

4 <sup>th</sup> & 5 <sup>th</sup> Grade Mrs. Fort 2016-2017	7:55- 8:00	8:00 -8:30 Lab	8:30- 9:00 P.E.	9:00- 9:30 A.R.	4 <sup>th</sup> grade ELA & Social Studies 9:30-11:30	Lunch 11:30- 12:00	Et/ZZ 12:00- 12:30	5 <sup>th</sup> grade ELA & Social Studies 12:30-2:30
<b>Monday October 17</b>  <u>Homework due Thursday:</u> <b>Spelling:</b> ABC Order in 3 times each  <b>Social Studies:</b> <b>4<sup>th</sup> Grade</b> – Complete workbook page <i>Underwater Archaeology</i> p.17- 18  <b>5<sup>th</sup> Grade</b> – Complete workbook pages <i>Do You Speak Spanish? And Preparing Furs for Trade</i> p.23-24					Complete planners  <b>Phonics/Spelling:</b> r-controlled vowels TE p.228-229  <b>Grammar:</b> Action Verbs p. 34   <b>10:00</b> ERP - <i>A Trip to Florida Caverns State Park</i>  Read in flexible groups, answer comprehension questions, complete written response question.  <b>Reading Skill:</b> Success Maker Reading Context Clues Direct Instruction  Context Clues practice  <b>Achieve 3000:</b> <i>Tasha Tudor Dies</i>  Activate using photo image on screen. Display the “Before Reading Poll” question and encourage students to share their thoughts. Conduct a class discussion to help students access prior knowledge about the topic. Preview Vocabulary. Discuss the prompt in the Thought Question.			Complete planners  <b>Phonics/Spelling:</b> Contractions p. T228-229  <b>Grammar:</b> Action Verbs p. 33   <b>Reading Skill:</b> Success Maker Reading Context Clues Direct Instruction  Context Clues practice  <b>Achieve 3000:</b> <i>On Top of the World</i>  Activate using photo image on screen. Display the “Before Reading Poll” question and encourage students to share their thoughts. Conduct a class discussion to help students access prior knowledge about the topic. Preview Vocabulary. Discuss the prompt in the Thought Question.  <b>2:00</b> ERP - <i>Stephen Bishop, Cave Explorer</i>  Read in flexible groups, answer comprehension questions, complete written response question.
<b>Tuesday October 18</b>					<b>Grammar:</b> Daily Grammar and Verb Tenses p. 35  <b>9:45 Writing:</b> Students will deconstruct a model DBQ essay in order to determine main idea, evidence, and elaboration.  Students will be given writing prompts in which they will have to use the steps in order to analyze the prompt to determine the main idea.  <b>10:30 Reading Skill:</b> Students will practice using Context Clues to determine meanings of words with <a href="http://www.internet4classrooms.com/skill_builders/co">http://www.internet4classrooms.com/skill_builders/co</a>			<b>Grammar:</b> Daily Grammar and Direct Objects p.34  <b>12:45 Writing:</b> Students will deconstruct a model DBQ essay in order to determine main idea, evidence, and elaboration.  Students will be given writing prompts in which they will have to use the steps in order to analyze the prompt to determine the main idea.  <b>1:30 Reading Skill:</b> Students will practice using Context Clues to determine meanings of words with <a href="http://www.internet4classrooms.com/skill_builders/context">http://www.internet4classrooms.com/skill_builders/context</a>

				<a href="#">ntext clues language arts fifth 5th grade.htm</a> Use activities #2 and #12  <b>11:00</b> Media Lab – Complete Achieve3000 Steps 1-5 for <i>Tasha Tudor Dies</i>		<a href="#">t clues language arts fifth 5th grade.htm</a> Use activities #2 and #12  <b>2:00</b> Achieve3000 – Complete Steps 1-5 for <i>On Top of the World</i>
<b>Wednesday October 19</b>				<b>Grammar:</b> Daily Grammar and Subject-Verb Agreement p. 36  <b>Writing:</b> Students will deconstruct a model DBQ essay in order to determine main idea, evidence, and elaboration.  Students will be given writing prompts in which they will have to use the steps in order to analyze the prompt to determine the main idea.  <b>10:45 Achieve 3000:</b> <i>Canada's Golden</i>  Activate using photo image on screen. Display the “Before Reading Poll” question and encourage students to share their thoughts. Conduct a class discussion to help students access prior knowledge about the topic. Preview Vocabulary. Discuss the prompt in the Thought Question.  <b>11:00</b> Achieve3000 - Begin Steps 1-5 for <i>Canada's Golden</i>		<b>Grammar:</b> Daily Grammar and Verb Tenses p. 35  <b>Writing:</b> Students will deconstruct a model DBQ essay in order to determine main idea, evidence, and elaboration.  Students will be given writing prompts in which they will have to use the steps in order to analyze the prompt to determine the main idea.  <b>1:45 Achieve 3000:</b> <i>Canada's Golden</i>  Activate using photo image on screen. Display the “Before Reading Poll” question and encourage students to share their thoughts. Conduct a class discussion to help students access prior knowledge about the topic. Preview Vocabulary. Discuss the prompt in the Thought Question.  <b>2:00</b> Achieve3000 - Begin Steps 1-5 for <i>Canada's Golden</i>
<b>Thursday October 20</b>				Update AR/SuccessMaker logs  Review Spelling HW <b>Spelling Test</b>  Social Studies – Review HW  Complete <i>Underwater Archaeology</i> p.17-18  <b>Reading Test</b> - Unit 1 Week 5 (Compare and Contrast, Main Idea and Key Details)  Stations (AR, Achieve 3000, Success Maker Reading)		Update AR/SuccessMaker logs  Review Spelling HW <b>Spelling Test</b>  Social Studies – Review HW  Complete <i>Do You Speak Spanish? And Preparing Furs for Trade</i> p.23-24  <b>Reading Test</b> - Unit 2 Week 2 (Compare and Contrast, Simile)  Stations (AR, Achieve 3000, Success Maker Reading)

Friday October 21					No School for Students  Teacher Professional Day			No School for Students  Teacher Professional Day
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ESOL/ESE: accommodations being met as per Individual Education Plans  
**\* Lesson plans are subject to change at teacher's discretion. \***