**4th Grade Language Arts & Reading.**

**TEKS:**

**110.6.** (b) 2 (C) write legibly in cursive to complete assignments.

**ELPS: §74.2. (a)** A school district that offers kindergarten through Grade 5 must provide instruction in the required curriculum as specified in §74.1 of this title (relating to Essential Knowledge and Skills).

**CCRS**: I. Key Cognitive Skills **B (1.)** Writing across the curriculum - write clearly and coherently using standard writing conventions.

**Object:**

Students will write in legible cursive on the provided worksheet with 90% accuracy.

**Focus:**

* Review prior knowledge of the cursive alphabet A-Z we learned earlier in the week (put PowerPoint up that shows the cursive alphabet). Does anyone have a question over the cursive alphabet we have been going over this week?
  + Check for understanding – Does anyone have a particular letter they want to see written on the board that they are having trouble with?
* Focus activity will be the KWL Chart

|  |  |  |
| --- | --- | --- |
| Know | Want to Know | Learned |
|  |  |  |
|  |  |  |

* REMIND STUDENTS TO TAKE NOTES IN THEIR JOURNALS OF ANY LETTERS THEY ARE HAVING TROUBLE WITH.

**Instructional Delivery:**

* PowerPoint of Cursive alphabet will be up on the board for students to reference.
* Today we will look at specifically using the cursive alphabet to form words in cursive. We are looking at how the different letters will fit together to form a word.
* The “Swish” of the cursive letters.
* Check for understanding
  + “Everyone said they remember the different cursive letters we have been working this week, correct?”
  + We will look at the different words below (which will be some of the words on their worksheet for independent practice)

|  |  |
| --- | --- |
| Cat | Jack |
| Black | Spooky |
| Ghost | Happy |

* “We are going to be looking at some vocabulary words from the semester so far.”
* CALLA: I will model how to write the words in cursive for the students. I will then allow for the students to practice the words we have been working on for the last few weeks.
* I will write the first word (Cat) on the board in cursive. I will have the students watch me, so they can see how the letters are supposed to flow into each other, and then I will have them write the same word on their paper.
  + Checking for Understanding- Did everyone see how the letters are supposed to follow into each other?
* Looking at the next word (Jack) – once again have the students watch me write it, and then I will have them write the same word on their paper.
  + Checking for understanding- what is something you do when writing the words in cursive that is different than how you normally write?
  + Give example of how to incorrectly write a cursive word so I can give class feedback.
* I will ask the students what words they want to learn to write in cursive to keep them engaged.
* I will then tell the students to continue to write the words on the board in cursive on their papers.
* Students will be broken up into different satiations during the delivery.
  + The first station will be where the students are reading cursive sheets.
  + The second will have the students writing in cursive.
  + The third will have the students reading the cursive out loud with a partner.

**Guided Delivery:**

* I will have multiple examples of how to use the cursive letters to form cursive words.
  + I will also give an example of how not to write a cursive word (i.e. writing the individual letters to form a word)
* Once the students and I go through 3-4 examples of correctly writing cursive words, I will then call out vocabulary words and have the students write them down in their journals without me writing the words on the board.
* Once the students write down 5-7 vocabulary words on their own without my assistance (I will be walking around observing the students write) I will then ask for volunteers to come up to the board to write the cursive words in front of the class.

**Independent Practice:**

* **For the ESL students we will do TPR activity of the words on the worksheet for this assignment.** 
  + **I will go over the words on the worksheet with these students. We will practice using the TPR method. We will first say the word and I will show the students an action to associate with the word. We will then review the few words and actions until the students feel more comfortable with those words.**
* Students will work on filling out the Halloween worksheet in legibly cursive independently; however, if they are struggling, they can use their notes from earlier in the week to help them remember the cursive letters.
  + As the students are filling out worksheet, I will be walking around the class observing the students – and if a student asks a question then doing whole class feedback.
* Students will have 20-30 minutes the complete the Halloween Worksheet with 90% accuracy, as well as the color sheet.
  + There will be a coloring portion to the worksheet that will allow students to color in the items they are learning to write in cursive. This will help the visual and kinesthetic learns connect the activity to writing in cursive.
* Once the worksheet is complete, I will pick them up to grade and check for accuracy.
* There will be different areas set up within the classroom for the students to complete this worksheet.
  + The first area will be a quiet area that the students sit quietly at.
  + The second area will be towards the front of the room and will have music playing in the background for the students that prefer to listen to music while they work.

**Closure:**

* For the closure lecture, we will be going over and filling out the “L” in the KWL chart.
  + Get students involved in what they learned today.
* For the closure activity today, we will be doing the Postcard activity.
* Give each student an index card and have them write a note to their parents in cursive.
  + The note can say anything the students wants, as long as it is in cursive.
* Connect to background knowledge and culture. For ESL students have them write in cursive but if they are struggling with English words, have them practice in writing in cursive in their native langue for the postcards for their family.

**Enrichment:**

* The 1st enrichment option would be when students master the cursive writing they can craft a card for their parents/friends. They will be able to use the fun craft supplies to decorate their cards. The cards will be graded for participation and accuracy and will count for extra credit on a previously low grade.
* The 2nd enrichment option will be to get into reading groups and read different self-selected articles that are in cursive. The students will then write a brief summary of the article.

**Reteach:**

* Students that need to be retaught the cursive info will be in a separate group with the teacher. We will then go over as a group of what the students were having difficulty with.
* Once we determine what the students are struggling with, we will use small white boards to have students practice writing out the words. This will give them help from both the teacher and the peer group they are in. The students will be writing and following the teacher write the letters/words on the board.
* Students will then be given a different worksheet to write the words in cursive on. This will allow me to determine if they are able to complete the worksheet with 90% accuracy.

SPED/504 Instructional Strategies Modifications and Accommodations:

* Emotional Disturbance:
  + Modifications for SPED students with emotional disturbances will include positive reinforcement in the lesson to encourage the student to continue to act correctly. Another modification that is used with this student is the incentive chart. The child can either earn or lose points on their chart based off of their behavior and actions for the day.
  + An accommodation that can be made if the student is diagnosed with emotional disturbance is still struggling writing in cursive, I will have those students work with the parchment paper. Placing parchment paper over the cursive letters and have those students trace over the letters. This allows the students to trace the letters they are struggling to write in cursive.
* 504 Students struggling with impulsivity and social groups in the classroom:
  + A modification to help with impulsivity in 504 students would be to have a mini daily schedule taped to their desk. This helps to keep them on task and know what they are supposed to be doing at what times. Once the student is finished with a task, they will be able to put a check next to that section of the schedule.
  + Modifications for students that have issues with working social groups with their peers can chose to work independently or can work at the teacher’s desks. Many students who do not like working in groups might feel more comfortable working at the teachers desk instead.
  + Accommodations for impulsivity and social groups struggles would be to pull those students to my desk to work on their independent work away from their desk and will limit the amount of distractions. This will allow me to figure out what part of the cursive writing they are struggling to understand. I can then have those students do the parchment paper trick as well. This will help to keep them from getting frustrated with not being able to write the letters correctly.