

4 th Grade Mrs. Perry 2016-2017	7:55 - 8:00	8:00 - 8:30 P.E.	8:30 - 9:00 A.R.	9:00 - 9:30 Lab	4 th grade Perry ELA & Social Studies 9:30-11:30	Lunch 11:30 - 12:00	4 th grade Bryant ELA & Social Studies 12:00-2:00	2:00 - 2:30 Easy Tech/ <u>ZZZ</u>
Monday November 28 <u>Homework due Thursday November 11th:</u> Spelling: Complete four different activities with your spelling words from the Spelling Star Worksheet. arrange center certain glance general Cursive: Bobbing Over p. 9-12					Complete planners Update AR/Success Maker Logs Phonics/Spelling: Soft c and g TE p. 164-165 Reading: Students will take notes in their interactive notebooks on point of view (first person, third person). Students will practice determining the point of view using task cards. 10:30-11:00 Flexible Groups: Success Maker Reading, Flex Article, AR, Writing, Teacher Directed		Complete planners Update AR/Success Maker Logs Phonics/Spelling: Soft c and g TE p. 164-165 Reading: Students will take notes in their interactive notebooks on point of view (first person, third person). Students will practice determining the point of view using task cards. 1:00-1:30 Flexible Groups: SIM Word Mapping	
Tuesday November 29					Achieve 3000 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 student's access prior knowledge about the topic. Preview Vocabulary. Discuss the prompt in the Thought Question Grammar: Singular Possessive Nouns p. 25		Achieve 3000 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 student's access prior knowledge about the topic. Preview Vocabulary. Discuss the prompt in the Thought Question Grammar: Singular Possessive Nouns p. 25	

				<p>Writing: Students will deconstruct a model DBQ essay in order to determine main idea, evidence, and elaboration.</p> <p>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.</p> <p>Students will begin to write to the mini prompt entitled <i>Owls</i>.</p> <p>Reading: Students will practice determining the point of view using task cards.</p> <p>Media Lab 9:30-10:00 Achieve 3000</p>		<p>Writing: Students will deconstruct a model DBQ essay in order to determine main idea, evidence, and elaboration.</p> <p>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.</p> <p>Students will begin to write to the mini prompt entitled <i>Owls</i>.</p> <p>Reading: Students will practice determining the point of view using task cards.</p> <p>Media Lab 1:30-2:00 Achieve 3000</p>	
Wednesday November 30				<p>Grammar: Plural Possessive Nouns p. 26</p> <p>Reading: Students will review the point of view of various passage by circling the point of view and finding textual evidence to support the point of view.</p> <p>Students will determine the point of view of four small passage and identify the textual evidence/clues that helped them make their decision.</p> <p>10:30-11:00 Flexible Groups: Success Maker Reading, Flex Article, AR, Writing, Teacher Directed</p>		<p>Grammar: Plural Possessive Nouns p. 26</p> <p>Reading: Students will review the point of view of various passage by circling the point of view and finding textual evidence to support the point of view.</p> <p>Students will determine the point of view of four small passage and identify the textual evidence/clues that helped them make their decision</p> <p>1:00-1:30 Flexible Groups: SIM Word Mapping</p>	
Thursday December 1				<p>Achieve 3000</p> <p>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 student's access prior knowledge about the topic. Preview Vocabulary. Discuss the prompt in the Thought Question</p> <p>Reading: Students will determine the point of view by reading several passages and analyzing textual evidence.</p>		<p>Achieve 3000</p> <p>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 student's access prior knowledge about the topic. Preview Vocabulary. Discuss the prompt in the Thought Question</p> <p>Reading: Students will determine the point of view by reading several passages and analyzing textual evidence.</p>	

					<p>Students will read the same passage written in the same point of view, and determine the point of view of each.</p> <p>10:30-11:00 Flexible Groups: SuccessMaker Reading, Flex Article, AR, Writing, Teacher Directed</p> <p>Social Studies: Finish Chapter 3 Lesson 2</p> <p>Media Lab 9:30-10:00 Achieve 3000</p>		<p>Students will read the same passage written in the same point of view, and determine the point of view of each.</p> <p>1:00-1:30 Flexible Groups: SIM Word Mapping</p> <p>Social Studies: Finish Chapter 3 Lesson 1 and complete quiz</p> <p>Media Lab 1:30-2:00 Achieve 3000</p>	
Friday December 2					<p>Social Studies: Finish Chapter 3 Lesson 2</p> <p>Reading: Students will use two AR books in order to determine the point of view, and compare the similarities between the two points of view.</p>		<p>Social Studies: Finish Chapter 3 Lesson 2</p> <p>Reading: Students will use two AR books in order to determine the point of view, and compare the similarities between the two points of view.</p>	

ESOL/ESE: accommodations being met as per Individual Education Plans

*** Lesson plans are subject to change at teacher's discretion.***