

Monday 02/26/2018 School Day 133	Tuesday 02/27/2018 School Day 134	Wednesday 02/28/2018 School Day 135	Thursday 03/01/2018 School Day 136	Friday 03/02/2018 School Day 137
<p>9:10am Opening</p> <p>9:15am - 9:30am English</p> <p>Lesson I can understand and use adjectives to compare two or more things. I can understand and use adverbs to compare. Teach comparative adjectives -er teach superlative forms of 2 syllable adjectives use <i>more</i> in front of adjective. projectable 21.4 practice and apply</p> <p>Homework readers notebook 283</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p>Lesson I can understand and use adjectives to compare two or more things. I can understand and use adverbs to compare. Teach superlative forms of adjectives. one-syllable word -est two syllables-<i>most</i> in front of adjective practice and apply projectable 21.5</p> <p>Homework readers notebook 284</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p>Lesson I can understand and use adjectives to compare two or more things. I can understand and use adverbs to compare. teach comparative and superlative forms of adverbs comparative -er, more superlative-est, most practice and apply projectable 21.5</p> <p>Homework readers notebook 285</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p>Lesson I can understand and use adjectives to compare two or more things. I can understand and use adverbs to compare. review comparative and superlative adjectives and adverbs IXL 4th LA F12 and F13 spiral review prepositions and prepositional phrases</p> <p>Homework prepositions and prepositional phrases readers notebook 286</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p>Lesson I can understand and use adjectives to compare two or more things. I can understand and use adverbs to compare. Review</p> <p>Homework Test</p>
<p>9:15am - 10:45am Reading</p> <p>Lesson I can acquire and use vocabulary. I can listen to fluent reading. I can paraphrase portions of a text and read aloud. I can explain the lesson or theme in a fiction story based on text details. I can summarize a fiction story as an aid to understanding it. Teacher Read ALoud Intro vocab read and comprehend think through text</p>	<p>9:15am - 10:45am Reading</p> <p>Lesson I can acquire and use vocabulary. I can listen to fluent reading. I can paraphrase portions of a text and read aloud. I can explain the lesson or theme in a fiction story based on text details. I can summarize a fiction story as an aid to understanding it. Turn and Talk 2Nd read use clues to analyze text Your turn review 1st and 3rd person points of view</p> <p>Homework packet pg 4 and 5</p>	<p>9:15am - 10:45am Reading</p> <p>Lesson I can acquire and use vocabulary. I can listen to fluent reading. I can paraphrase portions of a text and read aloud. I can explain the lesson or theme in a fiction story based on text details. I can summarize a fiction story as an aid to understanding it. Classroom collaboration read story with questions</p> <p>Homework packet 6/7</p>	<p>9:15am - 10:45am Reading</p> <p>Lesson I can acquire and use vocabulary. I can listen to fluent reading. I can paraphrase portions of a text and read aloud. I can explain the lesson or theme in a fiction story based on text details. I can summarize a fiction story as an aid to understanding it. Connect to topic Compare text review Idioms</p> <p>Homework packet pg 3</p> <p>Standards</p>	<p>9:15am - 10:45am Reading</p> <p>Lesson I can acquire and use vocabulary. I can listen to fluent reading. I can explain the lesson or theme in a fiction story based on text details. I can summarize a fiction story as an aid to understanding it. re read story kahoot review</p> <p>Homework Vocab and Comprehension test</p> <p>Standards LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text. LA 4.1.4 Fluency: Students will read a variety of grade-level</p>

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 4.1.4 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.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

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

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

LA 4.1.5.e Determine meaning using

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LA

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LA 4.1.6 Comprehension: Students will

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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.

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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.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.

9:15am Spelling

Lesson

I can spell words with the VCV pattern.
I can spell grade appropriate words correctly.
I can sort words based on the long or short vowel sound in the first syllable.

intro words on spell city
review VCV pattern
sort words pg. 281
readers notebook

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

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Lesson

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Spell City next activity

Homework

readers notebook 282
packet pf 7

Standards

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review VCV pattern
spell city next activity

Homework

ABC order/
unscramble packet 3/
4

Standards

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Spell City activity

Homework

readers notebook 280
packet pg 2

Standards

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and

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Lesson

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I can spell grade appropriate words correctly.
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Spelling City Practice
test meSp

Homework

Spelling City Test ME

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-

Homework
spell city
packet pg 1
meanings of words
pg 5/6 packet during
spell city

Standards
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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
Lesson 84 Decimal Numbers to Thousandths pg 538
I can write a fraction with a denominator of 1000 as a decimal and using words I can write a decimal number with three decimal places as a fraction or mixed number
power-up
mental math
problem solving
teach lesson
lesson practice

Homework
Lesson 84 pgs. 540-542

Standards
MA.4.1.1.b Demonstrate

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12:10pm - 1:00pm
Math

Lesson
Lesson 85-Multiplying by 10, 100, 1000
I can find patterns for multiplying a whole number by 10, 100, 1000
power-up
mental math
problem solving
teach lesson
lesson practice

Homework
Lesson 85 545-547

Standards
MA 4.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.1.1.d Determine whether a given whole number up to 100 is a multiple of a given one-digit number.

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
Power Up Test
Chapter Test

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

Lesson
Video on Underground Railroad

Homework
Write a story from an escaped slave's perspective

Specials
Lesson
PE 1:00-1:50

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
Lesson 86 pg. 548 Multiplying Multiples of 10 and 100
I can use patterns to multiply by multiples of 10 and 100.

power up
mental math
problem solving
practice
teach

Homework
Lesson 86

Standards
MA 4.1.1.b Recognize a digit in one place represents ten times what it represents in the place to its right and 1/10 what it represents in the place to its left.

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

Lesson
Now You Know Nebraska video on You tube
Review Lesson 1 on Kahoot
Lesson 2
Improvements in

syllable words) when reading, writing, and spelling grade-level text.

12:10pm - 1:00pm
Math

Lesson
Lesson 87 pg 552
I can multiply 2 digit numbers without regrouping
Power up 87
Mental Math
Problem Solving
Teach lesson
Practice

Homework
Lesson 87 554-557

Standards
MA 4.1.2.c Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.

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

Lesson
Review from yesterday-wksh 139 in groups complete on travel/ transportation
Lesson 3 The Iron Horse pg. 150
I can evaluate the Civil War on Nebraska Settlers. I can explain the Great Railroad Race.

I can identify the impact of Nebraska's continuing development on the Plains Indians.
Read and discusses pages 150-154

Homework

multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is 6 + .2 + .03)
MA.4.1.1.a Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)

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

Specials
Lesson
PE 1:00-1:50

**2:00pm - 3:00pm
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 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,

Territory pg. 144
I can trace the movement of NE capital.
I can describe the early NE territory and ways settlers tried to improve transportation and travel.
I can list 2 early forms of communication.
Read and discuss pgs. 144-149
fill in chart about transportation/travel and communication

Homework
MM 149

Standards
SS.4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future
SS.4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)

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

MM 154
study cards for test

Standards
SS.4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)
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)

Specials
Lesson
PE 1:00-1:50
Library 2:20-2:40

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

Art 2:00-2:45