

**BUILDING
BLOCKS OF
FOURTH
GRADE
READING**

AUTHOR'S PURPOSE

date:

Objective(s):

Students will be able to distinguish between different reasons why authors write.
Students will be able to identify within text which purpose an author chose for writing.
Students will be able to select a purpose for writing and create their own piece of writing.

Warm Up:

Discuss why someone chooses to write. You can show several book examples and do a bit of a picture walk to be able to show some of the different reasons why authors choose to write a certain way. As you are showing the images, make sure to point out any distinguishing features that would hint at the author's purpose.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Introduce the concept of PIE (Persuade, Inform, Entertain). Go through each type of purpose and reiterate why they are used.
 - a. You can create a Venn Diagram to compare the different features of author's purpose, or you can create an anchor chart where the circle looks like a pie. You can cut this into three slices and add different elements for each purpose there.
 - b. It is important to show examples that are grade appropriate for the students so that they can see places where each of the purposes were used.
 - c. During these examples, you can discuss text features in nonfiction writing as well. Help them to make connections for why an author might choose to include certain features to enhance their text.
 - d. You can also show examples of elements that fiction writers use as well to assist students in growing their levels of comprehension.
2. Send the students on a scavenger hunt in their house. Tell them to try to find three books - one for each purpose. When they get back, add the names of the books into the comments.
 - a. While they do this, you can take some time to create polls to test their knowledge of features for author's purpose. This can be defining purpose, features in the text, etc. to check for understanding.
3. Once they have collected their books and answered the poll, you can move onto sharing the three examples that you have
 - a. Read through each of the books twice. The first time read it through as normal, the second time model thinking about text and pointing out features.

Closing (10 min):

You can use further polls to check for understanding. Encourage the students to take the books that they found during the scavenger hunt and read them through twice - once for reading the text and the second for building understanding of the variety of features.

GENRES OF LITERATURE

date:

Objective(s):

Students will be able to sort books by genre.
Students will be able to define different genres of literature.
Students will be able to label a variety of text features.
Students will be able to break apart a word to show the root of the words, as well as suffixes and prefixes.

Warm Up:

Begin by showing a list of greek roots. As you are showing this list, begin to explain the meaning that each of those roots have in a word and how we can edit the meaning with prefixes and suffixes. Take a variety of roots and combine them with different suffixes and prefixes and define the meaning of those words with the class.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. To further enhance the warm up activity, create polls where a word with a greek root is used and have students select the option for the meaning of that word based on the prefixes and/or suffixes used.
2. Introduce the term genre and explain why authors need different genres of writing.
3. Show a variety of mentor texts that fall within different genres.
 - a. Many educators find it helpful to take pictures of each of those covers and put them into a cut and sort worksheet where the students can follow along and glue each mentor text into the correct category.
4. Relate text features to each genre that an author may use.
5. Ask students to find a book from the literature in their home. They can post the title of the book in the chat. Ask them to also make a connection to determine the genre of the book.
 - a. What features are they seeing?
 - b. What kind of language is the author using?
6. Take some time to read through a few of the mentor texts that you have available. During this time, model how a reader would think about each of these books as they read them and how they would further determine the genre of that novel.

Closing (10 min):

Review the different genre definitions through polls. Have students select the definition that goes with the genre mentioned.

ELEMENTS OF POETRY

date:

Objective(s):

Students will be able to define elements of a poem.
Students will be able to locate elements of poetry in a poem.
Students will be able to create a stanza using elements of poetry.
Students will be able to identify when authors are using figurative language within their writing.

Warm Up:

Begin by reviewing what a rhyme is. Make a list of words that rhyme with each other and then introduce what alliteration is. Create a new list of words that use alliteration. Encourage the students to write these along side you.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Why do people write poetry? Define the reasonings and meanings behind why poetry is meaningful to literature.
2. Give the students the following terms associated with poetry and explain that these terms are used with figurative language, as well as poetic elements: stanza, rhyme, meter, alliteration, simile, metaphor, personification, alliteration, onomatopoeia, imagery, and theme.
 - a. Give examples of each form of figurative language
 - b. Define why these are used and how they are helpful for defining the author's purpose of writing.
 - i. Review author's purpose at this time if needed.
3. Show several examples of poetry and define:
 - a. Author's purpose
 - b. Examples of figurative language
 - c. Examples of poetic elements
4. As you have with previous lessons, read the poem through once before making any annotations and demonstrating how readers think as they are reading.
5. Begin to demonstrate how you would write your own poem
 - a. What is the topic of your poem? Theme?
 - b. What is your purpose for writing this poem?
 - c. What elements will you use.

Closing (10 min):

Encourage the students to create their own poems. Remind them to plan this out prior to beginning the process of writing. If they are comfortable with sharing their work, have them email it to you before next class and you can read it to the group!

READING FOR MEANING

date:

Objective(s):

Students will be able to annotate short stories and pieces of writing to determine author's purpose, theme, and main idea.

Students will be able to distinguish text features within pieces of literature.

Students will be able to write responses for questions that are based on the text written.

Warm Up:

Review concepts from previous lessons with them:

- What are the different purposes for writing?
- What are some genres that an author might write in?
- How can we break apart words and text for meaning?

You can choose to make this more lecture based, make these questions into polls, or make these options that students can answer for in the chat.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Introduce the acronyms PQA and MAAM
 - a. Put Question in Answer
 - b. Me, Author, Author, Me
2. Discuss how we are going to put together a variety of features to work on how we read and respond to questions
3. Read a short story to the class twice
 - a. The first time read it through as normal
 - b. The second time go through and annotate the text and look for key pieces of evidence
 - i. Discuss what it means to annotate and how this is a helpful strategy for answering questions
 - c. Using preplanned questions
4. Introduce a variety of short essays and stories. Read through them and then encourage the students to answer the questions with you to them.
 - a. It may be helpful to email these out to parents before class for the students to be able to write the answers the proper way with you.
 - b. Make sure to always put the question back into the answer as you are answering the comprehension questions - this is the first "me" in MAAM!
 - i. Once you have your first sentences completed to answer the question, use two pieces of author evidence to back up your answer.
 - ii. Finish your answer with another me statement summarizing why your answer is correct
5. Remind the students that while these answers might take some time, they are important to answering the whole question - repetition with this will help solidify the skill.

Closing (10 min):

Use polls to ask students how to properly formulate their answers to make them stronger responses.