	Monday	Tuesday	Wednesday	Thursday	Friday	Station
	Γ	Ι		1		
8:00-8:30	AR	Accelerated Reader		AR	Music	4 th and 5 th
8:30-9:00		I	Flexible /Small Groups		<u></u>	
9:00- 10:30	Complete Planners Spelling- Short Vowels	DBQ-EQ: Why are	LA/Grammar - Imperative and Exclamatory Sentences	Cursive Writing	Cursive-LA-Mixed Review	Inference, A.R.
th Grade ELA	p.T36-37	•		Review Spelling HW	opening resi	Success Maker Flexible
<mark>lomework:</mark>	Students will work in flexible	Background Essay-Read and	DBQ-EQ: Why are	LA/Grammar - Sentences	LA/Grammar - Declarative and	
NonSpelling 3 imes each, ABC	groups to preview vocabulary.	discussWhy hurricanes are so dangerous?	hurricanes so dangerous?	p.1	Interrogative Sentences p.2	
rder	DBQ-Informational Text	Students will understand a	Flexible groups to complete	Flexible groups to complete	Flexible groups to complete	
			Pre-Bucketing using	Document Analysis A and B	Document Analysis C and D	
esson 1 on pages 4-	dangerous?		strategies/activities from LFS plan.	using strategies/activities from LFS plan.	using strategies/activities from LFS plan.	
		Students will work in flexible groups to answer background		DBQ- Document C-		
des nons on pages	ways to prepare for a	information questions.	Hurricane Andrew (analyze the photo)	Inland flooding (analyze	Social StCh 1, Lesson 1 Land	
-9.	hurricane.	Understanding the EQ and	Comprehension guestions	nhoto)-Primary Source	and Water. Read and discuss	
Ved Spelling "your	Vocabulary in Context	pre-bucketing.	Document B- Wind speeds	Document D-Rainfall	pages 4-11. Then model how to complete the lesson 1 study	
noice	Students will read the article		and impacts(analyze the	(analyze chart)-Secondary	guide. Students will answer	
hurs Study for	"Why Are Hurricanes		criai i j	Source	comprehension questions in the	
5P. Test on Friday	•	Reading Focus Skill (Main Idea and Details) - Main Idea	Students will know the	ERP (Extended Reading	textbook.	
	background information as a		afference between first and second hand accounts.	Passage) - Hurricanes and		
lease check	class and work in	WHAT-THING (Who-person,		Tornadoes	Writing - Review of key points from Core Connections-	
issignments and	collaborative pairs to	What-objects, Thing-the	Writing - Review of key	leacher model how to look	MI/Details	
ightly.	determine the meaning of the	actions) I DO, WE DO	points from Core Connections		Continue It's a guy thing, Get	
iightiy.	vocabulary words using	you bo main tuea mrough	Main idea=Topic plus the	questions, read text, and answer questions using	the point? Stay away snout	
	context clues.			elimination strategies.		
	Advanced Organizer-Frayer	complete a 2 minute quick	evidence mar supports		Writing- Analyzing prompts.	
		write from one of the		Social St. Geography	Teacher will model and identify	
	Core Connections: BOY	pictures.			the parts of a writing prompt to help students learn how to	
	essay using images				determine their focus when	
	coody doming magoo			withing Rotton of Rof	writing an essay.	
				Connections-MI/Details		
				It's a guy thing, Get the		
				point? Stay away snout		
	1					1

10:30- 11:00	AR	AR	Easy Tech-Library	AR	AR			
11:00-11:30		<u> </u>	Computer Lab					
11:30-12:00			Lunch					
	Complete Planners		LA/Grammar - Imperative	Cursive Writing				
4 th Grade	Spelling- Short Vowels	DBQ-EQ: Why are	and Exclamatory Sentences	5	Cursive-LA-Mixed Review			
ELA	р.Т36-37	hurricanes so dangerous?	р.3	Review Spelling HW				
times each ABC	Students will work in flexible groups to preview vocabulary. DBQ-Informational Text	Background Essay-Read and discussWhy hurricanes are so dangerous? Students will understand a	DBQ-EQ: Why are hurricanes so dangerous? Flexible groups to complete	LA/Grammar - Sentences p.1 Flexible groups to complete	Spelling Test LA/Grammar - Declarative and Interrogative Sentences p.2			
TuesSocial St. Pre-read ch. 1, lesson 1 on pages 4- 11 and answer	EQ: Why are hurricanes so dangerous? <u>Hook Exercise</u> -Identify ways to prepare for a	sense of time, place, and story. Students will work in flexible groups to answer background	Pre-Bucketing using strategies/activities from LFS plan. DBQ- Document A -	Document Analysis A and B using strategies/activities from LFS plan. DBQ- Document C-	Flexible groups to complete Document Analysis C and D using strategies/activities fron LFS plan.			
4-9. Wed Spelling "your choice" Thurs <mark>Study for</mark> <mark>SP. Test on Friday</mark>	hurricane. <u>Vocabulary in Context</u> Students will read the article "Why Are Hurricanes	information questions. Understanding the EQ and pre-bucketing. Reading Focus Skill (Main Idea and Details) - Main Idea through pictures WHO-	the photo) Comprehension questions Document B - Wind speeds and impacts(analyze the chart) Students will know the	Source	Social StCh 1, Lesson 1 Land and Water. Read and discuss pages 4-11. Then model how to complete the lesson 1 study guide. Students will answer comprehension questions in the textbook.			
	class and work in collaborative pairs to determine the meaning of the vocabulary words using context clues. Advanced Organizer-Frayer	YOU DO Main Idea through pictures. Writing- Students will	Main idea=Topic plus the	Teacher model how to look for text features, preview	Writing - Review of key points from Core Connections- MI/Details Continue It's a guy thing, Get the point? Stay away snout			
	Core Connections: BOY essay using images	complete a 2 minute quick write from one of the pictures.		Social St. Geography Skills FL38-FL47 Writing - Review of key points from Core Connections-MI/Details It's a guy thing, Get the point? Stay away snout	Writing- Analyzing prompts Teacher will model and identify the parts of a writing prompt to help students learn how to determine their focus when writing an essay.			
1:30-2:00	Flexible Grouping							
	iii/mentor							
2:00-2:30			111/mentor					