

Monday 02/19/2018 School Day 128	Tuesday 02/20/2018 School Day 129	Wednesday 02/21/2018 School Day 130	Thursday 02/22/2018 School Day 131	Friday 02/23/2018 School Day 132
<p>9:10am Opening</p> <p>9:15am - 9:45am English</p> <p>Lesson I can identify abbreviations. I can use correct abbreviations in writing. Intro abbreviations PB 108 teach practice/apply</p> <p>Homework pg 109 PB ABC</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p>Lesson I can identify abbreviations. I can use correct abbreviations in writing. Abbreviations for people and places Projectable 20.4 Teach Practice and Apply</p> <p>Homework readers notebook 247</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p>Lesson I can identify abbreviations. I can use correct abbreviations in writing. Abbreviations for mailing addresses projectable 20.5 practice/apply</p> <p>Homework readers notebook 248</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p>Lesson I can identify abbreviations. I can use correct abbreviations in writing. Abbreviations for time and measurement projectable 20.6 teach practice and apply review frequently confused words</p> <p>Homework readers notebook 249 and 250</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p>Lesson I can identify abbreviations. I can use correct abbreviations in writing. Review abbreviations r</p> <p>Homework readers notebook 251 TEST</p>
<p>9:15am - 10:45am Reading</p> <p>Lesson I can identify and main ideas and supporting details in a biography. I can notice text structure. I can recognize onomatopoeia and its purpose in a text. I can support the main idea using key details. I can recognize the different shades of meaning among words. I can read orally with accuracy, appropriate rate, and expression. I can define vocabulary words. Teacher Read ALoud Intro vocab read and Ccomprehend think thru text</p> <p>Homework Packet 1 and 2</p> <p>Standards</p>	<p>9:15am - 10:45am Reading</p> <p>Lesson I can identify and main ideas and supporting details in a biography. I can notice text structure. I can recognize onomatopoeia and its purpose in a text. I can support the main idea using key details. I can recognize the different shades of meaning among words. I can read orally with accuracy, appropriate rate, and expression. I can define vocabulary words. Turn and talk Dig deeper analyze text your turn shades of meaning teach</p>	<p>9:15am - 10:45am Reading</p> <p>Lesson I can identify and main ideas and supporting details in a biography. I can notice text structure. I can recognize onomatopoeia and its purpose in a text. I can support the main idea using key details. I can recognize the different shades of meaning among words. I can read orally with accuracy, appropriate rate, and expression. I can define vocabulary words. classroom collaboration read story aloud/ independent</p> <p>Homework</p>	<p>9:15am - 10:45am Reading</p> <p>Lesson I can identify and main ideas and supporting details in a biography. I can notice text structure. I can recognize onomatopoeia and its purpose in a text. I can support the main idea using key details. I can recognize the different shades of meaning among words. I can read orally with accuracy, appropriate rate, and expression. I can define vocabulary words. compare texts teach onomatopoeia</p> <p>Homework questions compare</p>	<p>9:15am - 10:45am Reading</p> <p>Lesson I can identify and main ideas and supporting details in a biography. I can notice text structure. I can recognize onomatopoeia and its purpose in a text. I can support the main idea using key details. I can recognize the different shades of meaning among words. I can read orally with accuracy, appropriate rate, and expression. I can define vocabulary words. Review vocab and story</p> <p>Homework Test vocab and comprehension</p>

LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown

Homework
packet pg 3
readers notebook
243

Standards

LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.b Apply

questions packet 4-5

Standards

LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and

texts
packet pg 6

Standards

LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.b Apply context clues (e.g., word, phrase, and

Standards

LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and

words.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.5.e Determine meaning using reference materials.

LA 4.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme.

LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.

LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a

context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.5.e Determine meaning using reference materials.

LA 4.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme.

LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.

LA 4.1.6.h Compare

paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.5.e Determine meaning using reference materials.

LA 4.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme.

LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.

LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events

sentence, and paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.5.e Determine meaning using reference materials.

LA 4.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme.

LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.

LA 4.1.6.h Compare and contrast similar themes, topics, and/or

paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.5.e Determine meaning using reference materials.

LA 4.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme.

LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.

LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events

multicultural perspective.
LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).

9:15am Spelling

Lesson

I can spell words with the VCCV pattern.

I can spell grade appropriate words correctly.

I can sort words based on VCCV pattern.

Introduce VCCV pattern.
Introduce words and word meanings
Spelling City

Homework

Packet pg 1 and 2

Standards

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

12:10pm - 1:00pm

and contrast similar themes, topics, and/ or patterns of events in literary and informational texts to develop a multicultural perspective.

LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).

9:15am Spelling

Lesson

I can spell words with the VCCV pattern.

I can spell grade appropriate words correctly.

I can sort words based on VCCV pattern.

Spell City activity

Homework

Packet 4 and 5/6

Standards

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

in literary and informational texts to develop a multicultural perspective.

LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).

9:15am Spelling

Lesson

I can spell words with the VCCV pattern.

I can spell grade appropriate words correctly.

I can sort words based on VCCV pattern.

Spelling City Activity

Homework

Readers Notebook 245/246

Standards

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

or patterns of events in literary and informational texts to develop a multicultural perspective.

LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).

9:15am Spelling

Lesson

I can spell words with the VCCV pattern.

I can spell grade appropriate words correctly.

I can sort words based on VCCV pattern.

Spelling City Activity

Homework

Readers Notebook 244

Standards

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

in literary and informational texts to develop a multicultural perspective.

LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).

9:15am Spelling

Lesson

I can spell words with the VCCV pattern.

I can spell grade appropriate words correctly.

I can sort words based on VCCV pattern.

Spelling City-Practice Test ME

Homework

Test-Spelling City

Standards

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

12:10pm - 1:00pm

Math
Lesson
Test 15 Power Up and Chapter

Nebraska Studies (Social Studies)
Lesson
Trouble on the Plains pgs.132-135
I can explain the effect of westward expansion on the Native Americans. I can identify the reasons conflict arose between the settlers and Native Americans.
read and discuss pgs.

Homework
MM135

Standards
SS.4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)
SS.4.4.3 Students will describe and explain multiple perspectives of historical events.
SS.4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers:

12:10pm - 1:00pm
Math
Lesson
Benchmark test #4

2:00pm - 3:00pm
Nebraska Studies (Social Studies)
Lesson
Kahoot Review of Chapters

Specials
Lesson
Music 1:30-2:00

12:10pm - 1:00pm
Math
Lesson
Investigation 8 Analyzing and Graphing Relationships pg. 514
I can show the relationship between 2 quantities. I can describe the relationship between 2 sets of data in a table. I can write an equation to generalize the rule for a set of data. I can graph a set of ordered pairs on a coordinate grid. I can name the coordinates of a point on a coordinate grid.
In whole group, go through lesson.
Fill out investigation sheet.

Standards
MA 4.4.1 Representations: Students will create displays that represent data.
MA 4.4.2 Analysis & Applications: Students will analyze data to address the situation.
MA 4.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.
MA 4.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on

12:10pm - 1:00pm
Math
Lesson
Lesson 81 Angle Measures pg. 519
I can estimate the measure of an angle in degrees.
Power Up
Mental Math
Problem Solving
teach
practice

Homework
Lesson 81 pg 522

Standards
MA 4.3.1.f Measure angles in whole number degrees using a protractor.
MA 4.3.1.g Sketch angles of a specified measure.

2:00pm - 3:00pm
Nebraska Studies (Social Studies)

Lesson
Chapter 7 LIFE IN THE TERRITORY pgs. 138-139
I can read a timeline. I can answer questions from a timeline.
Introduce Chapter-walkthrough
Discuss time line

Homework
timeline sheet

Standards
SS.4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)
SS.4.4.1.c Select and record key state

Math
Lesson
Lesson 82 Tessellations pg. 525
I can identify tessellations. I can describe the transformation that can be used to tessellate a shape. I can use reflections to determine that a tessellation has symmetry.
power up 82
mental math
problem solving
teach-video on tessellations
practice

Homework
Lesson 82 pg. 528

Standards
MA.4.2.3.a Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape

2:45pm - 3:15pm
Nebraska Studies (Social Studies)

Lesson
Lesson 1 A Free Territory pgs. 140-143
I can recognize pioneers were not allowed to settle in NE until the land was made a US territory. I can identify slavery as an important issue that had to be decided before NE could become a territory. I can discuss the

Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)

Specials

Lesson

PE 1:00-1:50

the coordinate plane.

2:00pm - 3:00pm
Nebraska Studies
(Social Studies)

Lesson

Test CHapter 6

Specials

Lesson

PE 1:00-1:50

and/or regional events in chronological order (e.g., timelines)

Specials

Lesson

Guidance 1:00-1:30
Music 1:30-2:00

Underground Railroad as it relates to NE. I can describe the Kansas-NE Act.

read and discuss pages

Homework

MM 143 and Underground Railroad Code

Standards

SS.4.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)

SS.4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George

Norris; The Dust
Bowl, state symbols)

Specials

Lesson

Music 1:30-2:00
Library 2:20-2:40