

Fort Fourth Grade/Reading 4-5

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	Computer Lab SuccessMaker Math	Computer Lab Achieve 3000	Computer Lab SuccessMaker Reading	Computer Lab Achieve 3000	Computer Lab SuccessMaker Math	
8:30-9:00 Fourth Grade	P.E.	P.E.	P.E.	P.E.	P.E.	
9:00-9:30 Fourth Grade	Accelerated Reader (StorylineOnline)	Accelerated Reader	Accelerated Reader	Music	Accelerated Reader (Buddy read)	
9:30-11:30 <b>Fourth grade</b> ELA Block  <b>UEQ</b> -How do I analyze texts of different genres to effectively write informative and opinion essays?  <b>LEQ</b> – How do I refer to details and examples in a text when drawing inferences?  <b>LEQ</b> – How do I determine the main idea of the text and explain how it is supported by key details?  Spelling: Unit 1 Week 1 <b>Spelling Words:</b> flat, band, left, wealth, mill, plot, blot, sum, bluff, build  <b>Vocabulary:</b> expository text, main idea, details, major details, minor details, evidence, evidence tables  Class Chapter book: <i>I Survived Hurricane Katrina, 2005</i>	Complete Planners  Phonics/Spelling – Short vowels p.T36-37  Daily Grammar Practice – Week 1 Day 1 LA/Grammar – Sentences p.1  <b>10:15</b> Discovery Ed videos <i>Hurricanes</i> and <i>From Charley, to Francis, to Ivan</i>  Vocabulary – Preview vocabulary from DBQ  ERP (Extended Reading Passage) – <i>Storm Chasers</i> Teacher model how to look for text features, preview questions, read text, and answer questions using elimination strategies.  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. Collaborative Pairs – Complete <i>The Big Idea</i> WS	Daily Grammar Practice – Week 1 Day 2 LA/Grammar – Declarative and Interrogative Sentences p.2  <b>9:45-10:45</b> <b>DBQ</b> – “ <i>Why Are Hurricanes So Dangerous?</i> ” Steps One and Two – Hook and 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. <b>(LEQ</b> – Why are hurricanes so dangerous?)  <b>10:45</b> Writing – Inference Reading Between the Lines – whole group activity Comic strip inferencing	Daily Grammar Practice – Week 1 Day 3 LA/Grammar – Imperative and Exclamatory Sentences p.3  <b>9:45-10:45</b> <b>DBQ</b> - “ <i>Why Are Hurricanes So Dangerous?</i> ”  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. <b>(LEQ</b> – Why are hurricanes so dangerous?)  <b>10:45</b> Writing – Inference Worksheets – <i>The Final Game</i> and <i>The Great TV Turn-Off</i>	Review Spelling HW <b>Spelling Test</b>  Daily Grammar Practice – Week 1 Day 4 LA/Grammar – Compound Sentences p.4  <b>9:45-10:30</b> <b>DBQ</b> - “ <i>Why Are Hurricanes So Dangerous?</i> ”  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. <b>(LEQ</b> – Why are hurricanes so dangerous?)  <b>10:30-11:00</b> Social Studies – Review HW Worktext pages 0-3 Read and answer the myStorySpark question and the Think About It question.  <b>(LEQ</b> – What is the geography like where you live?)  <b>11:00-11:30</b> Media Lab	Daily Grammar Practice – Week 1 Assessment LA/Grammar – Sentence Punctuation p.5  <b>9:45-10:30</b> <b>DBQ</b> - “ <i>Why Are Hurricanes So Dangerous?</i> ”  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. <b>(LEQ</b> – Why are hurricanes so dangerous?)  <b>10:30-11:00</b> 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.  AB p.1 <i>Florida and the World</i> <b>(LEQ</b> – What is the geography like where you live?)  <b>11:00-11:30</b> Stations (All About Me posters, AR, SuccessMaker, Achieve 3000)	<b>Spelling Homework</b> – Write words 3x each and in alphabetical order.  <b>Social Studies Homework</b> – Read pages FL42-FL47 and answer questions 5-14.

11:34-12:04	Lunch	Lunch	Lunch	Lunch	Lunch	
12:04-12:30 Fourth Grade	Return to class, Easy Tech, AR, Mentoring change groups	Return to class, Easy Tech, AR, Mentoring change groups	Return to class, Easy Tech, AR, Mentoring change groups	Return to class, Easy Tech, AR, Mentoring change groups	Return to class, Easy Tech, AR, Mentoring change groups	
12:30-2:30 <b>Fifth Grade</b> ELA Block  <b>UEQ</b> -How do I analyze texts of different genres to effectively write informative and opinion essays?  <b>LEQ</b> – How do I refer to details and examples in a text when drawing inferences?  <b>LEQ</b> – How do I determine the main idea of the text and explain how it is supported by key details?  Spelling: Unit 1 Week 1 <b>Spelling Words:</b> jut, nick, tenth, shrug, stuff, sense, damp, cot, fling, notch  <b>Vocabulary:</b> expository text, main idea, details, major details, minor details, evidence, evidence tables	Complete Planners  Phonics/Spelling – Short vowels p.T36-37  Daily Grammar Practice – Week 1 Day 1 LA/Grammar – Sentences and Sentence Fragments p.1  <b>1:15</b> Discovery Ed video <i>Rights as Citizens</i>  Vocabulary – Preview vocabulary from DBQ  <b>DBQ</b> – “ <i>What Types of Citizens Does a Democracy Need?</i> ”  ERP (Extended Reading Passage) – <i>Who Are We?</i> Teacher model how to look for text features, preview questions, read text, and answer questions using elimination strategies.  Reading Focus Skill (Main Idea and Details) – Use SuccessMaker video to introduce Main Idea/Details. Practice identifying Main Ideas/Details with WS <i>Prove It!</i> and <i>Main Idea and Details</i> .	Daily Grammar Practice – Week 1 Day 2 LA/Grammar – Declarative and Interrogative Sentences p.2  <b>12:45-2:00</b> <b>DBQ</b> – “ <i>What Types of Citizens Does a Democracy Need?</i> ”  Steps One and Two – Hook and 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. ( <b>LEQ</b> – What types of citizens does a democracy need?)  <b>1:45</b> Writing – Inference Reading Between the Lines – whole group activity Comic strip inferencing  <b>2:00-2:30</b> Media Lab	Daily Grammar Practice – Week 1 Day 3 LA/Grammar – Imperative and Exclamatory Sentences p.3  <b>12:45-2:00</b> <b>DBQ</b> – “ <i>What Types of Citizens Does a Democracy Need?</i> ”  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. ( <b>LEQ</b> – What types of citizens does a democracy need?)  <b>1:45</b> Writing – Inference Worksheets – <i>The Final Game</i> and <i>The Great TV Turn-Off</i>  <b>2:00-2:30</b> Stations (All About Me posters, AR, SuccessMaker, Achieve 3000)	Review Spelling HW <b>Spelling Test</b>  Daily Grammar Practice – Week 1 Day 4 LA/Grammar – Compound Sentences p.4  <b>12:45-1:30</b> <b>DBQ</b> - “ <i>What Types of Citizens Does a Democracy Need?</i> ”  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. ( <b>LEQ</b> – What types of citizens does a democracy need?)  <b>1:30-2:00</b> Social Studies –Review HW Worktext pages 0-3 Read and answer the myStorySpark question and the Think About It question. ( <b>LEQ</b> – Why did people migrate to and settle the Americas?)  <b>2:00-2:30</b> Media Lab	Daily Grammar Practice – Week 1 Assessment LA/Grammar – Sentence Punctuation p.5  <b>12:45-1:30</b> <b>DBQ</b> - “ <i>What Types of Citizens Does a Democracy Need?</i> ”  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. ( <b>LEQ</b> – What types of citizens does a democracy need?)  <b>1:30-2:00</b> Chapter 1 Lesson 1 <i>Ancient American Civilizations</i> p.5-8, SE p.4-9 Read whole group and answer comprehension questions.  AB p.1 <i>A Native American Belief</i> ( <b>LEQ</b> – Why did people migrate to and settle the Americas?)  <b>2:00-2:30</b> Stations (All About Me posters, AR, SuccessMaker, Achieve 3000)	<b>Spelling Homework</b> – Write words 3x each and in alphabetical order.  <b>Social Studies Homework</b> – Read pages SSH14-SSH19 and answer questions 5-16.
2:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

ESE accommodations being met as per Individual Education Plans