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**Grade 4,  
Theme 1**

*Grandfather's Journey*

**Grade 5,  
Theme 1**

*Earthquake Terror*

**Instruction**

Predict/Infer (Gr. 4/Gr. 5), Author's Viewpoint (Gr. 4), Sequence of Events (Gr. 5)

**Reading**

**Whole Class**

**Teacher Read Aloud**

*Around the World in 20 Days*, Gr. 4 TE 59S

Read the article to both grades. Students listen to determine the author's viewpoint (Gr. 4) and to discover how the text is organized (Gr. 5).

**Small Group/Independent Work**

**Small Group**

Preparing to Read  
*Grandfather's Journey*  
\*Building Background, Gr. 4 TE 60  
\*Key Vocabulary, Gr. 4 TE 61  
\*Strategy/Skill Preview, Gr. 4 TE 62  
\*Word Web, Gr. 4 TE 62  
\*Read Segment 1  
*Grandfather's Journey*, Gr. 4 TE 62-69  
Guiding Comprehension  
\*Comprehension Strategy, Gr. 4 TE 66  
\*Stop and Think, Gr. 4 TE 69

**Independent**

\*Independent Reading  
\*Literacy Stations

\*A volunteer reads "Far Away from Home." Discuss the pictures and captions. Use Transparency 1-10 to introduce the Key Vocabulary. Students use context clues to find the meanings of the words. Read and explain the Strategy Focus, Gr. 4 TE 62. Then preview the selection and illustrations. Model making an initial prediction about the story. Display Transparency 1-11 and demonstrate how to fill in one oval. Guide students' comprehension by asking questions. Model making a prediction or inference and ask students to write predictions in their journals based on the paragraph on Anthology page 66 during independent work time. Use Stop and Think to sum up Segment 1.  
\*Fifth graders read independently and work in literacy stations as time allows.

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**Writing and Oral Language (20-30 Min.)**

**Whole Class**

**Grammar Instruction**

Kinds of Sentences, Gr. 4  
TE 57I

Kinds of Sentences, Gr. 5  
TE 51I

Use Transparency 1-5 (Gr. 4) to review with both grades the definitions and rules for the four sentence types. Have fourth-graders look through Akiak for examples of each type. While they do this, use Transparency 1-5 (Gr. 5) to introduce to fifth-graders the academic terms for the four kinds of sentences.

**Writing Instruction**

Response Journal Entry,  
Gr. 4 TE 79K

Use the fourth grade lesson as a base, with Transparency 1-18 (Gr. 4), define response journal and response journal entry. Ask students to think about some questions, feelings, or thoughts they have about a story they are currently reading and to record them in their response journal.

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**Independent**

Responding  
 \*Think About the Selection, Gr. 4 TE 76

**Small Group**

Guiding Comprehension Ask questions to guide fifth-graders' comprehension. Students model their predictions about what Jonathan and Abby will do after the quake. Use Wrapping Up to sum up Segment 2.  
 \*Comprehension Strategy, Gr. 5 TE 42 Fourth graders write answers to teacher- or student-selected Responding questions.  
 \*Wrapping Up, Gr. 5 TE 45

**Word Work**

**Whole Class**

**Structural Analysis/ Vocabulary**

\*Suffixes *-ly* and *-y*, Gr. 4 TE 79C  
 \*Structural Analysis, Gr. 4 Practice Book 36

\*Structural Analysis, Gr. 5 Practice Book 16

Point out the meaning of the suffixes *-ly* and *-y*. Explain that when a base word ends with *y*, it is changed to *i* before *-ly* is added. Model how to decode *finally* in a sentence. (This is a targeted skill which is addressed on the state Standards Based Assessment. Be sure to emphasize the suffix.) Students complete Practice book pages. Gr. 5 Alternative Suggestion for Practice Book: Have students independently reread Anthology pages 37-44 and record words with the suffix ending of *-ly*

Syllabication, Gr. 5 TE 81C

Explain how words with the VCCV, VCV, and CVVC patterns divide into syllables. Model how to divide a word with the VCV pattern.

**Writing and Oral Language (20-30 Min.)**

**Whole Class**

**Grammar Instruction**

\*Subjects and Predicates, Gr. 4 TE 79I  
 \*Practice Book 41

\*Grammar, Practice Book 22

The Gr. 4 lesson functions as a review. Use Transparency 1-15 (Gr. 4) to go over subjects and predicates. Fourth and fifth graders complete Practice Book page.



**Writing and Oral Language (20-30 Min.)**

**Whole Class**

\*Improving Writing:  
Giving Examples, Gr. 4  
TE 79L

Using Transparency 1-19 (Gr. 4), explain the importance of including examples and details from the story in response journal entries.

**Small Group/Independent Work**

**Independent**

Writing  
\*Writing, Gr. 4 Practice  
Book 45  
\*Revise a response journal  
entry, Gr. 4 TE 79L

**Small Group**

Guided Reading  
\*Leveled Readers

Fifth graders participate in teacher-led guided reading lesson. Follow lesson format in Teacher Resource Kit. Select lesson from Teaching Resource Kit, Focus: Sequence of Events. Fourth graders complete Practice Book page and pairs hold writing conferences and make further revisions, looking especially for places to add details.

**Small Group**

Guided Reading  
\*Leveled Readers

**Independent**

Writing  
\*Writing, Gr. 5 Practice  
Book 25  
\*Revise drafts

Fourth graders participate in teacher-led guided reading lesson. Follow lesson format in Teacher Resource Kit. Select lesson from Teaching Resource Kit, Focus: Sequence of Events. Fifth graders complete Practice Book page and pairs hold writing conferences and make further revisions, looking especially for places to add details.



**Small Group/Independent Work**

**Independent**

Vocabulary, Gr. 4 Practice  
Book 70

**Independent**

Vocabulary, Gr. 5 Practice Fourth and fifth graders complete Practice Book page.  
Book 40

**Writing and Oral Language (20-30 Min.)**

**Independent Work**

**Writing Instruction**

Independent Writing

Independent Writing

Fourth and fifth graders write independently on teacher assigned topic, continuation of writing genre introduced in Back to School, or self-selected topic.



**Writing and Oral Language (20-30 Min.)**

**Whole Class**

**Grammar Instruction**

\*Sentence Combining, Gr. 4 TE 79J  
\*Grammar, Gr. 4 Practice Book 43

Grammar, Gr. 5 Practice Book 23

Use the fourth grade lesson as a base. Explain instances when two sentences may be combined into one. Volunteers combine sentences on Transparency 1-16. Students review their own writing to improve it using this strategy.  
Fourth and fifth graders complete Practice Book page.

**Writing Instruction**

Response Journal Entry, Gr. 4 TE 79L

A Response to a Prompt, Gr. 5 TE 81L

Student read their response journal entries and responses to a prompt (or some other piece of writing) from the Author's Chair (Day 5 of lesson plan format). May want to use a cooperative learning strategy for this sharing activity