



Monday 01/06/2020	Tuesday 01/07/2020	Wednesday 01/08/2020
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Attendance, Worship & Everyday Counts 8:00am - 8:30am

Attendance 8:00 AM

Worship - *How to Get to Heaven From Your House* pp. 88

Every Day Counts Procedure
 Yesterday was _____.
 Today is _____.
 Tomorrow will be _____.
 The day after tomorrow will be _____.
 Sing the Days of the Week song.
 Last month was _____.
 This month is _____.
 Next month will be _____.

Sing the Months of the Year song.

Yesterday was the _____ day of the month.

Today is the _____ day.

Let's say today's date. Today is Tuesday, January 6, 2020

When we were last in school we had been here for 87 days. How many days have we been in school today?
 Let's put a another one in the one's cup. How many hundreds are there? How many groups of ten? How many ones?
 That makes the number 88.

Standards
 LA.4.SL.3 Identify reasons and evidence a speaker provides to support particular points (SL.4.3)
 LA.4.SL.6 Differentiate between contexts that call

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ELA - Skills Block 8:30am - 9:00am

ELA - Shared Reading & ZYLAR 9:00am - 9:30am

ELA - Guided Reading 9:30am - 10:15am

ELA - Writers' Workshop 10:15am - 11:15am

Mathematics 11:15am - 12:15pm

Lunch & Recess 12:15pm - 1:00pm

Read A-loud 1:00pm - 1:15pm

Social Studies 1:15pm - 1:45pm

Technology 1:15pm - 2:45pm

Bible - Encounter 2:15pm - 2:45pm

Clean Up & Dismissal 2:45pm - 3:00pm

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Read A-loud 1:15pm - 1:15pm

Science 1:15pm - 1:45pm

Physical Education 1:45pm - 2:15pm

Bible - Adventurers 2:15pm - 2:45pm

Clean Up & Dismissal 2:45pm - 3:30pm



for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation (SL.4.6)

LA.4.SL.7 Demonstrate reverence to God when speaking and listening

BI.3-5.RG.15 Participate in prayer and worship of God. (11, 12, 14, 20)

ELA - Skills Block 8:30am - 9:00am

Aural/Oral Language Development &

Vocabulary Skills - Students will complete a picture walk of Cactus Hotel, and be introduced to new vocabulary words: Saguaro (sa-wa-roe); quail; Sonora

Handwriting

Grades 1 & 2 - students will complete Lesson 18, Monday; neatly and correctly writing the words /curves/, /corners/ and the sentence, "Shapes have curves or corners."

Grades 3 & 4 - students will complete Lesson 18, Monday; neatly and correctly writing the words /keen ears/, /sharp eyes/, and the sentences, "An owl can see when when it is dark." and "An owl can hear animals moving."

Phonics

Gr. 1 - Hear /j/ and // at the beginning of words; associate initial sounds with the first letter /j/ and // in words; correctly print /j/, and //

Gr. 2 - Recognize two-syllable words with one medial consonant sound; use picture context clues to decode two syllable words



Spelling Gr. 3 & 4

Lesson 18 - pretest

Standards

LA.4.RF.1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.4.3)

LA.4.W.8 Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing)

ELA - Shared Reading & ZYLAR 9:00am - 9:30am

Shared Reading - *Cactus Hotel* Whole Group

Instruction to engage in higher order, meta-cognitive discussion using literal comprehension skills.

ZYLAR - Students will choose a book from the classroom library to read for 10 minutes. Students will be sent by groups to use the restroom and get a drink. Groups who return on time will earn team points.

Standards

LA.4.SL.1 Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material; follow agreed-upon rules and carry out assigned roles; pose and respond to questions to clarify or follow up on information; review key ideas (SL.4.1)

LA.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.4.2.)

LA.4.SL.3 Identify reasons and evidence a speaker provides to support particular points (SL.4.3)

LA.4.RL.2 Identify a theme of a story, drama, or



poem; summarize the text (RL.4.2)

LA.4.RL.4 Determine the meaning of words and phrases in context, including idioms (RL.4.4)

LA.4.RL.11 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.4.10)

LA.4.RL.13 Read literature for pleasure, personal growth, and spiritual development

ELA - Guided Reading 9:30am - 10:15am

Monday - Picture Walk; independent reading, focusing on individual silent fluency skills and individual focus

Differentiated Groups/RTI

Level C - Xavion, Abel, Louise, Xavier
Feelings (High Frequency Words: I, of, very, feelings, happy, sad, scared, sometimes)

Level J - Tim, Nathan, Julie, Howard, Moses
Heros of September 11 (Vocab: elevators, emergency, heroes, rescue, ruins, wheelchair)

Level N - Samantha, Esther, Ruben, David, Jake
Watching Earth from Space (Vocab: deforestation, geography, orbit, pollution, satellites, erosion, fossil fuels, predict)

Level O - Jacob, Cathy, Marcia, Celeste, Ronnie
Sally Ride (Vocab: galaxies, gravity, launched, recruiting, satellites, boosters)

Level Z - Marcie, Linda, Brenda, Bart, Michael, Kim
Captain Morty Commands the Sky (Vocab: abuzz, checking, descending, indicator, passengers, schedule, security checkpoint, transport, turbulence)

Standards

LA.4.RI.2 Determine the main idea of a text and



explain how it is supported by key details;
summarize the text (RI.4.2)

LA.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why (RI.4.3)

LA.4.RI.4 Determine the meaning of content-specific words and phrases in context (RI.4.4)

LA.4.RI.10 Select informational text that affirms the teachings in God's Word

LA.4.RI.11 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.4.10)

LA.4.RI.12 Self-monitor reading strategies and make modifications as needed

LA.4.RI.13 Read literary nonfiction for personal growth and spiritual development

ELA - Writers' Workshop 10:15am - 11:15am

Lesson Plan from Portland Public Schools Writing Curriculum Launching Persuasive Unit Lesson 1

- Students will read persuasive essays and identify opinion, audience and purpose.
- Students will begin generating topic ideas for persuasive essays.

Standards

LA.4.W.1 Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons and organized information, linking words and phrases (e.g., for instance, in order to, in addition), and a conclusion (W.4.1)

LA.4.W.4 Produce writing that honors God and affirms the principles in His Word

LA.4.W.5 Produce clear and coherent writing in



which the development and organization (e.g., chronological, cause and effect, similarities and differences) are appropriate to task, purpose, and audience (W.4.4)

LA.4.W.11 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.4.9)

Mathematics 11:15am - 12:15pm

Mad Minute Math

To help students get back into the swing of school, we will start slow this week with doing a basic review on Monday. Students will complete a winter worksheet in small groups.

Gr 1 - addition facts

Gr 2 - subtraction facts

Gr 3 - multiplication facts

Gr.4 - division facts

Standards

1.OA.1 Understand, represent, compare, and apply addition and subtraction properties to word problems within 20; fluently add and subtract within 10 (1.OA.1,2,3,4,5,6); add up to three whole numbers within 20 (1.OA.2); add two-digit and one-digit numbers with regrouping within 100 using models or drawings (1.NBT.4)

2.NO.5 Add and subtract within 1000 with regrouping using models or drawings (2.NBT.7)

3.OAT.2 Memorize and fluently multiply and divide using the multiplication facts through 10 (3.OA.3,7); mentally multiply by 10 and 100 (3.NBT.3)

4.NO.3 Add and subtract multi-digit whole numbers; multiply up to 4 digits X 1 digit and 2 digits X 2 digits; divide using a one-digit divisor and up to a four-digit dividend with and without a remainder (4.NBT.4,5,6)



Lunch & Recess 12:15pm - 1:00pm

Read A-loud 1:00pm - 1:15pm

Anne of Green Gables

Social Studies 1:15pm - 1:45pm

pp. 68 -72; workbook page 18

- Students will be introduced to the Unit, "Our Country & Its Regions."
- Students will identify with support regions of the United States including : Northeast, Southeast, Midwest, Southwest, West, and Northeast.

Standards

SS.K-4.PPE.2 Define concepts such as: location, direction, distance, and scale. (KE 3.2)

SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments. (KE 3.9) Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies, and other geographic tools to inform the study of people, places, and environments, both past and present. (PE 3.3)

SS.K-4.PPE.4 Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment. (KE 3.3)

Technology 1:15pm - 2:45pm

Students will continue practicing skill development and fluency in Typing Pal

Standards

T.3-5.DF.5 Begin formal keyboard training and work toward correct touch typing technique. (Technology Operations and Concepts-6)

Bible - Encounter 2:15pm - 2:45pm



Unit - "God Protects and Provides"

- Students will use an accountable talk activity to discuss ways God demonstrated in the Bible His protection over His people.
- Students will do a think-pair-share activity to discuss ways God has provided for His people in the Bible.

Standards

B.3-5.BF.4 Identify ways that God has protected His Word throughout history. (1)

B.4.BF.5 Locate specific Bible passages by book, chapter, and verse. (1)

B.3-5.BF.7 Recognize that the Bible as a whole is the unfolding story of God's plan to save the world through His Son Jesus (see Roberts, p. 20). (1, 4, 9, 10)

B.5.BF.9 Cite evidence from the Bible when explaining what a Bible story or passage says explicitly and when drawing inferences. (8)

B.3-5.BF.12 Memorize passages of Scripture. (1)

B.3-5.BK.9 Provide evidence that God continues to love us in spite of our sin.

B.3-5.BK.18 Recognize obedience as a loving response to the salvation God has already provided. (10, 11)

BI.3-5.RG.3 Give evidence that the Bible is God's message of love to us. (1)

BI.3-5.RG.2 Describe how God is everywhere, all-powerful, and all-knowing. (2, 3, 4, 5)

Clean Up & Dismissal 2:45pm - 3:00pm



Thursday 01/09/2020	Friday 01/10/2020	Teacher Notes
Attendance, Worship & Everyday Counts 8:00am - 8:30am	Attendance, & Everyday Counts 8:00am - 8:15am	
ELA - Skills Block 8:30am - 9:00am	ELA - Skills Block 8:15am - 8:45am	
ELA - Guided Reading 9:30am - 10:15am	ELA - Guided Reading 8:45am - 10:00am	
ELA - Writers' Workshop 10:15am - 10:15am	All School Worship 10:00am - 10:30am	
Mathematics 11:15am - 12:15pm	Music 10:45am - 11:15am	
Lunch & Recess 12:15pm - 1:00pm	Mathematics - The City Project 11:15am - 12:15pm	
Read A-loud 1:00pm - 1:15pm	Lunch & Recess 12:15pm - 1:00pm	
Science Lab 1:15pm - 1:45pm	Visual Art 1:00pm - 1:45pm	
Physical Education 1:45pm - 2:15pm	Clean Up & Dismissal 1:45pm - 2:00pm	
Bible - Encounter 2:15pm - 2:45pm		
Clean Up & Dismissal 2:45pm - 3:00pm		
ELA - Shared Reading & ZYLAR		