

Perry Fourth Grade ELA/Social Studies

Week of Aug. 15-19

	Monday	Tuesday	Wednesday	Thursday	Friday	
7:55-8:00 Fourth grade	Arrival, Attendance Pledge of Allegiance	Arrival, Attendance Pledge of Allegiance	Arrival, Attendance Pledge of Allegiance	Arrival, Attendance Pledge of Allegiance	Arrival, Attendance Pledge of Allegiance	
8:00-8:30 Fourth Grade	P.E.	P.E.	P.E.	P.E.	P.E.	
8:30-9:00 Fourth Grade	Accelerated Reader	Accelerated Reader	Accelerated Reader	Accelerated Reader	Accelerated Reader	
9:00-9:30	Success Maker Lab	Success Maker Lab	Success Maker Lab	Success Maker Lab	Success Maker Lab	
9:30-11:30 Perry ELA Block/Social Studies UEQ- How do I analyze texts of different genres to effectively write informative and opinion essays? LEQ: How do I deconstruct the elements of informative texts to effectively write informative and opinion essays? Spelling: Unit 1 Week 1 Spelling Words: crunch, shelf, gym, flat, grim, odd, shovel, hint, build, heavy Vocabulary: expository text, main idea, details, major details, minor details, evidence, evidence tables Class Chapter Book: <i>I Survived</i>	Complete Planners Phonics: Short Vowels TE p.36-37 Grammar: Sentences pg. 1 Discovery Ed Video about Hurricane Ivan DBQ: Hurricanes Why are hurricanes so dangerous? Step Two - Hook Writing - Inference Worksheets - The Final Game and The Great TV Turn-Off	Grammar: Declarative and Interrogative Sentences p. 2 DBQ - "Why Are <i>Hurricanes So Dangerous?</i> " Steps Two - Background Essay Students will read to gain background knowledge about hurricanes. Comprehension questions and vocabulary will be completed. Flexible groups to complete Background Essay using strategies/activities from LFS plan. Writing: Brain Pop Video on Main Idea Collaborative Pairs: Answer comprehension questions. Define Main Idea (topic + the point)	Grammar: Imperative and Exclamatory Sentences p. 3 DBQ: Hurricanes Why are hurricanes so dangerous? Step Three - Understanding the Question and Pre- Bucketing Students will analyze the DBQ question and understand that the DBQ will end with a written essay that answers the question. Flexible groups to complete Pre-Bucketing using strategies/activities from LFS plan. Writing: Main Idea SuccessMaker video on Main Idea and Details. Listen to reading passage and answer comprehension questions. 11:00-11:30 Media Lab	Grammar: Compound Sentences p. 4 DBQ: Hurricanes Why are hurricanes so dangerous? Step Four - Document Analysis using collaborative groups Students will study various documents and answer comprehension questions in order to have evidence that will be included in their answer to the DBQ question. Flexible groups to complete Document Analysis using strategies/activities from LFS plan. Social Studies: Chapter 1 Lesson 1 <i>Land and</i> <i>Water</i> p.6-9, SE p.4-11 Read in flexible groups and answer comprehension questions.	Check Homework Spelling Test Grammar: Sentence Punctuation p. 5 DBQ: Hurricanes Why are hurricanes so dangerous? Step Four - Document Analysis using collaborative groups Students will study various documents and answer comprehension questions in order to have evidence that will be included in their answer to the DBQ question. Flexible groups to complete Document Analysis using strategies/activities from LFS plan. Social Studies: Chapter 1 Lesson 2 <i>Florida's Regions</i> p.11-13, SE p.12-17 Read in flexible groups and answer comprehension questions. 11:00-11:30 Media Lab	Homework: Spelling: Write your spelling words 3x each in abc order. Grammar: Types of Sentences p. 4-5 Writing: Sassy Sentences p. 4

<i>Hurricane Katrina, 2005</i>						
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch	
<p>12:00-2:00 Bryant ELA Block/Social Studies</p> <p>UEQ: How do I analyze texts of different genres to effectively write informative and opinion essays?</p> <p>LEQ: How do I deconstruct the elements of informative texts to effectively write informative and opinion essays?</p> <p>Spelling: Unit 1 Week 1 Spelling Words: crunch, shelf, gym, flat, grim, odd, shovel, hint, build, heavy</p> <p>Vocabulary: expository text, main idea, details, major details, minor details, evidence, evidence tables</p> <p>Class Chapter Book: <i>I Survived Hurricane Katrina, 2005</i></p>	<p>Complete Planners</p> <p>Phonics: Short Vowels TE p.36-37</p> <p>Grammar: Sentences pg. 1</p> <p>Discovery Ed Video about Hurricane Ivan</p> <p>DBQ: Hurricanes Why are hurricanes so dangerous? Step Two - Hook</p> <p>Writing - Inference Worksheets - The Final Game and The Great TV Turn-Off</p>	<p>Grammar: Declarative and Interrogative Sentences p. 2</p> <p>DBQ - "Why Are Hurricanes So Dangerous?" Steps Two - Background Essay Students will read to gain background knowledge about hurricanes. Comprehension questions and vocabulary will be completed.</p> <p>Flexible groups to complete Background Essay using strategies/activities from LFS plan.</p> <p>Writing: Brain Pop Video on Main Idea Collaborative Pairs: Answer comprehension questions. Define Main Idea (topic + the point)</p> <p>1:30-2:00 Media Lab</p>	<p>Grammar: Imperative and Exclamatory Sentences p. 3</p> <p>DBQ: Hurricanes Why are hurricanes so dangerous? Step Three - Understanding the Question and Pre-Bucketing Students will analyze the DBQ question and understand that the DBQ will end with a written essay that answers the question.</p> <p>Flexible groups to complete Pre-Bucketing using strategies/activities from LFS plan.</p> <p>Writing: Main Idea SuccessMaker video on Main Idea and Details. Listen to reading passage and answer comprehension questions.</p>	<p>Grammar: Compound Sentences p. 4</p> <p>DBQ: Hurricanes Why are hurricanes so dangerous? Step Four - Document Analysis using collaborative groups Students will study various documents and answer comprehension questions in order to have evidence that will be included in their answer to the DBQ question.</p> <p>Flexible groups to complete Document Analysis using strategies/activities from LFS plan.</p> <p>Social Studies: Chapter 1 Lesson 1 <i>Land and Water</i> p.6-9, SE p.4-11 Read in flexible groups and answer comprehension questions.</p> <p>1:30-2:00 Media Lab</p>	<p>Check Homework</p> <p>Spelling Test</p> <p>Grammar: Sentence Punctuation p. 5</p> <p>DBQ: Hurricanes Why are hurricanes so dangerous? Step Four - Document Analysis using collaborative groups Students will study various documents and answer comprehension questions in order to have evidence that will be included in their answer to the DBQ question.</p> <p>Flexible groups to complete Document Analysis using strategies/activities from LFS plan.</p> <p>Social Studies: Chapter 1 Lesson 2 <i>Florida's Regions</i> p.11-13, SE p.12-17 Read in flexible groups and answer comprehension questions.</p>	<p>Homework:</p> <p>Spelling: Write your spelling words 3x each in abc order.</p> <p>Grammar: Types of Sentences p. 4-5</p> <p>Writing: Sassy Sentences p. 4</p>
2:00-2:25	Easy Tech/zzz	Easy Tech/zzz	Easy Tech/zzz	Easy Tech/zzz	Easy Tech/zzz	
2:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	
Stations						

ESE accommodations being met as per Individual Education Plans