

	Monday	Tuesday	Wednesday	Thursday	Friday
W o r d B l o c k	<p>Focus: The teacher will go over morning DOL and review OG “red words” stage 1.</p> <p>Objective: TSWBAT identify grammatical mistakes and spell high-frequency sight words</p> <p>Materials: Smartboard, individual whiteboard</p>	<p>Focus: The teacher will go over morning DOL and review OG “red words” stage 1.</p> <p>Objective: TSWBAT identify grammatical mistakes and spell high-frequency sight words</p> <p>Materials: Smartboard, individual whiteboard</p>	<p>Focus: The teacher will go over morning DOL and review OG “red words” stage 1.</p> <p>Objective: TSWBAT identify grammatical mistakes and spell high-frequency sight words</p> <p>Materials: Smartboard, individual whiteboard</p>	<p>Focus: The teacher will go over morning DOL and review OG “red words” stage 1.</p> <p>Objective: TSWBAT identify grammatical mistakes and spell high-frequency sight words</p> <p>Materials: Smartboard, individual whiteboard</p>	<p>Focus: The teacher will go over morning DOL and review OG “red words” stage 1.</p> <p>Objective: TSWBAT identify grammatical mistakes and spell high-frequency sight words</p> <p>Materials: Smartboard, individual whiteboard</p>
	<p>Standard/Indicator: Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 2.1 Write informative/explanatory texts</p> <p>Objective: The students will review the writing process. Then be able to begin a writing assignment using a Social Studies topic.</p> <p>Materials: Writing folders, pencil, paper, individual white boards</p>	<p>Standard/Indicator: Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 2.1 Write informative/explanatory texts</p> <p>Objective: The students will review the writing process. Then be able to begin a writing assignment using a Social Studies topic.</p> <p>Materials: Writing folders, pencil, paper, individual white boards</p>	<p>Standard/Indicator: Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 2.1 Write informative/explanatory texts</p> <p>Objective: The students will review the writing process. Then be able to begin a writing assignment using a Social Studies topic.</p> <p>Materials: Writing folders, pencil, paper, individual white boards</p>	<p>Standard/Indicator: Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 2.1 Write informative/explanatory texts</p> <p>Objective: The students will review the writing process. Then be able to begin a writing assignment using a Social Studies topic.</p> <p>Materials: Writing folders, pencil, paper, individual white boards</p>	<p>Standard/Indicator: Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 2.1 Write informative/explanatory texts</p> <p>Objective: The students will review the writing process. Then be able to begin a writing assignment using a Social Studies topic.</p> <p>Materials: Writing folders, pencil, paper, individual white boards</p>

W R I T I N G	<p><u>Mini-Lesson/Introduction:</u> Teacher models the planning process of writing using a graphic organizer</p> <p><u>Guided Practice:</u> Students assist teacher in completing the graphic organizer.</p> <p><u>Independent Practice:</u> Students complete their graphic organizer using teacher’s map as a guide.</p> <p><u>Closure:</u> Thumbs up/thumbs down questioning <u>Assessment:</u> graphic organizer</p>	<p><u>Mini-Lesson/Introduction:</u> Teacher models the planning process of writing using a graphic organizer</p> <p><u>Guided Practice:</u> Students assist teacher in completing the graphic organizer.</p> <p><u>Independent Practice:</u> Students complete their graphic organizer using teacher’s map as a guide.</p> <p><u>Closure:</u> Thumbs up/thumbs down questioning <u>Assessment:</u> graphic organizer</p>	<p><u>Mini-Lesson/Introduction:</u> Teacher models the planning process of writing using a graphic organizer</p> <p><u>Guided Practice:</u> Students assist teacher in completing the graphic organizer.</p> <p><u>Independent Practice:</u> Students complete their graphic organizer using teacher’s map as a guide.</p> <p><u>Closure:</u> Thumbs up/thumbs down questioning <u>Assessment:</u> graphic organizer</p>	<p><u>Mini-Lesson/Introduction:</u> Teacher models the planning process of writing using a graphic organizer</p> <p><u>Guided Practice:</u> Students assist teacher in completing the graphic organizer.</p> <p><u>Independent Practice:</u> Students complete their graphic organizer using teacher’s map as a guide.</p> <p><u>Closure:</u> Thumbs up/thumbs down questioning <u>Assessment:</u> graphic organizer</p>	<p><u>Mini-Lesson/Introduction:</u> Teacher models the planning process of writing using a graphic organizer</p> <p><u>Guided Practice:</u> Students assist teacher in completing the graphic organizer.</p> <p><u>Independent Practice:</u> Students complete their graphic organizer using teacher’s map as a guide.</p> <p><u>Closure:</u> Thumbs up/thumbs down questioning <u>Assessment:</u> graphic organizer</p>
	<p><u>Standard/Indicator:</u> <u>Standard 5:</u> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>	<p><u>Standard/Indicator:</u> <u>Standard 5:</u> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>	<p><u>Standard/Indicator:</u> <u>Standard 5:</u> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>	<p><u>Standard/Indicator:</u> <u>Standard 5:</u> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>	<p><u>Standard/Indicator:</u> <u>Standard 5:</u> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>

<p><u>Standard 8:</u> Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development</p> <p>Objective: TSWBAT analyze cause and effect events in a text. Materials: Leveled texts, notebooks, Smartboard, dry-erase boards, pens, pencils</p>	<p><u>Standard 8:</u> Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development</p> <p>Objective: TSWBAT analyze cause and effect events in a text. Materials: Leveled texts, notebooks, Smartboard, dry-erase boards, pens, pencils</p>	<p><u>Standard 8:</u> Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development</p> <p>Objective: TSWBAT analyze cause and effect events in a text. Materials: Leveled texts, notebooks, Smartboard, dry-erase boards, pens, pencils</p>	<p><u>Standard 8:</u> Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development</p> <p>Objective: TSWBAT analyze cause and effect events in a text. Materials: Leveled texts, notebooks, Smartboard, dry-erase boards, pens, pencils</p>	<p><u>Standard 8:</u> Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development</p> <p>Objective: TSWBAT analyze cause and effect events in a text. Materials: Leveled texts, notebooks, Smartboard, dry-erase boards, pens, pencils</p>
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R E A D I N G	<p><u>Mini Lesson/Introduction:</u> Teacher will introduce cause and effect.</p>	<p><u>Mini Lesson/Introduction:</u> Teacher will continue cause and effect.</p>	<p><u>Mini-Lesson/Introduction:</u> Teacher will continue cause and effect</p>	<p><u>Mini-Lesson/Introduction:</u> Teacher will continue cause and effect</p>	<p><u>Mini-Lesson/Introduction:</u> Teacher will continue cause and effect</p>
	<p><u>Guided Practice:</u> Teacher led station: Students will create flip charts about cause and effect. Parapro station 1: illustrate cause/effect flip charts Parapro station 2: sort statements into cause/effect</p>	<p><u>Guided Practice:</u> Teacher will work along with students to create cause/effect T chart. Parapro station 1: sort sentence strips into cause/effect Parapro station 2: illustrate cause/effect</p>	<p><u>Guided Practice:</u> Teacher led station on cause/effect within read-aloud text Parapro station 1: complete cause/effect T charts Parapro station 2: Hot Dots</p>	<p><u>Guided Practice:</u> Teacher led station: cause/effect in read-aloud text and independent reading text. Parapro station 1: complete cause/effect T chart on independent reading AR book Parapro station 2: Hot Dots</p>	<p><u>Guided Practice:</u> Teacher led station: cause/effect in read-aloud text and independent reading text. Parapro station 1: complete cause/effect T chart on independent reading AR book Parapro station 2: Hot Dots</p>
	<p><u>Independent Practice:</u> Students will complete Lexia activity lesson.</p>	<p><u>Independent Practice:</u> Students will complete Lexia activity lesson.</p>	<p><u>Independent Practice</u> Students will complete Lexia activity lesson.</p>	<p><u>Independent Practice</u> Students will complete Lexia activity lesson.</p>	<p><u>Independent Practice</u> Students will complete Lexia activity lesson.</p>
	<p><u>Closure:</u> Quick question thumbs up/down review <u>Assessment:</u> Practice summary using skill.</p>	<p><u>Closure:</u> Quick question thumbs up/down review <u>Assessment:</u> Practice summary using skill.</p>	<p><u>Closure:</u> Quick question thumbs up/down review <u>Assessment:</u> Practice summary using skill.</p>	<p><u>Closure:</u> Quick question thumbs up/down review <u>Assessment:</u> Practice summary using skill.</p>	<p><u>Closure:</u> Quick question thumbs up/down review <u>Assessment:</u> Practice summary using skill.</p>

<p><u>Standard/Indicator:</u> 4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right. 4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. <u>Objective:</u> TSWBAT understand how digits are represented throughout the place values.</p>	<p><u>Standard/Indicator:</u> 4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right. 4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. <u>Objective:</u> TSWBAT understand how digits are represented throughout the place values.</p>	<p><u>Standard/Indicator:</u> 4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right. 4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. <u>Objective:</u> TSWBAT understand how digits are represented throughout the place values.</p>	<p><u>Standard/Indicator:</u> 4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right. 4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. <u>Objective:</u> TSWBAT understand how digits are represented throughout the place values.</p>	<p><u>Standard/Indicator:</u> 4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right. 4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. <u>Objective:</u> TSWBAT understand how digits are represented throughout the place values.</p>
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M A T H	Materials: Place value chart, smartboard, notebooks	Materials: Place value chart, smartboard, notebooks	Materials: Place value chart, smartboard, notebooks	Materials: Place value chart, smartboard, notebooks	Materials: Place value chart, smartboard, notebooks	
	Mini-Lesson/Introduction: Teacher will model how digit values are different as they move across the place value chart, also using expanded form.	Mini-Lesson/Introduction: Teacher will model how digit values are different as they move across the place value chart, also using expanded form.	Mini-Lesson/Introduction: Teacher will model how digit values are different as they move across the place value chart, also using expanded form.	Mini-Lesson/Introduction: Teacher will model how digit values are different as they move across the place value chart, also using expanded form.	Mini-Lesson/Introduction: Teacher will model how digit values are different as they move across the place value chart, also using expanded form.	Mini-Lesson/Introduction: Teacher will model how digit values are different as they move across the place value chart, also using expanded form.
	Guided Practice: Teacher guides students into understanding the expanded form and digit value. Introduce the place value chart. Parapro station 1 : group 2 Parapro station 2 : group 1	Guided Practice: Teacher guides students into understanding the expanded form and digit value. Introduce the place value chart. Parapro station 1 : group 2 Parapro station 2 : group 1	Guided Practice: Teacher guides students into understanding the expanded form and digit value. Introduce the place value chart. Parapro station 1 : group 2 Parapro station 2 : group 1	Guided Practice: Teacher guides students into understanding the expanded form and digit value. Introduce the place value chart. Parapro station 1 : group 2 Parapro station 2 : group 1	Guided Practice: Teacher guides students into understanding the expanded form and digit value. Introduce the place value chart. Parapro station 1 : group 2 Parapro station 2 : group 1	Guided Practice: Teacher guides students into understanding the expanded form and digit value. Introduce the place value chart. Parapro station 1 : group 2 Parapro station 2 : group 1
	Independent Practice Students complete DreamBox activity	Independent Practice Students complete DreamBox activity	Independent Practice Students complete DreamBox activity	Independent Practice Students complete DreamBox activity	Independent Practice Students complete DreamBox activity	Independent Practice Students complete DreamBox activity
	Closure: quick flash answer Assessment: White board Vocabulary: multi-digit number	Closure: quick flash answer Assessment: White board Vocabulary: multi-digit number	Closure: quick flash answer Assessment: White board Vocabulary: multi-digit number	Closure: quick flash answer Assessment: White board Vocabulary: multi-digit number	Closure: quick flash answer Assessment: White board Vocabulary: multi-digit number	Closure: quick flash answer Assessment: White board Vocabulary: multi-digit number

Standard/Indicator: 4-1.1 Summarize the spread of Native American populations using the Land Bridge Theory	Standard/Indicator: 4-1.1 Summarize the spread of Native American populations using the Land Bridge Theory	Standard/Indicator: 4-1.1 Summarize the spread of Native American populations using the Land Bridge Theory	Standard/Indicator: 4-1.2 Compare the everyday life, physical environment, and culture of the major Native American groupings; including, the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest	Standard/Indicator: 4-1.1 Summarize the spread of Native American populations using the Land Bridge Theory
Objective: The students will summarize the spread of Native American populations using the Land Bridge Theory.	Objective: The students will summarize the spread of Native American populations using the Land Bridge Theory.	Objective: The students will summarize the spread of Native American populations using the Land Bridge Theory.		Objective: The students will summarize the spread of Native American populations using the Land Bridge Theory.

	<p>Materials: Informational text about Land Bridge Theory and Native Americans.</p>	<p>Materials: Informational text about Land Bridge Theory and Native Americans.</p>	<p>Materials: Informational text about Land Bridge Theory and Native Americans.</p>	<p>Objective: The students will compare information about various Native Americans. Materials: Informational text about Land Bridge Theory and Native Americans.</p>	<p>Materials: Informational text about Land Bridge Theory and Native Americans.</p>
<p>SS</p>	<p>Lesson/Activities: Mini-Lesson/Introduction: Why did Native Americans cross the land bridge from Asia into North America? Guided Practice: Discuss Native Americans who moved from Asia to North America. Students look at map as a guide. Independent Practice: Students discuss reasons why Native Americans used the Land Bridge to move. Multi-flow map of causes and effects of Ice Age and spread of Native Americans.</p> <p>Closure:quick flash questions Assessment: question response Vocabulary: Native Americans, Land Bridge Theory.</p>	<p>Lesson/Activities: Mini-Lesson/Introduction: Why did Native Americans cross the land bridge from Asia into North America? Guided Practice: Discuss Native Americans who moved from Asia to North America. Students look at map as a guide. Independent Practice: Students discuss reasons why Native Americans used the Land Bridge to move. Multi-flow map of causes and effects of Ice Age and spread of Native Americans.</p> <p>Closure:quick flash questions Assessment: question response Vocabulary: Native Americans, Land Bridge Theory.</p>	<p>Lesson/Activities: Mini-Lesson/Introduction: Why did Native Americans cross the land bridge from Asia into North America? Guided Practice: Discuss Native Americans who moved from Asia to North America. Students look at map as a guide. Independent Practice: Students discuss reasons why Native Americans used the Land Bridge to move. Multi-flow map of causes and effects of Ice Age and spread of Native Americans.</p> <p>Closure:quick flash questions Assessment: question response Vocabulary: Native Americans, Land Bridge Theory.</p>	<p>Lesson/Activities: Mini-Lesson/Introduction: Introduce Native American groupings. Guided Practice: Students use chart to map out various information about Native Americans. Independent Practice: Eastern Woodlands. Complete chart.</p> <p>Closure:quick flash questions Assessment: question response Vocabulary: Native Americans, Land Bridge Theory.</p>	<p>Lesson/Activities: Mini-Lesson/Introduction: Introduce Native American groupings. Guided Practice: Students use chart to map out various information about Native Americans. Independent Practice: Plains Native Americans. Complete chart.</p> <p>Closure:quick flash questions Assessment: question response Vocabulary: Native Americans, Land Bridge Theory.</p>

	<p><u>Standard/Indicator:</u> 4.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content. <u>Objective:</u> The students will be able to use the processes and skills of scientific inquiry to develop understanding of science content. <u>Materials:</u> informational reading</p>	<p><u>Standard/Indicator:</u> 4.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content. <u>Objective:</u> The students will be able to use the processes and skills of scientific inquiry to develop understanding of science content. <u>Materials:</u> informational reading</p>	<p><u>Standard/Indicator:</u> 4.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content. <u>Objective:</u> The students will be able to use the processes and skills of scientific inquiry to develop understanding of science content. <u>Materials:</u> informational reading</p>	<p><u>Standard/Indicator:</u> 4.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content. <u>Objective:</u> The students will be able to use the processes and skills of scientific inquiry to develop understanding of science content. <u>Materials:</u> informational reading</p>	<p><u>Standard/Indicator:</u> 4.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content. <u>Objective:</u> The students will be able to use the processes and skills of scientific inquiry to develop understanding of science content. <u>Materials:</u> informational reading</p>
<p>S C I E N C E</p>	<p><u>Lesson/Activities:</u> Mini Lesson: Introduce Scientific Inquiry. Guided Practice: Students assist teacher in discussion of Scientific Inquiry. Independent Practice: Students chart information about scientific inquiry. <u>Closure:</u> quick flash questions <u>Assessment:</u> question responses <u>Vocabulary:</u> scientific inquiry</p>	<p><u>Lesson/Activities:</u> Mini Lesson: Introduce Scientific Inquiry. Guided Practice: Students assist teacher in discussion of Scientific Inquiry. Independent Practice: Students chart information about scientific inquiry. <u>Closure:</u> quick flash questions <u>Assessment:</u> question responses <u>Vocabulary:</u> scientific inquiry</p>	<p><u>Lesson/Activities:</u> Mini Lesson: Introduce Scientific Inquiry. Guided Practice: Students assist teacher in discussion of Scientific Inquiry. Independent Practice: Students chart information about scientific inquiry. <u>Closure:</u> quick flash questions <u>Assessment:</u> question responses <u>Vocabulary:</u> scientific inquiry</p>	<p><u>Lesson/Activities:</u> Mini Lesson: Introduce Scientific Inquiry. Guided Practice: Students assist teacher in discussion of Scientific Inquiry. Independent Practice: Students chart information about scientific inquiry. <u>Closure:</u> quick flash questions <u>Assessment:</u> question responses <u>Vocabulary:</u> scientific inquiry</p>	<p><u>Lesson/Activities:</u> Mini Lesson: Introduce Scientific Inquiry. Guided Practice: Students assist teacher in discussion of Scientific Inquiry. Independent Practice: Students chart information about scientific inquiry. <u>Closure:</u> quick flash questions <u>Assessment:</u> question responses <u>Vocabulary:</u> scientific inquiry</p>