"> capitalization usage/grammar punctuation spelling 	1 needs work Inconsistent command of grade-level appropriate conventions, including limited use of or no evidence of correct: <ul style="list-style-type: none"> capitalization usage/grammar punctuation spelling 	0 needs lots of work Little to no command of grade-level appropriate conventions, including <ul style="list-style-type: none"> capitalization usage/grammar punctuation spelling
Feedback				

** [Link](#) to view TEA's Informational Writing Rubric

5th Grade Baseline Writing

WRITING

Collect an **ECR** baseline writing from students this week.

Baseline Writing Prompts (choose one):

In the book *"The Day You Begin,"* the author reminds you that "there will be times when you walk into a room and no one there is quite like you." Think about a time when this happened to you. What did you do? Is there anything you can relate to in the book? Write an essay describing how you overcame this difficult situation. Use textual evidence from the book to support your answer.

[Student Page](#)

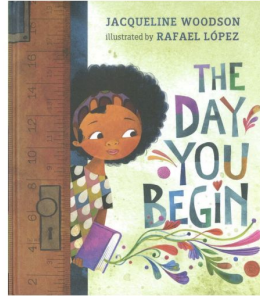
In the book *"Love,"* the author writes about several things in life that represent love. What does love mean to you? What are some things around you that represent love? Is there anything you can relate to in the book? Write an essay describing your response in detail. Use textual evidence from the book to support your answer.

[Student Page](#)

[Rubric](#)



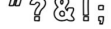
Note: DLE Teachers may collect two different samples. One in English and one in Spanish to assess students writing in both languages. You can access the Spanish prompts [HERE](#)

Baseline Writing Prompt



In the book *"The Day You Begin,"* the author reminds you that "there will be times when you walk into a room and no one there is quite like you." Think about a time when this happened to you. What did you do? Is there anything you can relate to in the book? Write an essay describing how you overcame this difficult situation. Use textual evidence from the book to support your answer.

STUDENT-FRIENDLY ECR RUBRIC - INFORMATIONAL WRITING

3rd- 5th	ECR Response Rubric			
	3 well-done!	2 okay	1 needs work	0 needs lots of work
Organization 	<input type="checkbox"/> central idea is clear & well-developed <input type="checkbox"/> organization is effective	<input type="checkbox"/> central idea is present & partially developed <input type="checkbox"/> organization is limited	<input type="checkbox"/> central idea is evident but not developed <input type="checkbox"/> organization is minimal and/or weak	<input type="checkbox"/> central idea may be evident <input type="checkbox"/> organizational structure is not evident. No introduction & conclusion.
Development of Ideas 	<input type="checkbox"/> evidence is specific, well-chosen, & relevant <input type="checkbox"/> expression of ideas is clear & effective	<input type="checkbox"/> evidence is limited & may include irrelevant information <input type="checkbox"/> expression of ideas is basic	<input type="checkbox"/> evidence is insufficient and/or mostly irrelevant <input type="checkbox"/> expression of ideas is ineffective	<input type="checkbox"/> evidence is not provided or is irrelevant <input type="checkbox"/> expression of ideas is unclear or incoherent
Feedback				
Total Score: _____ / 5 X2 _____ / 10	Conventions 	2 well-done! Consistent command of grade-level appropriate conventions, including correct: <ul style="list-style-type: none"> capitalization usage/grammar punctuation spelling 	1 needs work Inconsistent command of grade-level appropriate conventions, including limited use of correct: <ul style="list-style-type: none"> capitalization usage/grammar punctuation spelling 	0 needs lots of work Little to no command of grade-level appropriate conventions, including infrequent use of or no evidence of correct: <ul style="list-style-type: none"> capitalization usage/grammar punctuation spelling
Feedback				


** [Link](#) to view TEA's Informational Writing Rubric

Writing Lesson Plans

- Our writing plans are now more structured .
- At the start of the week, we will have more teacher-led instruction.
- Gradually allowing students to take more responsibility for their learning as the week progresses.

WRITING/ESCRITURA					
Week 2 Writing DOLs					
Conventions/ Convenciones 10-15 min 4.11Di - Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments / Editar borradores usando las convenciones comunes de la lengua española, incluyendo: oraciones completas simples y compuestas en donde haya concordancia entre sujeto y verbo;					
Objective: The students will use English conventions by writing complete simple and compound sentences with subject-verb agreement. Objetivo: Los estudiantes usarán convenciones en español escribiendo oraciones completas simples y compuestas en donde haya concordancia entre sujeto y verbo.					
<p>NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: <i>Morris Lessmore loved loved words.</i></p> <p><i>Morris Lessmore = subject loved = verb</i></p> <p>Focus Phrase: <i>A complete sentence is made of an independent clause, which is a group of words containing a subject and a verb that can stand alone as a complete sentence. A compound sentence is a sentence composed of at least two independent clauses linked with a conjunction.</i></p>	<p>COMPARE AND CONTRAST <i>How are they alike and different?</i></p> <p>Mentor Sentences:</p> <ul style="list-style-type: none"> • <i>Morris Lessmore loved loved words.</i> • <i>The flying lady knew Morris simply needed a good story, so she sent him her favorite.</i> <p><i>so = conjunction</i></p>	<p>IMITATE <i>Try it out</i></p> <p><i>Using the sentences students have been studying for inspiration, writers “try out” the pattern of power through shared, interactive, or paired writing.</i></p>	<p>APPLY & EDIT (FIX IT SENTENCES) <i>What can we change? What effect does that change have?</i></p> <p>Fix It Sentences:</p> <ul style="list-style-type: none"> • <i>the dogs was eating a piece of meats</i> • <i>My sister like to eat tacos, she also like to eat pizza.</i> • <i>they plays soccer every days?</i> <p>Correct Sentences:</p> <ul style="list-style-type: none"> • <i>The dogs were eating a piece of meat.</i> • <i>My sister likes to eat tacos, and she also likes to eat pizza.</i> • <i>They played soccer every day.</i> 	<p>PRACTICE QUESTIONS</p> <p><small>Alisa is writing an essay about how to grow vegetables. Read the following paragraph from Alisa’s essay and look for corrections she needs to make. Then answer the questions that follow.</small></p> <p>Growing Your Own Vegetables</p> <p>(1) Starting a vegetable garden can be a rewarding experience. (2) The first time to choose a sunny spot in your yard, most vegetables need at least six hours of sunlight each day. (3) Prepare the soil by removing weeds and adding compost to enrich it. (4) Select the vegetables you want to grow, such as tomatoes, carrots, or lettuce. (5) Plant the seeds or seedlings according to the instructions on the seed packets. (6) Water the garden regularly to make sure the soil stays moist. (7) Add mulch around the plants and prevent weeds from growing. (8) As your vegetables grow, watch for signs and diseases, and take steps to control your plants. (9) Finally, harvest your vegetables when they are ripe and enjoy the fruits of your labor.</p> <p>1. What is the correct way to write sentence 2? A. You first have to choose a sunny spot in your yard, because most vegetables need at least six hours of sunlight each day. B. You first have to choose a sunny spot in your yard, but most vegetables need at least six hours of sunlight each day. C. You first have to choose a sunny spot in your yard, so most vegetables need at least six hours of sunlight each day. D. You first have to choose a sunny spot in your yard, because most vegetables need at least six hours of sunlight each day.</p> <p>2. What change needs to be made in sentence 6? A. Add a comma after regularly. B. Change garden to gardens. C. Change add to adds. D. Change after to stays.</p> <p>Answers:</p> <ol style="list-style-type: none"> D D 	
<p>NOTAR <i>¿Qué notas en esta oración?</i></p> <p>Oración mentora: <i>Morris Lessmore amaba las palabras.</i></p>	<p>COMPARAR <i>¿En qué se parecen? ¿En qué se diferencian?</i></p> <p>Oraciones mentoras:</p> <ul style="list-style-type: none"> • <i>Morris Lessmore amaba las</i> 	<p>IMITAR <i>Intentálo</i></p> <p><i>Usando las oraciones que los estudiantes han estado estudiando en busca de inspiración, los</i></p>	<p>APLICAR Y CORREGIR <i>¿Qué podemos cambiar? ¿Qué efecto tiene el cambio que hicimos?</i></p> <p>Oraciones para corregir:</p> <ul style="list-style-type: none"> • <i>los perros esta</i> 	<p>PREGUNTAS DE PRÁCTICA</p> <p><small>Alisa está escribiendo un ensayo sobre cómo cultivar verduras. Lee el siguiente párrafo del ensayo de Alisa y busca las correcciones que necesita hacer. Luego responde las preguntas que siguen.</small></p> <p>Cultivar tus propias verduras</p> <p>(1) Comenzar un huerto puede ser una experiencia gratificante. (2) La primera vez que elijas un lugar soleado en tu jardín, la mayoría de las verduras necesitan al menos seis horas de luz solar cada día. (3) Prepara el suelo quitando las malas hierbas y añadiendo compost para enriquecerlo. (4) Elige las verduras que quieras cultivar, como tomates, zanahorros o lechuga. (5) Planta las semillas o las plántulas siguiendo las instrucciones de las etiquetas de las semillas. (6) Riega el huerto regularmente para asegurarte de que el suelo se mantenga húmedo. (7) Añade mantillo alrededor de las plantas para evitar que crezcan las malas hierbas. (8) Mientras crecen las verduras, vigila los signos de plagas y enfermedades y toma medidas para controlarlas. (9) Finalmente, cosecha tus verduras cuando estén listas y disfruta de los frutos de tu trabajo.</p> <p>1. ¿Cuál es la forma correcta de escribir la oración 2? A. Primero debes elegir un lugar soleado en tu jardín, porque la mayoría de las verduras necesitan al menos seis horas de luz solar cada día. B. Primero debes elegir un lugar soleado en tu jardín, pero la mayoría de las verduras necesitan al menos seis horas de luz solar cada día. C. Primero debes elegir un lugar soleado en tu jardín, así que la mayoría de las verduras necesitan al menos seis horas de luz solar cada día. D. Primero debes elegir un lugar soleado en tu jardín, porque la mayoría de las verduras necesitan al menos seis horas de luz solar cada día.</p> <p>2. ¿Qué cambio se necesita hacer en la oración 6? A. Agregar una coma después de regularmente. B. Cambiar huerto por huertos. C. Cambiar añadir por añade. D. Cambiar después por permanece.</p> <p>Respuestas:</p> <ol style="list-style-type: none"> D D 	

Writing Lesson Plans

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	What is a personal narrative?	What are the components of a personal narrative?	Using a graphic organizer to organize writing	Independent Writing Time	Independent Writing Time
Guided Practice/ Práctica Guiada	Share the score point 4 personal experience from EW (In Empowering Writers, see <i>The Planning Guide > Rubrics for Grade 4 > Narrative Rubrics and Anchor Sets</i>). Then, model brainstorming ideas for a personal narrative.	Identify the components of a personal narrative in score point 4 personal experience from EW using the Narrative Rubric .	Model planning a personal narrative using a graphic organizer.	Allow students to work on their personal narrative draft.	Allow students to work on their personal narrative draft.
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje	Independent Practice: Students will brainstorm “small moment” ideas for a personal narrative using sticky notes. <i>Note: Students can post their “small moment” ideas in an anchor chart.</i>	Independent Practice: Students will give a sample personal narrative a score using the rubric. Use the score point 2 or score point 3 from EW. <i>Note: If the rubric is too overwhelming for students, ask them to focus on a specific category from the rubric. For example, “Elaborative Detail.”</i>	Independent Practice: Students will begin drafting their personal narrative using a graphic organizer. 	Independent Practice: Students will work on their personal narrative draft. <i>Note: If students struggle to come up with details for their personal narrative, consider using the strategy “Pick, List and Choose” from EW to intervene (In Empowering Writers, see <i>Informational & Opinion Skills for Grade 4 > Section 1 > Lesson 3</i>).</i>	Independent Practice: Students will finish their personal narrative draft.
Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i>	Students will.	Students will.	Students will.	Students will.	Students will.

- The writing lesson plans are organized by day.
- Included are the Empowering Writers suggested activity for the Guided Practice and a DOL for the Independent Practice.

IPC Overview

For Week 2

- Genre
- Suggested Grade-Level Text
- Additional Grade-Level Text(s)
- Vocabulary
- Student Expectations

WEEK 2: SPANISH					
READING/LECTURA					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	08/19/2024	08/20/2024	08/21/2024	08/22/2024	08/23/2024
Heggerty 10 min					
Genre, Grade-Level Text/Género, Texto a nivel	<p>Genre: Fiction/Ficción</p> <p>Suggested Grade-Level Text(s): Thank you, Mr. Falker by Patricia Polacco Gracias, Sr. Falker por Patricia Polacco</p> <p>Additional Grade-Level Text(s) from myView: from Hatchet/de El hacha by Gary Paulsen (myView - U2W3)</p> <p><i>Note: Teachers can select any other grade-level text that aligns to the genre of the week.</i></p>				
Word Study/ Estudio de palabras 5-10 min	<p>Vocabulary from Interactive Read Aloud: wiggling, torture, wobbly, stumbled, teased, cunning articular, garabatos, martirio, tartamudeaba, adulaban, encaramó</p>				
Student Expectations/ Expectativas de estudiantes SEs	<p>*Introduce the fiction genre and create anchor chart*</p> <p>5.6A - Establish purpose for reading assigned and self-selected texts. Establezca un propósito para la lectura de textos asignados y autoseleccionados.</p>	<p>5.6B - Generate questions about text before, during, and after reading to deepen understanding and gain information. Formule preguntas sobre el texto antes, durante y después de la lectura para profundizar la comprensión y obtener</p>	<p>5.6E - Make connections to personal experiences, ideas in other texts, and society. Haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad. 5.7A - Describe personal connections to a variety</p>	<p>5.6I - Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. Revise la comprensión y haga ajustes, tales como</p>	<p>*Review*</p> <p>Suggestion: Review R.A.C.E. Students will be completing a Short-Constructed Response next week.</p> <p><i>Note: Teachers can use the lesson titled "Turning</i></p>


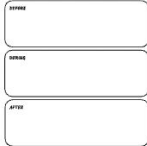

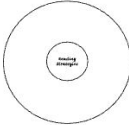
IPC Overview

		información.	of sources, including self-selected texts. Describa conexiones personales respecto a una variedad de fuentes de información, incluyendo los textos autoseleccionados.	releer, usar conocimiento previo, formular preguntas y hacer anotaciones cuando la comprensión se pierde. Note: This SE encompasses several reading skills students will use on an ongoing basis. The goal for this day is to explicitly teach some of the reading strategies students will use.	<i>Questions into Responses" from Empowering Writers to review Restating and Answering. To find the lesson go to: Informational & Opinion Skills for Grade 5 > Broad Yet Distinct Main Ideas/Reasons > Lesson 13</i>
Objective/ Objetivo	The students will establish a purpose for reading self-selected texts by choosing a book and writing a reader's response. Los estudiantes establecerán un propósito para leer textos seleccionados por ellos mismos escribiendo una respuesta de lector.	The students will generate questions about the text by writing relevant questions before, during, and after reading. Los estudiantes generarán preguntas sobre el texto al escribir dos preguntas relevantes antes, durante y después de leer.	The students will make connections to personal experiences by recalling a personal situation, thought, or experience and comparing it with content from the text. Los estudiantes harán conexiones a sus experiencias personales, pensamientos o experiencias y las compararán con el contenido del texto.	The students will monitor comprehension by generating a list of reading strategies. Los estudiantes revisarán su comprensión generando una lista de estrategias de lectura.	
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					
<i>Text Analysis:</i>	Anchor Chart.	Anchor Chart.	Anchor Chart.	Anchor Chart.	Anchor Chart.

For Week 2

- Student Expectations continued
- Student learning objectives.

IPC Overview

Mini-lesson/ <i>Análisis del texto: Mini-lección</i> 15-20 min	<i>Mini-Lesson:</i>	<i>Mini-Lesson:</i>	<i>Mini-Lesson:</i>	<i>Mini-Lesson:</i> <i>Suggestion: Choose a new text to model a variety of reading strategies.</i>	<i>Mini-Lesson:</i>
<i>Text Analysis: Read Aloud/ Análisis del texto: Lectura en voz alta</i> 10-15 min	<i>Guided Practice:</i>	<i>Guided Practice:</i>	<i>Guided Practice:</i>	<i>Guided Practice:</i>	<i>Guided Practice:</i>
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min	<u>Week 2 Reading DOLs</u>				
	<i>Independent Practice:</i> Students will complete a reader's response to reflect on their purpose for reading a self-selected book. 	<i>Independent Practice:</i> Students will ask 3-4 questions before, during and after reading a self-selected text. 	<i>Independent Practice:</i> Students will complete a reader's response to make connections to personal experiences. 	<i>Independent Practice:</i> Students will generate a list of reading strategies they can use to help them monitor their comprehension using a circle map. 	<i>Independent Practice:</i>
Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>
WRITING/ESCRITURA					

For Week 2

- Mini-lesson
- (I do)
- Guided Practice
- (We do)
- Independent Practice
- (You do)

BOOK CLUBS FOR THE 6 WEEKS



Before you say no to Book Clubs



TXWES | FWISD
**LEADERSHIP ACADEMY
NETWORK**
Intrigue, Instruct, Inspire.

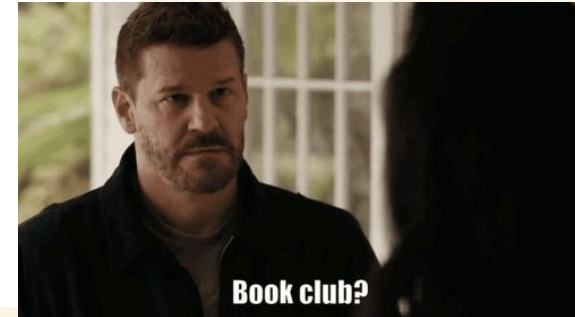
Leadership Academy Network Guide for Struggling Readers For Use in Book Clubs

*Options for students who are documented as Tier Three - Reading:

- SGGR with Tier 3 students during semester one ONLY – use leveled library
 - Students will build strategies needed to transfer into teacher-supported Book Clubs by semester two
- Teacher-supported Book Clubs → teacher is a member of the Book Club
- Shared reading with teacher/small group
- Small group guided reading leading into Book Clubs w/ leveled readers
- Book Club books from a grade level below
- Recorded text - on grade-level

*T1/T2 around 80% → these students should be exposed to in-grade level texts

*T3 around 20% → these students should be served using an option above



Book Club Pacing

Book Clubs Pacing				
Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Engage in Read Aloud	<p>Introduce new Book Club Books by sharing the book synopsis with the kids</p> <p>Students choose their books on this day</p> <p>Some ideas for this day can include:</p> <ul style="list-style-type: none"> - "Book Tasting" <p>Allow the kids to walk around the room to look at the books (<i>you could provide fancy snacks to make it more exciting!</i>)</p> <ul style="list-style-type: none"> - "Don't Judge a Book by It's Cover" <p>Use wrapping paper to hide the book cover and share an exciting part about the book without sharing names and/or titles</p> <p>Kids can then walk around to choose the book based on the synopsis (<i>This may work better with older students</i>)</p>	<p>Group students based on their Book Club choices</p> <p>Use some of your literacy rotations time to go over expectations</p> <ul style="list-style-type: none"> - What should their Book Talk conversations look and sound like? - How will students be expected to prepare for Book Clubs? - What will they be expected to complete as part of their accountability work? <p>Students can engage in independent reading on this day, but make sure they engage in a specific task (i.e. use stickies to jot down the most important parts, choose 1-2 quotes and use a reader's response prompt to respond to it).</p>	<p>Students can continue to engage in independent reading on this day.</p> <p>Teacher meets with groups to facilitate conversations and to check on students' independent work.</p> <p>Teacher can also use these meetings to assign and explain roles.</p>	<p>Students can continue to engage in independent reading on this day.</p> <p>Teacher meets with groups to facilitate conversations and to check on students' independent work.</p> <p>Teacher can also use these meetings to assign and explain roles.</p>

Book Club Pacing

Book Clubs Pacing				
Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Engage in Read Aloud	<p>Book Club Meeting 1 (Certain groups)</p> <p>Students can follow an agenda. If jobs were assigned, each student completes tasks assigned to his/her role.</p> <p>Students collaborate to complete the Book Club assignment (i.e. trifold with information about the book, open-ended questions, presentations/slides, etc. The possibilities are endless!)</p>	<p>Book Club Meeting 1 (Certain groups)</p> <p>Students can follow an agenda. If jobs were assigned, each student completes tasks assigned to his/her role.</p> <p>Students collaborate to complete the Book Club assignment (i.e. trifold with information about the book, open-ended questions, presentations/slides, etc. The possibilities are endless!)</p>	<p>Book Club Meeting 2 (Certain groups)</p> <p>Students can follow an agenda. If jobs were assigned, each student completes tasks assigned to his/her role.</p> <p>Students collaborate to complete the Book Club assignment (i.e. trifold with information about the book, open-ended questions, presentations/slides, etc. The possibilities are endless!)</p>	<p>Book Club Meeting 2 (Certain groups)</p> <p>Students can follow an agenda. If jobs were assigned, each student completes tasks assigned to his/her role.</p> <p>Students collaborate to complete the Book Club assignment (i.e. trifold with information about the book, open-ended questions, presentations/slides, etc. The possibilities are endless!)</p>

4th Grade Book Clubs

WEEK 3: ENGLISH					
READING					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	08/26/2024	08/27/2024	08/28/2024	08/29/2024	08/30/2024
	This week, students will be introduced to book clubs. Please use the following Scholastic Book Bin: Strand: Community & Relationships Unit: Boys vs. Girls				TEACHER PLANNING

Add book club book pictures

5th Grade Book Clubs

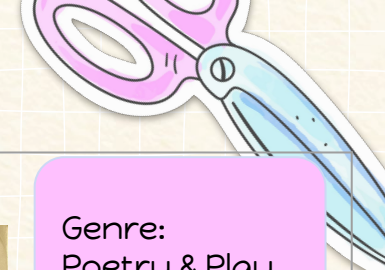
WEEK 3: ENGLISH				
READING				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08/26/2024	08/27/2024	08/28/2024	08/29/2024	08/30/2024
<i>This week, students will be introduced to book clubs. Please use the following Scholastic Book Bin:</i> Strand: Community & Relationships Unit: Better Together				TEACHER PLANNING

Add book club book pictures

GRADE LEVEL TEXTS FOR THE 6 WEEKS

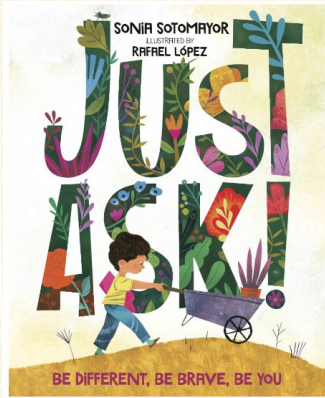


4th Grade Texts



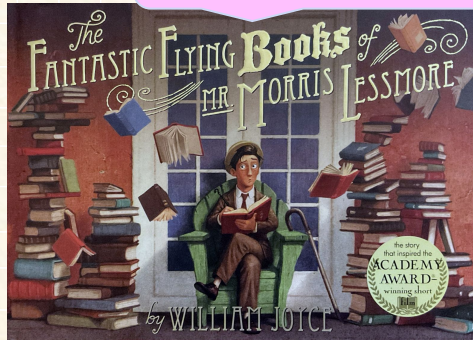
Week 1

Genre:
Fiction



Week 2

Genre:
Fiction



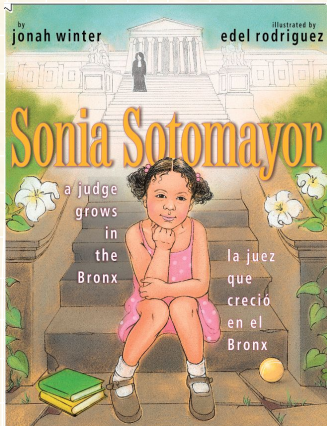
Week 3

Genre:
Poetry & Play



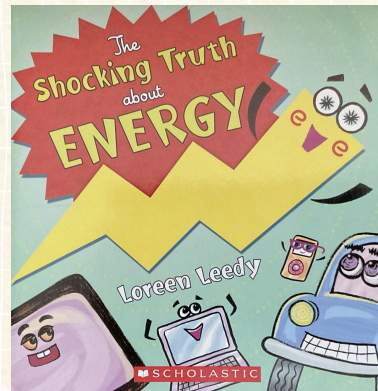
Week 4

Genre:
Literary
Non-
Fiction



Week 5

Genre:
Informa
tional



Week 6

Genre:
Argumenta
tive/
Persuasive

Media Multitasking Disrupts Memory

By Scientific American

Hundreds of thousands of years ago, screens didn't exist. Humans spent their days focused on hunting or gathering wild plants. But today, our brains get a constant stream of digital information. It is a lot to focus our attention on. Many scientists believe it could have lasting and harmful effects on the brain.



In October 2020, scientists reported a new study in a scientific journal. They wanted to understand how media multitasking affects memory. Media multitasking is when you use more than one digital device at a time. For example, sometimes people watch TV while playing games on their phones. The scientists found this may hurt attention in young adults. It could make it harder for them to remember specific situations or experiences.

Studying Media, Memory And Lapses In Attention

For the study, the scientists needed help from 80 young adults. Each person was between the ages of 18 and 26. The scientists asked the young adults to identify images of objects on a computer screen. After 10 minutes, the participants looked at more pictures. They had to decide if they saw the images already or if there were new pictures.

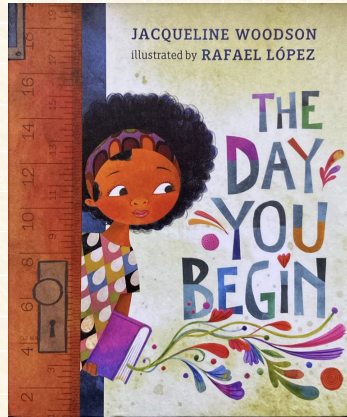
The scientists used tools to find out if people were paying attention during the test. They measured brain activity. They tracked eye movement. They compared the results to a survey the young adults filled out. It asked questions about media multitasking. Participants had to answer what their attention was like on a normal day and if their minds wandered.

Some participants reported more media multitasking in the survey. They had more moments where they stopped paying attention. The pupils are the dark centers of the eye. Pupils get smaller when someone isn't paying attention. Scientists noticed this happening during the test. When someone stopped paying attention, they were more likely to forget the images they saw.

5th Grade Texts

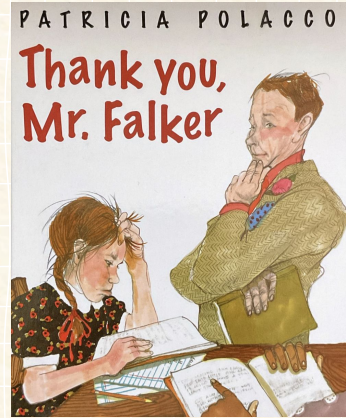
Week 1

Genre:
Fiction



Week 2

Genre:
Fiction



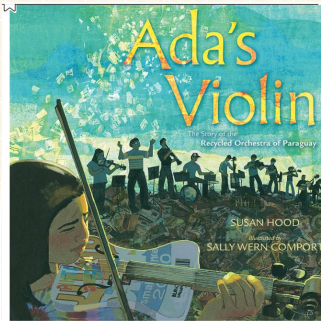
Week 3

Genre:
Poetry & Play



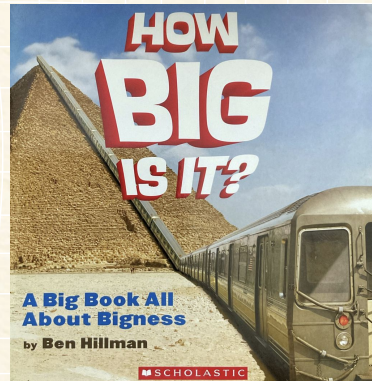
Week 4

Genre:
Literary
Non-
Fiction



Week 5

Genre:
Informa-
tional




Week 6

Genre:
Argumenta-
tive/
Persuasive

Media Multitasking Disrupts Memory (980)
By Scientific American

Over time, the human brain hasn't changed much. Humans used to focus on things like hunting or gathering wild plants. Now, we face a constant stream of digital information. Many scientists believe it could have enduring and worrisome effects.

In October 2010, scientists published a study that supports the concern. They studied media multitasking, which is using more than one digital or screen-based media at the same time. For example, some people watch TV and play video games or use social media at the same time. The scientists found this made it more difficult for young adults to pay attention. And it worsened their ability to later recall specific situations or experiences.



Studying Media, Memory And Lapses in Attention

For the study, scientists talked to 80 young adults between the ages of 18 and 24. The scientists asked participants to identify images of objects on a computer screen. After 10 minutes, the participants looked at more pictures and had to decide if they saw the images already or not.

During this process, the scientists measured brain activity and tracked the eye movements of each participant. This information let scientists know when the participants were paying attention, and when they weren't. The scientists looked at this information compared to the surveys the participants filled out before the study. It asked questions about media multitasking, if their minds wandered, and how their attention was on a normal day.

The participants who reported more media multitasking had more moments where they stopped paying attention during the test. The pupils, or dark centers of their eyes, were also smaller. That is a sign when someone is not paying attention. Those who weren't paying attention were more likely to forget if they've seen earlier images.

PD



- Elimination Strategy
STOP

S - Silly

T - Tricky

O - Opposite

P - Possible

*Gretchen Bernabei
Strategy

Martina is writing a story about a girl who is baking a cake. Read the following paragraph from Martina's paper and look for corrections she needs to make. Then answer the questions that follow.

Baking a Cake

(1) Sarah was excited to bake her first cake. (2) She had all the ingredients layed out on the kitchen counter. (3) "Ready to get started?" her sister Emily asked, holding a big mixing bowl. (4) Sarah nodded and grabed the flour from the shelf. (5) Then, Emily explained how to mix the wet and dry ingredients together. (6) Sarah carefully added the eggs and sugar to the bowl. (7) She poured the batter into the pan and placed it in the oven. (8) After waiting for what felt like forever, the timer dinged, and the cake was ready!

2. What change is needed in sentence 4?
- a. Change **nodded** to **noded**
 - b. Change **grabed** to **grabbed**
 - c. Change **flour** to **flower**
 - d. Change **shelf** to **shelves**



INITIATIVE

S



- TBA



BOY REMINDER



- Baseline Writing
- Start a Writing Folder for each student
- The first 5 teacher guide is your friend
- Relationships First!
-

THANKS!

Do you have any questions?

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Esmeralda Hernandez

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Please add all questions
to the Parking Lot!
Have great year!

