

	Monday	Tuesday	Wednesday	Thursday	Friday	Stations 4 th and 5 th
8:00-8:30	AR	Accelerated Reader		AR	Music	
8:30-9:00	Flexible /Small Groups					
<p>9:00- 10:30 4th Grade ELA Homework: Mon.-Spelling 3 times each, ABC order Tues.-Social St. Pre-read ch. 1, lesson 1 on pages 4-11 and answer questions on pages 4-9. Wed.- Spelling "your choice" Thurs. -Study for SP. Test on Friday</p> <p>Please check assignments and initial agenda nightly.</p>	<p>Complete Planners Spelling- Short Vowels p.T36-37</p> <p>Students will work in flexible groups to preview vocabulary.</p> <p>DBQ-Informational Text EQ: Why are hurricanes so dangerous?</p> <p>Hook Exercise-Identify ways to prepare for a hurricane.</p> <p>Vocabulary in Context Students will read the article "Why Are Hurricanes Dangerous" from the DBQ background information as a class and work in collaborative pairs to determine the meaning of the vocabulary words using context clues. Advanced Organizer-Frayer</p> <p>Core Connections: BOY essay using images</p>	<p>DBQ-EQ: Why are hurricanes so dangerous?</p> <p>Background Essay-Read and discuss --Why hurricanes are so dangerous? Students will understand a sense of time, place, and story.</p> <p>Students will work in flexible groups to answer background information questions. Understanding the EQ and pre-bucketing.</p> <p>Reading Focus Skill (Main Idea and Details) - Main Idea through pictures WHO-WHAT-THING (Who-person, What-objects, Thing-the actions) I DO, WE DO YOU DO Main Idea through pictures. Writing- Students will complete a 2 minute quick write from one of the pictures.</p>	<p>LA/Grammar - Imperative and Exclamatory Sentences p.3</p> <p>DBQ-EQ: Why are hurricanes so dangerous?</p> <p>Flexible groups to complete Pre-Bucketing using strategies/activities from LFS plan.</p> <p>DBQ- Document A- Hurricane Andrew (analyze the photo) Document B- Wind speeds and impacts(analyze the chart) Students will know the difference between first and second hand accounts.</p> <p>Writing - Review of key points from Core Connections Main idea=Topic plus the point....prove through evidence that supports</p>	<p>Cursive Writing Review Spelling HW</p> <p>LA/Grammar - Sentences p.1</p> <p>Flexible groups to complete Document Analysis A and B using strategies/activities from LFS plan.</p> <p>DBQ- Document C- Inland flooding (analyze photo)-Primary Source Document D-Rainfall (analyze chart)-Secondary Source</p> <p>ERP (Extended Reading Passage) - <i>Hurricanes and Tornadoes</i> Teacher model how to look for text features, preview questions, read text, and answer questions using elimination strategies.</p> <p>Social St. Geography Skills FL38-FL47</p> <p>Writing - Review of key points from Core Connections-MI/Details It's a guy thing, Get the point? Stay away snout</p>	<p>Cursive-LA-Mixed Review Spelling Test</p> <p>LA/Grammar - Declarative and Interrogative Sentences p.2</p> <p>Flexible groups to complete Document Analysis C and D using strategies/activities from LFS plan.</p> <p>Social St. -Ch 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.</p> <p>Writing - Review of key points from Core Connections-MI/Details Continue It's a guy thing, Get the point? Stay away snout</p> <p>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.</p>	<p>Inference, A.R. Success Maker Flexible</p>

10:30- 11:00	AR	AR	Easy Tech-Library	AR	AR
11:00-11:30	Computer Lab				
11:30-12:00	Lunch				
<p>4th Grade ELA Homework: Mon.-Spelling 3 times each ABC order Tues.-Social St. Pre-read ch. 1, lesson 1 on pages 4-11 and answer questions on pages 4-9. Wed.- Spelling "your choice" Thurs. -Study for SP. Test on Friday</p> <p>12:00-1:30</p>	<p>Complete Planners Spelling- Short Vowels p.T36-37</p> <p>Students will work in flexible groups to preview vocabulary.</p> <p>DBQ-Informational Text EQ: Why are hurricanes so dangerous?</p> <p>Hook Exercise-Identify ways to prepare for a hurricane.</p> <p><u>Vocabulary in Context</u></p> <p>Students will read the article "Why Are Hurricanes Dangerous" from the DBQ background information as a class and work in collaborative pairs to determine the meaning of the vocabulary words using context clues.</p> <p>Advanced Organizer-Frayer</p> <p>Core Connections: BOY essay using images</p>	<p>DBQ-EQ: Why are hurricanes so dangerous?</p> <p>Background Essay-Read and discuss --Why hurricanes are so dangerous? Students will understand a sense of time, place, and story.</p> <p>Students will work in flexible groups to answer background information questions. Understanding the EQ and pre-bucketing.</p> <p>Reading Focus Skill (Main Idea and Details) - Main Idea through pictures WHO-WHAT-THING (Who-person, What-objects, Thing-the actions) I DO, WE DO YOU DO Main Idea through pictures.</p> <p>Writing- Students will complete a 2 minute quick write from one of the pictures.</p>	<p>LA/Grammar - Imperative and Exclamatory Sentences p.3</p> <p>DBQ-EQ: Why are hurricanes so dangerous?</p> <p>Flexible groups to complete Pre-Bucketing using strategies/activities from LFS plan.</p> <p>DBQ- Document A- Hurricane Andrew (analyze the photo) Comprehension questions Document B- Wind speeds and impacts(analyze the chart)</p> <p>Students will know the difference between first and second hand accounts.</p> <p>Writing - Review of key points from Core Connections Main idea=Topic plus the point....prove through evidence that supports</p>	<p>Cursive Writing</p> <p>Review Spelling HW</p> <p>LA/Grammar - Sentences p.1</p> <p>Flexible groups to complete Document Analysis A and B using strategies/activities from LFS plan.</p> <p>DBQ- Document C- Inland flooding (analyze photo)-Primary Source Document D-Rainfall (analyze chart)-Secondary Source</p> <p>ERP (Extended Reading Passage) - <i>Hurricanes and Tornadoes</i></p> <p>Teacher model how to look for text features, preview questions, read text, and answer questions using elimination strategies.</p> <p>Social St. Geography Skills FL38-FL47</p> <p>Writing - Review of key points from Core Connections-MI/Details It's a guy thing, Get the point? Stay away snout</p>	<p>Cursive-LA-Mixed Review</p> <p>Spelling Test</p> <p>LA/Grammar - Declarative and Interrogative Sentences p.2</p> <p>Flexible groups to complete Document Analysis C and D using strategies/activities from LFS plan.</p> <p>Social St. -Ch 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.</p> <p>Writing - Review of key points from Core Connections-MI/Details Continue It's a guy thing, Get the point? Stay away snout</p> <p>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.</p>
1:30-2:00	Flexible Grouping				
2:00-2:30	iii/mentor				
	*Safety procedures covered daily. 2:25 Clean Up, Pack-up & Stack Chairs, Turn Computers Off				