

Editable Weekly Plan: Grade 4 Module 4

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on the Weekly and Module Assessments (indicated with an asterisk *). The portions of the lesson shaded in gray are lower priority.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction. Edit the planner as needed.
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop lessons are lower priority.
- If you have a separate block for Writing, consider using the Writing Workshop lessons during that time.

Small Group Considerations

- As you work with your students during whole-class instruction, note areas where they need additional teacher-led instruction.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading and/or the Rigby Readers and Take & Teach Lessons*.
 - If students need targeted instruction in foundational skills, utilize *Foundational Skills and Word Study Studio* and/or the *Blending Board*.
 - If students need English language development, utilize *Tabletop Minilessons: English Language Development*.
- While you are working with a small group, provide additional practice opportunities and/or centers for the rest of the class.
 - If students need independent practice with vocabulary, utilize *Vocabulary Interactive Practice*.
 - If students need additional practice in specific comprehension skills and strategies, utilize the *Read and Respond Journal*.

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*Assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

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Teacher's Guide = pp. T
Writing Workshop Teacher's Guide = pp. W

Grade 4 Module 4 Week 1				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Module Launch pp. T22–T23	Introduce Critical Vocabulary pp. T30–T31	Review Critical Vocabulary p. T38	Generative Vocabulary* pp. T44–T45 Prefixes <i>sub–</i> , <i>fore–</i>	Vocabulary Spiral Review p. T48–T49
		Vocabulary Strategy: Homographs and Homophones* p. T39	Spiral Review: Prefixes <i>over–</i> , <i>under–</i>	
Reading	Reading	Reading	Reading	Reading
Text and Graphic Features* pp. T24–T25 <i>Who's a Hero?</i> myBook pp. 234–235	Visualize pp. T32–T33 <i>Prince Charming Misplaces His Bride</i> myBook pp. 236–254	Point of View* pp. T40–T41 <i>Prince Charming Misplaces His Bride</i> myBook pp. 236–254	Theme* pp. T46–T47 <i>Prince Charming Misplaces His Bride</i> myBook pp. 236–254	Text and Graphic Features* pp. T50–T51 <i>Prince Charming Misplaces His Bride</i> myBook pp. 236–254
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Decoding: More Vowel Sounds + /r/ Sounds /ur/, /or/ Spelling: More Vowel Sounds + /r/ Sounds /ur/, /or/ Fluency: Phrasing pp. T26–T29	Listening Comprehension pp. T34–T237	Decoding: More Vowel Sounds + /r/ Sounds /ur/, /or/ pp. T42–T43	Project Checkpoint: Brainstorm and Research pp. T10, T19	Speaking and Listening p. T52 Make Connections p. T53
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Story Introducing the Focal Text p. W54–W56	Story Vocabulary p. W57	Story Prewriting I: Preparing to Write p. W58	Story Prewriting II: Features of a Narrative* p. W59	Story Prewriting III: Plotting Events* p. W60
Grammar: Subject and Object Pronouns* p. W246	Grammar: Reflexive and Demonstrative Pronouns* p. W247	Grammar: Pronoun-Antecedent* Agreement p. W248	Grammar: Review Compound and Complex Sentences p. W234	Grammar: Connect to Writing: Using Pronouns* p. W250

Grade 4 Module 4 Week 1	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 20: Text and Graphic Features (Informational) ○ 6: Visualize ○ 15: Point of View (Literary) ○ 9: Theme ○ 16: Text and Graphic Features (Literary) ● Read and Respond Journal ○ <i>A Stop in the Desert</i> (Point of View, Visualize) ● Rigby Readers/Take & Teach Lessons ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level	Practice and Reinforce Vocabulary ● Vocabulary Interactive Practice ○ Critical Vocabulary: <i>Prince Charming Misplaces His Bride</i> ○ Generative Vocabulary: Prefixes <i>sub-</i>, <i>fore-</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Phonics: Words with <i>or, ore, our, oar, oor</i> (Session 282) ○ Phonics: Words with Spellings for <i>/ur/</i> (Session 286) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 10.1–10.3: Describe Literacy Centers, pp. T18–T19

Grade 4 Module 4 Week 2				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T62–T63	Review Critical Vocabulary pp. T70	Introduce Critical Vocabulary pp. T74–T75	Review Critical Vocabulary p. T80	Generative Vocabulary* Suffixes <i>-able, -ible</i> p. T84–T85
	Vocabulary Strategy: Homographs and Homophones* p. T71		Vocabulary Strategy: Homographs and Homophones p. T81	Spiral Review: Prefixes <i>sub-, fore-</i>
Reading	Reading	Reading	Reading	Reading
Synthesize pp. T64–T65 <i>Smokejumpers to the Rescue!</i> myBook pp. 258–262	Text Structure* pp. T72–T73 <i>Smokejumpers to the Rescue!</i> myBook pp. 258–262	Ask and Answer Questions pp. T76–T77 <i>Perseus and the Fall of Medusa</i> myBook pp. 266–276	Elements of Drama* pp. T82–T83 <i>Perseus and the Fall of Medusa</i> myBook pp. 266–276	Figurative Language* pp. T86–T87 <i>Perseus and the Fall of Medusa</i> myBook pp. 266–276
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Decoding: Regular and Irregular Plurals Spelling: Homophones Fluency: Intonation pp. T66–T69	Project Checkpoint: Write and Create pp. T11, T59	Decoding: Regular and Irregular Plurals pp. T78–T79	Project Checkpoint: Write and Create pp. T11, T59	Research and Media Literacy p. T88 Make Connections p. T89
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Story Drafting I: Beginning the Draft p. W61	Story Drafting II: Integrating Narrative Elements p. W62	Story Drafting III: Completing the Draft p. W63	Story Revising I: Integrating Grammar and Punctuation p. W64	Story Revising II: Conferencing p. W65
Grammar: <i>To, Too, and Two*</i> p. W351	Grammar: <i>There, They're, and Their*</i> p. W352	Grammar: <i>Its and It's*</i> p. W353	Grammar: Review Progressive Verb Tenses p. W279	Grammar: Connect to Writing: Using the Correct Word p. W255

Grade 4 Module 4 Week 2	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 8: Synthesize ○ 18: Text Structure ○ 1: Ask and Answer Questions ○ 14: Elements of Drama ○ 25: Figurative Language ● Read and Respond Journal ○ <i>In the Museum</i> (Synthesize, Ask and Answer Questions) ● Rigby Readers/Take & Teach Lessons ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level	Practice and Reinforce Vocabulary ● Vocabulary Interactive Practice ○ Critical Vocabulary: <i>Smokejumpers to the Rescue!</i> ○ Critical Vocabulary: <i>Perseus and the Fall of Medusa</i> ○ Generative Vocabulary: Suffixes <i>–able, –ible</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Phonics: Regular and Irregular Plurals (Session 347) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 11.1–11.3: Recount Information Literacy Centers, pp. T58–T59

Grade 4 Module 4 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
Introduce Critical Vocabulary pp. T98–T99	Review Critical Vocabulary pp. T106 Vocabulary Strategy: Synonyms and Antonyms p. T107	Generative Vocabulary: Suffixes <i>–en</i> , <i>–ic</i> * pp. T110–T111	Vocabulary Spiral Review pp. T116–T117	Module Wrap-Up p. T122–T123
Reading	Reading	Reading	Reading	Reading
Make Inferences pp. T100–T101 <i>St. Augustine: A Story of America</i> myBook pp. 280–294	Text and Graphic Features* pp. T108–T109 <i>St. Augustine: A Story of America</i> myBook pp. 280–294	Text Structure* pp. T112–T113 <i>St. Augustine: A Story of America</i> myBook pp. 280–294	Author’s Purpose* pp. T118–T119 <i>St. Augustine: A Story of America</i> myBook pp. 280–294	Performance Task: Write an Expository Essay pp. T124–T127
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Decoding: Recognizing Base Words Spelling: Adding <i>–ed</i> , or <i>–ing</i> Fluency: Reading Rate pp. T102–T105	Project Checkpoint: Practice and Present pp. T11, 95	Decoding: Recognizing Base Words pp. T114–T115	Research and Media Literacy p. T120 Make Connections p. T121	Project Presentation pp. T11, T128
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Story Revising III: Adding Transitions p. W66	Story Editing I: Mechanics and Spelling p. W67	Story Editing II: Peer Proofreading p. W65	Story Publishing p. W69	Story Sharing p. W70
Grammar: b p. W241	Grammar: Plural Possessive Nouns* p. W242	Grammar: Apostrophe Use in Possessive Nouns* p. W243	Grammar: Review Frequently Confused Words p. W354	Grammar: Connect to Writing: Using Possessive Nouns* p. W245

Grade 4 Module 4 Week 3	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 7: Make Inferences ○ 20: Text and Graphic Features (Informational) ○ 18: Text Structure ○ 28: Author's Purpose ● Read and Respond Journal ○ <i>Busy Bees</i> (Central Idea, Make Inferences) ● Rigby Readers/Take & Teach Lessons ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level	Practice and Reinforce Vocabulary ● Vocabulary Interactive Practice ○ Critical Vocabulary: <i>St. Augustine: A Story of America</i> ○ Generative Vocabulary: Suffixes <i>-en</i> , <i>-ic</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Decoding: Base Words and Inflectional Endings <i>-ed</i>, <i>-es</i>, <i>-ing</i> (Session 374) ○ Decoding: Suffixes <i>-ant</i>, <i>-ent</i>, <i>-able</i>, <i>-ible</i>, <i>-once</i>, <i>-ence</i> (Session 400) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 12.1–12.3: Recount Information Literacy Centers, pp. T94–T95