

Monday 01/29/2018 School Day 113	Tuesday 01/30/2018 School Day 114	Wednesday 01/31/2018 School Day 115	Thursday 02/01/2018 School Day 116	Friday 02/02/2018 School Day 117
<p>9:10am Opening</p> <p>9:15am - 9:30am English</p> <p><b>Lesson</b> <b>Proofreading: We walked into the glass big bilding. ADVERBS</b> I can identify adverbs and the verbs they describe. I can use adverbs in writing and speaking. Teach Adverbs Schoolhouse Rocks on adverbs you tube projectable 17.4 practice and apply</p> <p><b>Homework</b> reader's notebook 211</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p><b>Lesson</b> <b>Proofreading: The child waited patient for the buss. ADVERBS</b> I can identify adverbs and the verbs they describe. I can use adverbs in writing and speaking. Adverbs of frequency and intensity projectable 17.5 practice and apply</p> <p><b>Homework</b> reader's notebook 212</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p><b>Lesson</b> <b>Proofreading: The bus stop alot to pik up children. ADVERBS</b> I can identify adverbs and the verbs they describe. I can use adverbs in writing and speaking. Adverbs in different parts of sentences Projectable 17.6 practice and apply</p> <p><b>Homework</b> Readers Notebook 213 packet on adverbs</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p><b>Lesson</b> <b>Proofreading: The children walks to the store quick. ADVERBS</b> I can identify adverbs and the verbs they describe. I can use adverbs in writing and speaking. Review adverbs Spiral Review progressive verb tenses -am walking, -was walking, -will be walking</p> <p><b>Homework</b> Readers Notebook pg 214 and 215</p>	<p>8:10am Opening</p> <p>8:15am - 8:45am English</p> <p><b>Lesson</b> <b>Proofreading: He rude demands an other piece of cake. ADVERBS</b> I can identify adverbs and the verbs they describe. I can use adverbs in writing and speaking.</p> <p><b>Homework</b> Test</p>
<p>9:15am - 10:45am Reading</p> <p><b>Lesson</b> <b>The Right Dog for the Job</b> I can understand the sequence of events. I can identify the main idea and supporting details. I can use context to determine the meaning of domain-specific vocabulary. Teacher Read Aloud T86-87 Introduce Vocabulary Powerpoint Wikispaces-complete packet pg 1 defintion Read and Comprehend T88-89 Think Through Text- Anchor Text T92-103 Speaking and</p>	<p>9:15am - 10:45am Reading</p> <p><b>Lesson</b> <b>The Right Dog for the Job</b> I can understand the sequence of events. I can identify the main idea and supporting details. I can use context to determine the meaning of domain-specific vocabulary. Turn and Talk T106 Second Read Your Turn T106-107 Suffix review</p> <p><b>Homework</b> Packet-Main Idea and Details, Summary</p> <p><b>Standards</b> LA 4.1 Reading:</p>	<p>9:15am - 10:45am Reading</p> <p><b>Lesson</b> <b>The Right Dog for the Job</b> I can understand the sequence of events. I can identify the main idea and supporting details. I can use context to determine the meaning of domain-specific vocabulary. Independent Reading Of Anchor Text -upper group Leveled Readers</p> <p><b>Homework</b> Sequence Events in Packet</p>	<p>9:15am - 10:45am Reading</p> <p><b>Lesson</b> <b>The Right Dog for the Job</b> I can understand the sequence of events. I can identify the main idea and supporting details. I can use context to determine the meaning of domain-specific vocabulary. Compare text- Knowing Noses</p> <p><b>Homework</b> Packet Suffixes Knowing Noses</p> <p><b>Standards</b></p>	<p>9:15am - 10:45am Reading</p> <p><b>Lesson</b> <b>The Right Dog for the Job</b> I can understand the sequence of events. I can identify the main idea and supporting details. I can use context to determine the meaning of domain-specific vocabulary. re read story close reader-Search and Rescue dogs</p> <p><b>Homework</b> test vocab and comprehension standards based weekly test</p> <p><b>Standards</b> LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text. LA 4.1.3 Word Analysis: Students</p>

Listening Project on line  
Interactive Whiteboard Lesson on Suffixes -ion, ation, ition

**Homework**

packet pg 1 and 2

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

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.

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**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.a** Apply knowledge of word structure elements,

Story questions in packet  
Reader's Notebook 205-206

**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.

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**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 4.1.4.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.a** Apply knowledge of word

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 4.1.4.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.a** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base

**LA 4.1.5**

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

**LA 4.1.5.a**

Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).

**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.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.e**

Determine main ideas and supporting

known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).

**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.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.e**

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

**LA 4.1.6.j**

Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause

academic, and content-specific grade-level vocabulary.

**LA 4.1.5.a**

Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).

**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.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.e**

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

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structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).

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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.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.e**

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

**LA 4.1.6.j**

Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence,

and root words).  
**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.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.e**

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

**LA 4.1.6.j**

Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

9:15am Spelling  
**Lesson**

details from informational text and/or media.  
**LA 4.1.6.j** Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

9:15am Spelling

**Lesson**  
**Words with final /j/ and /s/**  
**I can spell words with the final /j/ and /s/ sounds.**  
**I can spell grade appropriate words correctly.**  
**I can sort words based on final sound.**

Introduce words and lesson **T120**  
Word sort wkbk 209  
Spelling City intro words and meanings

**Homework**

Word sort reader's notebook 209  
packet pg 1 3x cursive

**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

and effect, compare/contrast, fact/opinion).

9:15am Spelling

**Lesson**  
**Words with final /j/ and /s/**  
**I can spell words with the final /j/ and /s/ sounds.**  
**I can spell grade appropriate words correctly.**  
**I can sort words based on final sound.**

Spelling City activities

**Homework**

packet pg 2  
Unscramble reader's notebook 208

**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 13 Test  
Unit 13 Test

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

**Lesson**

and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

9:15am Spelling

**Lesson**  
**Words with final /j/ and /s/**  
**I can spell words with the final /j/ and /s/ sounds.**  
**I can spell grade appropriate words correctly.**  
**I can sort words based on final sound.**

Spelling City activities

**Homework**

packet pg 3  
Crossword reader's notebook pg 210

**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**

description, cause and effect, compare/contrast, fact/opinion).

9:15am Spelling

**Lesson**  
**Words with final /j/ and /s/**  
**I can spell words with the final /j/ and /s/ sounds.**  
**I can spell grade appropriate words correctly.**  
**I can sort words based on final sound.**

Spelling City Activities

**Homework**

Spelling Packet  
Which Word and Spelling Triangle

**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**

Lesson 71 Division Answers Ending in Zero pg 455  
**I can solve problems to find a quotient ending in**

**Words with final /j/ and /s/**  
**I can spell words with the final /j/ and /s/ sounds.**  
**I can spell grade appropriate words correctly.**  
**I can sort words based on final sound.**

**Homework**

review words  
Spelling City Practice  
Test me  
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-syllable words) when reading, writing, and spelling grade-level text.

12:10pm - 1:00pm  
Math

**Lesson**

Lesson 72 pg. 460 I can find information to solve problems.  
**I can analyze a problem and choose the information needed to solve a problem.**  
power up  
mental math  
problem solving  
teach  
practice

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

12:10pm - 1:00pm  
Math

**Lesson**

Lesson 70 Word Problems About a Fraction of a Group pg 446

**I can use a fraction to find a portion of a group.**

**I can draw a picture of represent fractions of a group.**

Power Up  
Mental Math  
Problem Solving  
Teach  
Practice

**Homework**

Lesson 70 pg448

**Standards**

**MA 4.2.3**

Applications:  
Students will solve real-world problems involving equations with fractions.

Nebraska Studies  
(Social Studies)

**Lesson**

Lesson 4 Indian Agents and Missionaries pg. 117

**I can realize that Native Americans initially felt non-threatened by white people, but as white soldiers, missionaries, and settlers continued to move west, this changed.**

read and discuss  
pgs.117-120

**Homework**

video on Fort Atkinson  
review cards

**Specials**

**Notes**

Early Out  
PE 10:19-10:58

Investigation 7  
Collecting Data with Survey pg. 451  
**I can analyze data from a table and survey and validate conclusions.**

**I can solve problems to find a quotient ending in zero.**

power up  
mental math  
problem solving  
teach  
practice

**Homework**

Lesson 71 pg. 457

**Standards**

**MA 4.1.2.d** Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.

**MA 4.4.2** Analysis & Applications:  
Students will analyze data to address the situation.

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

**Lesson**

Kahoot unit review

**Specials**

**Notes**

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

**zero.**  
**I can use compatible numbers to estimate solutions to division problems.**  
Power Up  
Mental Math  
Problem Solving  
Teach  
Practice

**Homework**

Lesson 71 pg457

**Standards**

**MA 4.1.2.d** Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.

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

**Lesson**

Test

**Specials**

**Notes**

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

**Homework**

Lesson 72 pg. 463

**Standards**

**MA 4.1.2.h**

Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.

**MA 4.4** DATA:

Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

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

**Lesson**

Chapter 6 Go West pg. 122-123  
**I can read a timeline.**  
**I can identify what the Oregon Trail is.**  
**I can learn new info about NE 150th birthday.**

Watch video Now You Know Nebraska 1-2 min daily  
read pgs. 122-123  
elbow room  
schoolhouse rocks  
video to introduce Oregon Trail-You Tube Oregon Trail Documentary 5:00 min  
powerpoint on Oregon Trail  
introduce

Memory 120

**Standards**

**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**

**Notes**

Music 1:30-2:00

**Homework**

timeline worksheet

**Standards**

**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)

**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**

**Notes**

PE 1:00-1:50