

Language Arts	First Six Weeks – Theme 1 – “You Can Do It!”
Standard: Grammar	Suggested activities: <i>The Gardener</i>
SPI 0401.1.4 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.	http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/G1%20Declarative%20&%20Interrogative%20l-1/ website for declarative and interrogative sentences resources Read aloud – <u>Punctuation Takes a Vacation</u> –Types of sentences http://www.quia.com/pop/35934.html - Types of sentences game
0401.1.4 Use correct punctuation at the ends of sentences.	Read aloud – <u>Little Red Hen Bakes a Cake</u> – Sentence stoppers-Punctuation Tales
0401.1.14 Recognize and edit incomplete sentences and run-on sentences.	Read aloud- <u>The No Good, Rotten, Run-on Sentence</u> -Sentence structure-Grammar Tales http://www.quia.com/pop/13222.html Sentence or fragment game
0401.1.3 Capitalize correctly sentence beginnings,	Read aloud – <u>Henry Goes to Hollywood</u> - Capitalization – Punctuation Tales
SPI 0401.1.5 Select the best way to correct incomplete sentences within context.	
0401.1.12 Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of detailed words and phrases).	
SPI 0401.1.6 Identify the correct use of commas in compound sentences within context.	http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/G4%20Compound%20Sentences%20l-4/ - compound sentences resources

Standard: Reading	<i>Story in italics</i>
SPI 0401.1.12 Select appropriate antonyms, synonyms, and homonyms within context.	<i>Donovan's Word Jar</i> Read aloud – <u>You are Special</u> - <u>Sylvester and the Magic Pebble</u>
0401.1.16 Define and recognize synonyms, antonyms, and homonyms.	http://www.studyzone.org/testprep/ela4/m/synonymlgl1.cfm -synonyms http://www.internet4classrooms.com/skill_builders/synonyms_language_arts Synonym websites on Internet for Classrooms Education City- <u>Manu in the Mirror</u> – antonyms - <u>Flight to Freedom</u> –homophones - <u>Kuko Run</u> - homophones
SPI 0401.1.13 Recognize and use grade appropriate vocabulary within context.	*Continues each six weeks.
SPI 0401.5.4 Choose a logical word to complete an analogy using synonyms and antonyms.	<i>Lou Gehrig</i> http://www.sadlier-oxford.com/phonics/analogy/analogyex.htm analogy practice
SPI 0401.6.2 Identify the stated main idea and supporting details in text.	<i>My Name Is Maria Isabel</i> Brain Pop – Main Idea Education City – <u>Skateboard Whiz</u> – Main Idea
0401.6.6 Determine the main idea and supporting details from text.	http://www.internet4classrooms.com/skill_builders/main_idea_language_arts Main idea websites on Internet for classrooms http://www.manatee.k12.fl.us/sites/elementary/samoset/mainideaprac.htm Main idea online practice
0401.6.8 Understand a variety of informational texts, including primary sources (autobiographical sketches, letters, diaries, Internet sites).	Social Studies book p. 160-161 (comparing primary and secondary sources) Transparency 2-2A and B
SPI 0401.7.2 Identify the main idea in a visual image.	. <i>My Name Is Maria Isabel</i> Read aloud- <u>Nothing Ever Happens on 90th Street</u> Teach in art
SPI 0401.8.2 Identify characters, setting, and plot in a passage - Narrative Elements	<i>The Gardener</i> Read aloud – <u>The Little Engine That Could</u> <u>First Day Jitters</u> & <u>Salt in His Shoes</u> http://www.studyzone.org/testprep/ela4/h/plotsettheme.cfm Story elements

	http://www.studyzone.org/testprep/ela4/m/settingp.cfm -Setting
0401.8.10 Identify and describe main and minor characters, considering the importance of their actions, motives, and appearances.	
0401.8.12 Explore first person point of view.	
SPI 0401.6.3 Use table of contents, title page, and glossary to locate information.	<i>Amelia & Eleanor Go For a Ride</i> http://www.studyzone.org/testprep/ela4/h/bookparts4.cfm - parts of a book
SPI 0401.1.14 Use prefixes and root words as aids in determining meaning within context.	<i>Donovan’s Word Jar</i> http://www.internet4classrooms.com/skill_builders/suffixes_language_arts_for_classrooms/ Suffix websites on Internet for Classrooms Brain Pop – Roots, Prefixes, & Suffixes
0401.1.18 Use a variety of previously learned strategies (e.g., understanding of roots and affixes, context clues, reference sources) to determine the meaning of unfamiliar words.	http://www.tv411.org/lessons/cfm/vocabulary.cfm?str=vocabulary&num=1&act=1 Prefixes http://www.tv411.org/lessons/cfm/vocabulary.cfm?str=vocabulary&num=10&act=1 Suffixes Education City- Snowman- Spell 2 and 3 syllable words with prefixes -Slam Dunk – Spell words with prefixes -Space Venture – Spell words with common suffixes ly, ful -Words Win Prizes- Prefixes and suffixes -Words in Space 1 & 2 - Suffixes
SPI 0401.8.5 Identify the forms of text (e.g., poetry, drama, fiction, nonfiction).	<i>Lou Gehrig</i> http://www.studyzone.org/testprep/e4topic.cfm?TopicID=21-fiction/nonfiction http://www.quia.com/pop/39360.html fiction/nonfiction
0401.8.5 Read with fluency from a variety of texts (e.g., poetry, drama, current events, novels).	Education City - Swamp Fever- genres -Valley of the Kings – respond to themed, non-fiction texts
SPI 0401.6.1 Select questions used to focus and clarify thinking before, during, and after	<i>Amelia & Eleanor Go for a Ride</i> http://www.studyzone.org/testprep/e4topic.cfm?TopicID=23 Question and answering

<p>VOCABULARY WORDS 1st 6wks</p>	<p><i>The Gardener</i>- anxious, recognizing, adore, vacant, sprucing, retire <i>Donovan’s Word Jar</i> – uneasy, disappointment, compromise, perseverance, leisure, chortle <i>My Name is Maria Isabel</i>- restless, pageant, rehearsals, troublesome, tropical, attentively <i>Lou Gehrig</i>- immigrants, salary, modest, valuable, appreciation, courageous, tremendous, sportsmanship <i>Amelia & Eleanor</i>- outspoken, practical, elegant, elevations, starstruck, Miniatures, brisk, marveled</p>
<p>Spelling City</p>	<p>To practice vocabulary words go to spellingcity.com; click on Find a List; Type jeanie oliver; select teacher; click search; click on jeanie oliver; select a list – for example <i>The Gardener - Vocabulary</i>. Play games “Match It” and “Which Word” to practice definitions and using the words in context.</p>
<p>Standard: Writing</p>	<p>Journal entries responding to text daily</p>
<p>Personal Narrative Trait: Voice and Conventions</p>	<p>Read aloud – <u>Wilford Gordon McDonald Partridge</u> -<u>Amos & Boris</u> Brain Pop – Prewriting : Choosing a Topic Brain Pop – Prewriting: Organizing Your Thoughts</p>
<p>SPI 0401.3.10 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.</p>	<p>http://www.readwritethink.org/files/resources/interactives/storymap/index.htm -Interactive Story Map</p>
<p>0401.4.5 Use a graphic organizer to organize information from text or technological sources.</p>	
<p>0401.1.11 Write legibly in manuscript and cursive.</p>	

Spelling	
*SPI 0401.1.8 Identify correctly or incorrectly spelled words in context.	*Repeated each six weeks
0401.1.7 Spell correctly high-frequency and commonly misspelled words appropriate to grade level.	Read aloud - <u>Silent Letters Loud and Clear</u>
0401.1.10 Spell correctly words commonly used in content specific vocabulary.	
Communication	*These continue throughout each six weeks.
SPI 0401.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.	Rules Read aloud - <u>First Day Jitters</u> - <u>The Ant Bully</u> - <u>Teacher From the Black Lagoon</u> - <u>Salt in His Shoes</u> – set goals
0401.2.2 Use established rules for attentive listening (e.g., do not interrupt, ask questions, provide appropriate feedback).	
0401.2.3 Understand and follow multi-step directions (e.g., follow directions for a game).	
0401.2.4 Formulate and respond to questions from teachers and group members.	

0401.2.6 Use rules for polite conversation.	
0401.2.7 Participate in creative responses to text (e.g., choral reading, discussion, dramatization, oral presentations).	
0401.2.8 Express reactions, personal experiences, and opinions orally.	
0401.2.9 Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science/social studies projects).	
0401.2.10 Use different voice levels and speech patterns for small groups, informal discussions, and reports.	
0401.2.11 Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).	
0401.2.12 Participate in recitations of assigned/self-selected passages.	
0401.2.13 Continue to develop group discussion skills and to work in teams.	
0401.2.14 Recognize specific roles assumed by team members in completing tasks.	

Language Arts	2nd 6 Weeks Theme: Side by Side
Grammar	Suggested activities:
SPI 0401.1.1 Identify the correct use of nouns (i.e., common and proper, plurals, possessives) and pronouns (i.e., subject, object, and agreement) within context.	http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/1%20Common%20And%20Proper%20Nouns%2011-1/ - Common and proper noun resources http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/0 nouns http://www.quia.com/quiz/884831.html -s, es, or ves http://www.quia.com/cb/212327.html plural nouns challenge http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/0 possessive nouns Read aloud- <u>The Girl's Like Spaghetti</u> - apostrophes Brain Pop – Nouns Read aloud – <u>Chicken in the City</u> – Nouns – Grammar Tales <u>The Planet Without Pronouns</u> – Grammar Tales
0401.1.3 Capitalize correctly proper nouns	Education City – Hot and Spicy
SPI 0401.1.15 Identify grade level compound words, and common abbreviations within context.	Read aloud- <u>The Amazing Abbreviation Machine</u> - Punctuation Tales
0401.1.9 Capitalize and abbreviate words correctly.	

Reading	
SPI 0401.1.16 Determine the meaning of unfamiliar words using context clues, dictionaries, and glossaries.	<i>Night of the Pufflings</i> Read aloud – <u>Young Christopher Columbus</u> http://www.english-zone.com/vocab/vico1.html -Guessing vocabulary in context Education City – Survive a Shower – use context to find meaning
0401.1.18 Use a variety of previously learned strategies (e.g., understanding of roots and affixes, context clues, reference sources) to determine the meaning of unfamiliar words.	Read aloud – <u>Fancy Nancy – Fancy Words</u> - <u>Young Christopher Columbus</u>
SPI 0401.4.2 Rank the reliability of sources on a given topic.	<i>How to Babysit an Orangutan</i>
0401.4.4 Evaluate the reliability of sources on a given topic.	
0401.4.8 Use appropriate reference sources in various formats (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).	http://www.studyzone.org/testprep/ela4/a/usingsourcespencyc.cfm encyclopedia
SPI 0401.4.4 Differentiate among the kinds of information available in a variety of reference materials (i.e., dictionary, thesaurus, atlas, encyclopedia).	<i>How to Babysit an Orangutan</i>
0401.4.7 Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.	
SPI 0401.5.2 Recognize cause/effect relationships within context.	<i>The Baker's Neighbor</i> Read aloud – <u>Lilly's Purple Plastic Purse</u> - <u>If You Give a Pig a Pancake</u> - <u>Caps for Sale</u> - <u>Curious George (books)</u>

0401.5.1 Distinguish between cause/effect.	http://www.studyzone.org/testprep/e4topic.cfm?TopicID=58 cause/effect http://www.internet4classrooms.com/skill_builders/cause_effect_language_a
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SPI 0401.2.3 Summarize a reading passage	<i>Night of the Pufflings</i>
SPI 0401.8.1 Recognize plot features of fairy tales, folk tales, fables, and myths.	<i>The Emperor and the Kite</i> http://www.studyzone.org/testprep/ela4/h/plotsettheme.cfm plot features http://www.planetozkids.com/oban/legends.htm Samples of myths, fables, and legends
SPI 0401.7.1 Select the most appropriate and reliable media for accessing information, writing a report, or making a presentation.	Teach in library <i>How to Babysit an Orangutan</i>
0401.7.1 Use media (e.g., photographs, PowerPoint, dioramas, videos, the arts, online catalogs, nonfiction books, encyclopedias, Internet) to view, read, and represent information and to conduct research.	
SPI 0401.8.4 Make appropriate predictions about text.	<i>The Garden of Happiness</i> http://www.harcourtschool.com/activity_collections_preview/predict_outcom Make predictions
0401.8.3 Check for understanding after reading (e.g., locate information to support opinions, predictions, and conclusions).	A+ computer program

<p>SPI 0401.8.6 Identify and interpret similes and metaphors.</p>	<p><i>The Emperor and the Kite</i></p> <p>Read aloud – <u>Owl Moon</u> - <u>Patchwork Quilt</u></p> <p>Brain Pop – Similes and metaphors http://library.thinkquest.org/Jo112392/- similes/metaphors</p>
<p>SPI 0401.8.8 Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).</p>	<p>http://www.aea10.k12.ia.us/portal/subportal/regions/documents/Links%2oto Rhythm, rhyme, repetition, & more Read aloud list: http://www.michigan.gov/mde/0,1607,7-140-54574_26038_2 http://www.kidskonnct.com/subject-index/20-language-arts/343-figurative-l</p> <p>Read aloud- <u>Why Mosquitoes Buzz...</u> -<u>The Napping House</u> -<u>Some Slugs</u></p>
<p>VOCABULARY WORDS 2nd 6 wks</p>	<p><i>The Baker’s Neighbor</i>-privilege, shamefacedly, luxury, elated, shiftless, indignantly, assent, ad-lib <i>The Emperor and the Kite</i>-insignificant, encircling, loyal, steely, plotting, neglected, twined, unyielding <i>Nights of the Pufflings</i>-venture, uninhabited, stranded, burrows, nestles, Instinctively <i>The Garden of Happiness</i>- inhaled, lavender, mural, skidded, haze <i>How to Babysit an Orangutan</i>- endangered, displeasure, smuggled, facial, jealous, coordination</p>

Writing	
SPI 0401.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	Paragraphs
SPI 0401.3.3 Choose a topic sentence for a paragraph.	http://www.studyzone.org/testprep/ela4/g/topicmainl.cfm -topic sentence
SPI 0401.3.4 Select details that support a topic sentence.	http://www.studyzone.org/testprep/ela4/o/detailsp.cfm important and unimportant information
0401.3.11 Develop a topic sentence with supporting details and a concluding sentence to form a paragraph.	
SPI 0401.3.5 Rearrange sentences to form a sequential, coherent paragraph.	
0401.3.8 Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.	
0401.3.17 Revise to clarify and refine ideas; to distinguish among important, unimportant, and irrelevant information; and to enhance word selection.	
0401.3.18 Use resources (dictionary, thesaurus, computer) to aid in the writing process.	
0401.3.19 Develop and use a classroom rubric for written work and use for peer review and editing.	
SPI 0401.3.9 Select an appropriate title that reflects the topic of a written selection.	

0401.4.1 Define and narrow a topic for research.	
0401.4.2 Use current technology as a research and communication tool for personal interest, research, and clarification	
	Review all genres before TCAP
0401.8.7 Read, view, and recognize various literary genres (e.g., poetry, novels, short stories, plays, historical fiction, nonfiction).	
Spelling	See- 1 st 6-weeks

<p>Language Arts</p>	<p>3rd 6 weeks Theme: Make Yourself at Home</p>
<p>Grammar</p>	<p>Suggested activities:</p>
<p>SPI 0401.1.2 Identify the correct use of verbs (i.e., agreement, tenses, action and linking) within context.</p>	<p>http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/0401.1.2 action and linking verb resources http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/0401.1.2 4/ -verb tenses http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/0401.1.2 irregular verbs http://www.quia.com/mc/20459.html - irregular verbs interactive game Education City- Moon Mission – verb tense -Weepers Creepers – verb tense</p>
<p>0401.1.1 Know and use appropriately the meaning, forms, and functions of verbs (including action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects)</p>	<p>Read aloud - <u>A Verb for Herb</u> - Grammar Tales <u>Miss Nelson Has a Field Day</u></p>
<p>SPI 0401.1.11 Identify sentences with correct subject-verb agreement (person and number).</p>	<p>http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/0401.1.11 subject –verb agreement resources Brain Pop – Subject –verb agreement</p>
<p>SPI 0401.1.10 Choose the correct use of quotation marks and commas in direct quotations.</p>	<p>Read aloud- <u>The Mystery of the Missing Socks</u> – Grammar Tales <u>The New Mayor</u> - Punctuation Tales</p>
<p>0401.1.6 Demonstrate the correct usage of quotation marks (e.g., in direct quotations and in titles).</p>	

Reading	
SPI 0401.2.3 Select the best summary of a speech.	
0401.2.5 Construct a summary of a speech.	
0401.2.9 Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science/social studies projects).	
SPI 0401.5.1 Locate information to support opinions, predictions, and conclusions.	<i>Stealing Home</i> http://www.studyzone.org/testprep/e4topic.cfm?TopicID=10 Reading Text Study Zone
0401.5.3 Make and adjust predictions while reading, viewing, or listening to print and non-print media.	
SPI 0401.5.3 Distinguish between fact/opinion and reality/fantasy.	<i>Two Lands, One Heart</i> http://www.studyzone.org/testprep/e4topic.cfm?TopicID=27 -facts http://www.quia.com/pop/39102.html -fact/opinion Read aloud – <i>Koala Lou</i> –fact/opinion - <i>Aesop’s Fables</i> – reality/fantasy
SPI 0401.5.5 Make inferences and draw appropriate conclusions from text.	<i>Cricket in Times Square & Sarah, Plain and Tall</i> http://www.tv411.org/lessons/cfm/reading.cfm?str=reading&num=11&act=28 Be a critical reader http://www.studyzone.org/testprep/ela4/h/inferencesp.cfm Drawing conclusions
0401.5.2 Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.	Read aloud – <i>The Pain and the Great One</i> – compare/contrast Read aloud – <i>Grandpa’s Teeth</i> - <i>The Lotus Seed</i>

<p>0401.6.1 Use a variety of pre-reading strategies (e.g., organize prior knowledge using a graphic organizer, explore significant words to be encountered, relate text to prior personal and historical experiences and current events).</p>	
<p>0401.6.3 Check for understanding after reading (e.g., identify the author’s purpose; locate information to support opinions, predictions, and conclusions).</p>	
<p>SPI 0401.8.7 Identify the author’s purpose (e.g., to entertain, to inform, to persuade, to share feelings).</p>	<p>http://www.internet4classrooms.com/skill_builders/authors_purpose_language Author’s Purpose – Internet for Classroom websites http://www.woodland.k12.mo.us/faculty/rgarner/Reading/Authors%20purpose Author’s Purpose Read aloud- <u>Mr. Peabody’s Apples</u></p>
<p>0401.8.3 Check for understanding after reading (e.g., identify the author’s purpose; locate information to support opinions, predictions, and conclusions).</p>	<p>Education City – Jolly Rogers – Identify audience and purpose of texts</p>
<p>SPI 0401.8.3 Determine the problem in a story and recognize its solution.</p>	<p><i>Stealing Home</i> http://www.studyzone.org/testprep/ela4/h/problemflowchart.htm problem/solution flow chart Read aloud-<u>The Christmas Hat</u> - problem/solution</p>
<p>0401.8.2 Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).</p>	
<p>0401.8.8 Determine the problem in a story, discover its solution, and consider alternate solutions.</p>	

<p>VOCABULARY WORDS 3rd 6 wks</p>	<p><i>Sarah, Plain, and Tall</i>- alarmed, windbreak, conch, paddock, rustle <i>Stealing Home</i>-glumly, irritably, pastimes, disposition, tutor, bicker, Impose, grudge <i>The Cricket in Times Square</i>-logical, acquaintance, excitable, wistfully, sympathetically, eavesdropping, scrounging <i>Two Lands, One Heart</i> – equivalent, irrigation, appetizing, hysterically, interpreter, occasionally, overwhelm <i>Look to the North</i>-tundra, ceases, bonding, piteously, surrender, abundant</p>
<p>Writing</p>	
<p>SPI 0401.3.7 Identify sentences relevant to a paragraph’s theme or flow.</p>	
<p>0401.3.7 Distinguish among important and unimportant information</p>	
<p>SPI 0401.3.8 Select appropriate time-order or transitional words to enhance the flow of a writing sample.</p>	
<p>0401.3.4 Write poems, stories, and essays based upon personal reflections, observations, and experiences.</p>	
<p>0401.3.7 Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories).</p>	
<p>0401.3.13 Arrange multi-paragraph work in a logical and coherent order.</p>	
<p>0401.3.14 Use appropriate time-order or transitional words.</p>	
<p>0401.3.15 Incorporate vivid language into writing.</p>	
<p>SPI 0401.3.1 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences).</p>	
<p>0401.3.1 Determine an audience and a purpose for writing.</p>	<p>http://www.studyzone.org/testprep/ela4/g/audiencewritep3.cfm - Determine an audience</p>

0401.3.2 Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer questions, respond to literature, acquire knowledge (e.g., take notes, synthesize information).	
0401.3.3 Practice writing to a prompt within a specified time limit.	
0401.3.20 Use technology to publish and present.	
SPI 0401.3.2 Identify the audience for which a text is written.	http://www.studyzone.org/testprep/ela4/g/audiencewritep3.cfm Identify audience for which text is written
0401.3.6 Compare in writing two persons or things.	
Spelling	See 1 st 6 weeks
SPI 0401.1.9 Choose the correct formation of contractions.	http://english-zone.com/spelling/cont-01.html contractions
0401.1.8 Form and spell correctly contractions.	

<p>Language Arts</p>	<p>4th 6 weeks Harcourt Theme: Creative Minds</p>
<p>Grammar</p>	<p>Suggested activities: <i>Red Writing Hood</i> <i>One Grain of Rice</i></p>
<p>SPI 0401.1.1 Identify the correct use of pronouns (i.e., subject, object, and agreement) within context.</p>	<p><i>The Kids' Invention Book</i> Read Aloud: <i>The Planet Without Pronouns</i> (Grammar Tales) http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/0401.1.1-pronouns http://www.scde.k12.tn.us/public/curriculum/Elementary/4thGrade/Reading/0401.1.1-pronouns</p>
<p>0401.1.1 Know and use appropriately the meaning, forms, and functions of pronouns (including subject, object, and possessive; singular and plural; agreement with antecedents).</p>	<p>Read aloud – <u>The Planet Without Pronouns</u> – Grammar Tales</p>
<p>SPI 0401.1.6 Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.</p>	<p>Read aloud – <u>Journey of Oliver K. Woodman</u> – friendly letter - <u>The Legend of Johnny Comma</u> – Punctuation Tales - <u>When Comma Came to Town</u> - Grammar Tales</p>
<p>SPI 0401.1.7 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two, their/there/they're, its/it's).</p>	<p>http://www.brainpop.com/english/grammar/theyretheirandthere/preview.we http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/its_there_quiz.htm http://www.quia.com/pop/1000.html http://chompchomp.com/hotpotatoes/wordchoice14.htm Recognize errors in common usage words.</p>

Reading	
SPI 0401.1.14 Use suffixes and root words as aids in determining meaning within context.	See 1 st 6 weeks
0401.1.18 Use a variety of previously learned strategies (e.g., understanding of roots and affixes, context clues, reference sources) to determine the meaning of unfamiliar words.	
SPI 0401.8.5 Identify the forms of text (e.g., poetry, drama, fiction, nonfiction).	See 1st 6 weeks
0401.8.11 Compare and contrast different versions/representations of the same stories/events that reflect different cultures.	Read aloud- Brer Rabbit Stories – African/American folktale
SPI 0401.5.6 Indicate the sequence of events in text.	<i>Case of Pablo's Nose</i> http://www.studyzone.org/testprep/ela4/f/sequencel.cfm http://www.studyzone.org/testprep/ela4/f/sequencep.cfm http://www.studyzone.org/testprep/ela4/f/sequencet.cfm sequence http://www.studyzone.org/testprep/ela4/a/writedirectionsp.cfm writing directions Read aloud – <u>Fine, Fine, School</u> (sequence – days of week) <u>House for Hermit Crab</u> (sequence – months of year)
VOCABULARY WORDS 4 th 6 wks	<i>The Kids' Invention Book</i> - document, circular, prosthetic, scholarship, device, modify, disabilities <i>The Case of Pablo's Nose</i> - muttered, straightaway, strengthening, alibi, retorted, sculptor <i>In the Days of King Adobe</i> -thrifty, generous, roguish, rascally, fascinated <i>Red Writing Hood</i> - script, repentant, triumphantly, acceptable, desperately, discards, injustice, circumstances <i>One Grain of Rice</i> - decreed, famine, implored, trickle, plentifully

Writing	4-H Speeches
SPI 0401.2.1 Identify the main idea and supporting points of a speech.	
0401.2.1 Listen attentively by facing the speaker, asking questions, and summarizing what is said.	
SPI 0401.3.2 Identify the audience for which a text is written.	
0401.3.5 Write friendly and business letters.	
SPI 0401.7.3 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, model, diorama, PowerPoint, recording).	Library and Art
0401.7.3 Use media to enhance reports and oral presentations.	
SPI 0401.4.1 Select appropriate sources from which to gather information on a given topic.	Teach in library. http://www.studyzone.org/testprep/ela4/o/referencesourcep2.cfm references
SPI 0401.4.3 Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.	Thinking maps

<p>Language Arts</p>	<p>5th 6 weeks Theme: Community Ties</p>
<p>Grammar</p>	<p>Suggested activities:</p>
<p>SPI 0401.1.3 Identify the correct use of adjectives (i.e., comparison forms and articles) and adverbs (i.e., comparison forms and negatives) within context.</p>	<p>er/est</p> <p>Read aloud-<u>The Bug Book</u> –(adjectives)- Grammar Tales -<u>Tillie’s Tuba</u> – (adverbs)- Grammar Tales</p>
<p>SPI 0401.1.6 Identify the correct use of commas within context.</p>	<p>http://www.mrnussbaum.com/xsurgeons.htm</p>
<p>0401.1.3 Capitalize correctly proper adjectives and titles.</p>	
<p>Reading</p>	
<p>SPI 0401.7.4 From a list of media, identify the medium that is available to you that was probably not available to previous generations.</p>	
<p>0401.7.4 Use libraries/media centers to access media sources.</p>	<p>Teach in library</p>
<p>0401.7.5 Develop an awareness of the effects of media (e.g., television, print materials, Internet, magazines, cell phones, ipods) on daily life.</p>	
<p>VOCABULARY WORDS 5th 6 wks</p>	<p>Fire!- ventilate, curfew, billowing, dedication, brigade, flammable A Very Important Day- apologized, petitioners, obliged, resounded, certificate, enrich, examiner Saguaro Cactus- brush, topple, spiny, decomposes, teeming, perch, habitat, nectar Blue Willow- sulkily, undoubtedly, indifferent, heartily, protruded, loathe, certainty In My Family- culture, chile, barbeque, mesquite, confetti, accordion</p>

Writing	
SPI 0401.8.1 Recognize plot features of fairy tales, folk tales, fables, and myths.	
0401.8.7 Read, view, and recognize various literary genres (e.g., poetry, novels, short stories, plays, historical fiction, nonfiction).	
Language Arts	6th 6 weeks Theme: New Lands
Grammar	Suggested activities:

Prepare for 5th Grade	TN related grammar sheets for review
	Prepositions
Reading SPI 0401.8.1 Recognize plot features of fairy tales, folk tales, fables, and myths.	
Fables	
Trade Books	
Writing	
Review Paragraph Writing	
SPI 0401.3.3 Choose a topic sentence for a paragraph.	
SPI 0401.3.4 Select details that support a topic sentence.	
SPI 0401.3.5 Rearrange sentences to form a sequential, coherent paragraph.	