

Teacher: Lynch

Week of: 8/28-9/2 Q1 W6

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
			Writing DCA		
Anticipatory Set	<p><b>Writing:</b> TTW have a student go over the anchor chart.</p> <p><b>Science:</b> <a href="#">Water Cycle Go Noodle</a></p>	<p><b>Writing:</b> <a href="#">Hamburger Writing Method Introduction</a></p> <p><b>Science:</b> <a href="#">Water Cycle Demaio Video</a></p>	<p><b>Writing:</b> <a href="#">Hamburger Writing Method YouTube Video</a></p> <p><b>Science:</b> <a href="#">Water Cycle for Kids</a></p>	<p><b>Writing:</b> <a href="#">Review Hamburger Writing Method</a></p> <p><b>Science:</b> <a href="#">Water Cycle Go Noodle</a></p>	<p>Quiz/Test Day Make-up Work iReady minutes</p>
Objective Standards	<p><b>Writing/Grammar:</b> W.4.1 Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>Science:</b> E.4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.</p> <p><b>Social Studies:</b> H.4.6 Compare and contrast between the different Mississippi Native American Cultures: Choctaw, Chickasaw, and Natc</p>	<p><b>Writing/Grammar:</b> W.4.1 Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>Science:</b> E.4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.</p> <p><b>Social Studies:</b> H.4.6 Compare and contrast between the different Mississippi Native American Cultures: Choctaw, Chickasaw, and Natchez.</p>	<p><b>Writing/Grammar:</b> W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p><b>Science:</b> E.4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.</p> <p><b>Social Studies:</b> H.4.6 Compare and contrast between the different Mississippi Native American Cultures: Choctaw, Chickasaw, and Natchez.</p>	<p><b>Writing/Grammar:</b> W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p><b>Science:</b> E.4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.</p> <p><b>Social Studies:</b> H.4.6 Compare and contrast between the different Mississippi Native American Cultures: Choctaw, Chickasaw, and Natchez.</p>	<p><b>Writing/Grammar:</b> W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p><b>Science:</b> E.4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.</p> <p><b>Social Studies:</b> H.4.6 Compare and contrast between the different Mississippi Native American Cultures: Choctaw, Chickasaw, and Natchez.</p>

Career Pathways	<a href="#">Career Pathways - Stemscores</a> Climatologist	<a href="#">Career Pathways - Stemscores</a> Climatologist	<a href="#">Career Pathways - Stemscores</a> Climatologist	<a href="#">Career Pathways - Stemscores</a> Climatologist	
Input	<b>Writing:</b> TTW: Review conclusions by using the conclusion mini lesson PowerPoint.	<b>Writing:</b> TTW go over the hamburger writing method PowerPoint.	<b>Writing:</b> Class spelling bee will be held during class today. Amended testing schedule due to writing DCA.	<b>Writing:</b> TTW review the hamburger writing method with students.	
Modeling	<b>Writing:</b> TTW model writing a conclusion on the story about Grandma and Grandpa's House.	<b>Writing:</b> TTW model filling in the hamburger graphic organizer using the story: <i>My Hero</i> .	<b>Writing:</b> Class spelling bee will be held during class today. Amended testing schedule due to writing DCA.	<b>Writing:</b> By today students should be able to complete the task without modeling or guided practice. TTW circulate the room making suggestions and assisting as needed.	
Check for Understanding	<b>Writing:</b> Turn and Talk with a partner: What are the three parts of a conclusion.	<b>Writing:</b> TTW question students on the content of the PowerPoint. TTW lead a discussion about what information is needed in the hamburger method.	<b>Writing:</b> Class spelling bee will be held during class today. Amended testing schedule due to writing DCA.	<b>Writing:</b> TTW lead a discussion about the steps of the hamburger writing method. TSW turn and talk about what they know about the hamburger writing method.	
Guided Practice	<b>Writing:</b> TTW guide students in answering the second part of Good or Bad Conclusions	<b>Writing:</b> TTW guide students to complete the hamburger graphic organizer using the story <i>Beware of Frogs!</i> TTW review TAKES when discussing the prompt.	<b>Writing:</b> Class spelling bee will be held during class today. Amended testing schedule due to writing DCA.	<b>Writing:</b> By today students should be able to complete the task without modeling or guided practice. TTW circulate the room making suggestions and assisting as needed.	
Independent Practice	<b>Writing:</b> TSW complete the writing closings handout.	<b>Writing:</b> TSW use the information from the graphic organizer to	<b>Writing:</b> Class spelling bee will be held during class today. Amended	<b>Writing:</b> TSW complete <i>Game Time</i> independently using the	<b>Science:</b> Stemscores multiple choice assessment and

	<b>Science:</b> TSW complete the water cycle project from last week.	write a response to the prompt. <b>Science:</b> TSW: complete the matching section of the reading passage.	testing schedule due to writing DCA.	hamburger writing method.	labeling the water cycle. <b>Writing:</b> Quiz on Hamburger Writing Method: <i>My Favorite Subject</i> .
Closure	<b>Writing:</b> Exit ticket: Write a concluding hook for the following sentence: I can't wait until Halloween! <b>Science:</b> Quick Write - TSW write about one part of the water cycle and what it is.	<b>Writing:</b> TSW turn and talk about one thing they learned about the hamburger writing method. <b>Science:</b> Exit ticket: Name three parts of the water cycle.	<b>Science:</b> Exit Ticket: draw a picture of the water cycle including: evaporation, condensation, precipitation, and collection.	<b>Writing:</b> Students will share their graphic organizer and story. <b>Science:</b> Review Blooket questions.	
Thinking Maps	Flow Map: <i>Meeting a Goal</i>	Flow Map: <i>Meeting a Goal</i>	Flow Map: <i>Meeting a Goal</i>	Flow Map: <i>Meeting a Goal</i>	
Spelling Words: Short i and Long i These words will be used for 2 weeks in the classroom.	skill      crime grind      tonight brick      flight live      chill delight      build ditch      decide witness      wind district      inch sign      fright remind      splice	Review Words: reason pretend member believe	Challenge Words: spinning ticket surprise brighten	Homework: Students will have spelling choice boards and will complete one of the spots nightly in their spelling/vocabulary journal.	Spelling Quiz With Sentence Dictation
Science	TSW continue to work on the water cycle project. Water droplet quick write and labeling water cycle. Draw pictures of each part of the water cycle.	Any projects that have not been completed may be worked on today. TSW read the passage <i>Stemscopes: The Sun and the Water Cycle</i> . TSW complete part 1 of Try Now matching section.	TSW complete the reading science passage <i>Water Cycle</i> and complete questions 1-5 on the handout.	TSW use the water cycle task cards to review for the test tomorrow. TSW play <a href="#">Blooket</a> as a review for tomorrow's quiz.	
Social Studies	Colonies in Mississippi	Colonies in Mississippi	Continue numbers 1-5	Review and Test Prep	Review and Test Prep

	pages 34-37 reading passage in Social Studies Text.	page 37 numbers 1-5.	on page 37.	Chapter 2 pages 38-39. #1-11.	Chapter 2 pages 38-39. #12-16.
Grammar Focus: Bellringer: Punctuation, parts of speech, capitalization	Language Daily Spiral Review.	Language Daily Spiral Review.	Language Daily Spiral Review.	Language Daily Spiral Review.	Language Daily Spiral Review.
Journal Writing	Describe the most disgusting school lunch you can imagine. How do the other kids react to it?	Would you rather have glitter rain down on you when you walked through a doorway or have your shoes make a loud honking sound with every step? Explain your choice.	Imagine you spend the entire school day with four hands. How are things different?	Picture two kids sitting face-to-face with cardboard boxes on their heads. They are playing a game. You write the rules.	Free Write Friday <ul style="list-style-type: none"> <li>Journal Check</li> </ul>

## Sailor WIN Intervention Groups

Marshall	Lynch	Scarborough	Draughn	Davis
Phonics for Reading Third Level	STARS Level C	Literature Unit	Common Core Warm Ups	MATH MAAP State Test Practice
Student #10 - Lynch HR	Student #2 - Lynch HR	Student #18 - Scarborough HR	Student #13 - Lynch HR	Student #4 - Scarborough HR
Student #3 - Davis HR	Student #16 - Scarborough HR	Student #1 - Lynch HR	Student #8 - Lynch HR	Student #6 - Davis HR
Student 5 - Scarborough HR	Student #14 - Davis HR	Student # 2 - Davis HR	Student #3 - Scarborough HR	Student #5 - Lynch HR
Student #9 - Scarborough HR	Student #5 - Davis HR	Student #8 - Davis HR	Student #12 - Scarborough HR	Student #11 - Davis HR
Student #3 - Lynch HR	Student #16 - Davis HR	Student #7 - Davis HR	Student # 11 - Scarborough HR	Student #9 - Lynch HR
Student #7 - Scarborough HR	Student #19 - Scarborough HR	Student #13 - Davis HR	Student #12 - Davis HR	Student #8 - Scarborough HR
Student #14 - Lynch HR	Student #17 - Scarborough HR	Student #15 - Lynch HR	Student #12 - Lynch HR	Student #11 - Lynch HR
Student #10 - Scarborough HR	Student #18 - Lynch HR	Student #18 - Scarborough HR	Student #13 - Scarborough HR	Student #16 - Lynch HR
Student #10 - Davis HR	Student #14 - Scarborough HR		Student #17 - Lynch HR	Student #17 - Davis HR
Student #6 - Lynch HR	Student #7 - Lynch HR			Student #1 - Scarborough HR

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Student #15 - Davis HR	Student #4 - Davis HR			Student #18 - Davis HR
Student #6 - Scarborough HR	Student #4 - Lynch HR			
Student #9 - Davis HR	Rylee Carson			