

Perry Fourth Grade ELA/Social Studies Week of Sept. 12-16

	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	Music	
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	Complete Planners Phonics: Long o TE p. 292-293 Review Homework Expectations Grammar: Nouns ending in y p. 20 Achieve 3000: Constitution: Ben Franklin's Letters 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. 10:30-11:00 Flexible groups Group 1 - ERP # 3 <i>What a Yawn</i> Group 2 - ERP # 3 <i>What a Yawn</i> Group 3 - ERP # 3 <i>What a Yawn</i> Group 4 - ERP # 3 <i>What a Yawn</i>	9:30-10:00 Media Lab Achieve 3000 Constitution: Ben Franklin's Letters Grammar: More Plural Nouns p. 21 Achieve 3000: Model Stretch Lesson Writing: DBQ	Grammar: Common and Proper Nouns p. 22 Writing: DBQ Achieve 3000: Introduce What is 9/11? 10:30-11:00 Flexible groups Group 1 - Finish ERP # 3 <i>What a Yawn</i> Students will complete a Readworks.org passage called <i>Get in the Loop!</i> Students will answer comprehension questions on sequencing. Group 2 - Finish ERP # 3 <i>What a Yawn</i> Students will complete a Readworks.org passage called <i>Get in the Loop!</i> Students will answer comprehension questions on sequencing. Group 3 - ERP # 3 <i>What a Yawn</i> Students will complete a Readworks.org passage called <i>Get in the Loop!</i> Students will answer comprehension questions on sequencing. Group 4 - Students will complete a Readworks.org passage called <i>Get in the</i>	9:30-10:00 Media Lab Achieve 3000 What is 9/11? Grammar: Capitalization p. 23 10:30-11:00 Flexible groups Group 1 - Finish ERP # 3 <i>What a Yawn</i> Students will complete a Readworks.org passage called <i>Get in the Loop!</i> Students will answer comprehension questions on sequencing. Group 2 - Finish ERP # 3 <i>What a Yawn</i> Students will complete a Readworks.org passage called <i>Get in the Loop!</i> Students will answer comprehension questions on sequencing. Group 3 - ERP # 3 <i>What a Yawn</i> Students will complete a Readworks.org passage called <i>Get in the Loop!</i> Students will answer comprehension questions on sequencing. Group 4 - Students will complete a Readworks.org passage called	Check Homework Spelling Test Grammar: Mixed Review p. 24 Students will complete an Achieve 3000 article, Constitution: Ben Franklin's Letters, for Constitution Day. Alongside this, students will work in collaborative pairs to view the Brain Pop video, Constitution, and answer comprehension questions. Social Studies: Chapter 2 Lesson 1 <i>Native Americans of Florida</i> p.32-35, SE p.40-47 Read in flexible groups and answer comprehension questions. <i>Wandering through Weather with Text Features</i> (LAFS.4.RI.3.7) www.floridastudents.org	Homework: Spelling: Write your spelling words 3x each in abc order. Writing: Keeps on Going (Run on Sentences) p. 21
UEQ- How do I analyze texts of different genres to effectively write informative and opinion essays? LEQ: How do I describe the overall structure of events, ideas, concepts, or information in a text or in a part of a text? Spelling: Unit 1 Week 3 <i>Long o</i> Spelling Words: groan, roasting, quote, stole, bolt, mole, goal, chose, shadow, woe, stone, mold, toll, mows, lower, flow, sole, motor, fright, blown, load, kite Vocabulary: sequence, compare and contrast, cause						

<p>and effect, description</p> <p>Class Chapter Book: <i>I Survived Hurricane Katrina, 2005</i></p>			<p><i>Loop!</i> Students will answer comprehension questions on sequencing. Students will complete a Readworks.org passage called <i>Super Stats!</i> Students will answer comprehension questions on inferences.</p>	<p><i>Super Stats!</i> Students will answer comprehension questions on inferences.</p> <p>Social Studies: Chapter 2 Lesson 1 <i>Native Americans of Florida</i> p.32-35, SE p.40-47 Read in flexible groups and answer comprehension questions.</p>		
<p>11:30-12:00</p>	<p>Lunch</p>	<p>Lunch</p>	<p>Lunch</p>	<p>Lunch</p>	<p>Lunch</p>	
<p>12:00-2:00</p> <p>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 describe the overall structure of events, ideas, concepts, or information in a text or in a part of a text?</p> <p>Week 3 <i>Long o</i> Spelling Words: groan, roasting, quote, stole, bolt, mole, goal, chose, shadow, woe, stone, mold, toll, mows, lower, flow, sole, motor, fright, blown, load, kite</p> <p>Vocabulary: sequence, compare and contrast, cause</p>	<p>Complete Planners</p> <p>Phonics: Long o TE p. 292-293</p> <p>Review Homework Expectations</p> <p>Grammar: Nouns ending in y p. 20</p> <p>Achieve 3000: <i>Constitution: Ben Franklin's Letters</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.</p> <p>1:00-1:30 Flexible groups SIM Word Mapping</p>	<p>Grammar: More Plural Nouns p. 21</p> <p>Text Structure: Students will complete a Readworks.org passage called <i>Get in the Loop!</i> Students will answer comprehension questions on sequencing. Students will complete a Readworks.org passage called <i>Super Stats!</i> Students will answer comprehension questions on inferences.</p> <p>Writing: DBQ</p> <p>1:30-2:00 Media Lab Achieve 3000 <i>Constitution: Ben Franklin's Letters</i></p>	<p>Grammar: Common and Proper Nouns p. 22</p> <p>Writing: DBQ</p> <p>Achieve 3000: Introduce <i>What is 9/11?</i></p> <p>1:00-1:30 Flexible groups SIM Word Mapping</p>	<p>Grammar: Capitalization p. 23</p> <p>Social Studies: Chapter 2 Lesson 1 <i>Native Americans of Florida</i> p.32-35, SE p.40-47 Read in flexible groups and answer comprehension questions.</p> <p>1:00-1:30 Flexible groups SIM Word Mapping</p> <p>1:30-2:00 Media Lab Achieve 3000 <i>What is 9/11?</i></p>	<p>Check Homework</p> <p>Spelling Test</p> <p>Grammar: Mixed Review p. 24</p> <p>Students will complete an Achieve 3000 article, Constitution: Ben Franklin's Letters, for Constitution Day. Alongside this, students will work in collaborative pairs to view the Brain Pop video, Constitution, and answer comprehension questions.</p> <p><i>Wandering through Weather with Text Features</i> (LAFS.4.RI.3.7) www.floridastudents.org</p> <p>Social Studies: Chapter 2 Lesson 1 <i>Native Americans of Florida</i> p.32-35, SE p.40-47 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>Writing: Keeps on Going (Run on Sentences) p. 21</p>

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Class Chapter Book: <i>I Survived Hurricane Katrina, 2005</i>						
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