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| Essential Indicators |
| **Ms. Frews’ Lesson Plans for the WAVE cycle of: September 5th-8th.**  **\*Highlighted standards are expected to be assessed on the Mid-Year Countywide benchmark assessment.**  **Math**  **Common Core/Essential Standards Goals:**  **4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.  **4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  **4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.  **I Can Statements:**  I can recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. I can use place value to help me understand larger numbers.  I can read and write larger whole numbers using numerals, words and in expanded form.  I can compare two larger numbers by using what I know about the values in each place. I can round larger whole numbers to any place.  I can use what I know about place value and operations (+,-,x,÷) to solve problems with larger numbers.  **Social Studies**  **Common Core/Essential Standards Goals:**  **- Start with location “Where are we?”**  4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina. (YL)  4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state’s history. (YL) •  4.H.2.2 Explain historical significance of NC’s state symbols. (YL)  **Learning Targets:**  -I can identify where North Carolina is on the map  -I can identify major NC symbols.  **Science**  **Common Core/Essential Standards Goals:**  -Start with general safety rules  -Introduce Scientific method  4.E.1 Explain the causes of day and night and phases of the moon.  4.E.1.1 Explain the cause of day and night based on the rotation of Earth on its axis.  4.E.1.2 Explain the monthly changes in the appearance of the moon, based on the moon’s orbit around the Earth.  **Learning Targets:**  -I can identify and use the scientific method.  **ELA**  **Common Core/Essential Standards Goals:**  \*RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  \*RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **Learning Targets:**  -I can explain a story by referring to details and examples in the text.  -I can use specific details in fiction text to help me describe a character, setting or event in the story.  **Key Vocabulary:** Place value, value, digit, number line, Base 10 system, round, less than, greater than, equal to, setting, plot, problem, solution, moral, character |

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| Date | Lesson | Homework |
| **C**  **Tue**  **09/05** | **Morning Work:** Tuesday math morning work boxes and Tuesday ELA morning work boxes.  **Go Over Morning Work (8:45-9:00):** Do as a class. Remind students of expectations and morning routine for the year.  **ELA Mini Lesson(9:00-9:30):** EQ: “What do Good Readers do Before/ During/ After reading? Discuss as a class and make a chart. Put in ELA notebooks and record in table of content.  -Create “Word Wall” in back on ELA notebooks. Show students classroom word wall and discuss how it works.  **PROVE (9:30-10:30) –** “I DO” students do reading passage using PROVE completely on own.  **Break (10:30-10:45)**  **Math (11:45 12:00):** Glue in interactive notebook for NBT.1. Discuss vocabulary. Add word wall into math notebook and update table of content.  Complete interactive notebook pages on place value.  -Add word wall to notebooks  -Start “Pre test”  **Lunch (12:05-12:35):**  **Bathroom and Break (12:35-12:55):** Students must get packed up during this time and get ready to head to WAVE day for the remainder of the day.  **WAVE Starts:**  **Art (12:58-1:43)**  **Music (1:46-2:31)**  **P.E (2:34-3:15) – Fundraiser Charleston wrap**  **Dismissal (3:15)** | **ELA:** Tuesday ELA box  **Math:** Tuesday Math boxes |
| **D**  **Wed**  **09/06** | **Morning Work (8:00-8:45):** Wednesday math morning work boxes and Wednesday ELA morning work boxes.  **ELA Mini Lesson (8:45-9:30):** EQ: “How do I retell a story? – Story Elements.” Discuss as a class and put in Story Elements interactive notebook.  -Update table of contents. - Update word wall  **ELA Continued (9:30- 10:15):** Little Red Riding Hood – Story Elements interactive notebook activity.  **Break (10:15-10:30)**  **Science (10:30-11:00):** Safety Rules Anchor Chart  **Power Hour/Reinforcement {Pull Out} (11:00 – 12:00)** PROVE/RTA Time. Go over practice reading comprehension from previous day. Go over homework and morning work during this time.  **Lunch (12:05-12:35):**  **Bathroom and Break (12:35-12:45):**  **Math (12:45-2:30):** Finish pretest from previous day. Go over pretest.   * Complete handouts on place value and value. Complete 1 of each as a class. Use the2nd hand out as assessment on knowledge thus far.   **Recess (2:30-3:00)**  **Dismissal (3:15)** | **ELA:** Wednesday ELA box  **Math:** Wednesday Math boxes |
| **E**  **Thur**  **09/07** | **Morning Work:** Thursday math morning work boxes and Thursday ELA morning work boxes.  **\*\*Substitute will be in this day**  **ELA Mini Lesson (8:45-9:15):** EQ: How is my written comprehension scored? Create anchor chart on how written responses are scored. Students will put this in their writing notebooks  **ELA/Writing (9:15-10:15)** Read aloud Stand Tall Molly Lou Melon   * Pass out written comprehension questions to students. Have them help you to restate each sentence. Also have them help you answer the questions as a group.   **Break (10:15-10:30)**  **Science (10:30-11:00):** Introduce students to “The Scientific Method” by using Flocabulary.  **Power Hour/Reinforcement {Pull Out} (11:00 – 12:00)** PROVE/RTA  -Go over Morning Work and Homework from day before  -Have students that are left in room attempt another “YOU DO” passage using PROVE. Check as they finish. Circle incorrect answers. Students should be marking where they found each answer in the passage.  **Lunch (12:05-12:35):**  **Bathroom and Break (12:35-12:45):**  **Math (12:45-2:30):** Have students glue in NBT 2. Go over vocabulary words with class and add them to word wall in notebooks.  -Continue doing interactive notebook pages.  **Recess (2:30-3:00)** We are on the RED playground.  **Dismissal (3:15)** | **ELA:** Thursday ELA box  **Math:** Thursday Math boxes |
| **F**  **Fri**  **09/08** | **Morning Work:** Friday math morning work boxes and Friday ELA morning work boxes.  **ELA Mini Lesson (8:45-9:15):** EQ: How do Reader Read Written Comprehension Questions?  **ELA/Writing (9:15-9:45)** Read aloud and work on written response  **Break (9:45-10:00)**  **Begin WAVE (10:00 – 12:00)**  **Spanish (10:00-11:45)**  **Cultural Awareness (10:45-11:30)**  **Media (11:30-12:00)**  **Lunch (12:05-12:35)**  **Break (12:35-12:45)**  **Go Over Morning Work and Homework (12:45-1:15)**  **Math (1:15-2:30):** Continue with NBT 2 interactive notebook**.** IF time permits start NBT. 3  **Recess (2:30-3:00)**  **Dismissal (3:15)** | **Turn in weekly homework** |

Mrs. Bridgewaters Schedule (Fourth Grade TA)

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|  | **Lunch** | A | B | C | D | E | F |
| Frew | 12:05-12:35 | Katie and Frew in Cafeteria | Katie and Frew in Cafeteria | Katie and Frew in Cafeteria | Katie and Huygens in Cafeteria | Katie and Huygens in Cafeteria | Katie and Huygens in Cafeteria |
| Huygens | 12:05-12:35 |
| Michael | 12:25-12:55 | Katie and Montellano in Cafeteria | Katie and Montellano in Cafeteria | Katie and Montellano in Cafeteria | Katie and Michael in Cafeteria | Katie and Michael in Cafeteria | Katie and Michael in Cafeteria |
| Montellano | 12:25-12:55 |
|  | **Recess** |  |  |  |  |  |  |
| Frew | 2:30-3 | Katie and Huygens at Recess | Katie and Huygens at Recess | Katie and Huygens at Recess | Katie and Frew at Recess | Katie and Frew at Recess | Katie and Frew at Recess |
| Huygens | 2:30-3 |
| Michael | 10-10:30 | Katie and Michael at Recess | Katie and Michael at Recess | Katie and Michael at Recess | Katie and Montellano at Recess | Katie and Montellano at Recess | Katie and Montellano at Recess |
| Montellano | 10-10:30 |

**Bridgewater’s Lunch 11:30-12:00**

A Ashley

B Breana

C Float in the morning (PM PLC)

D Courtney

E Montellano

F (AM specials) Float around in the afternoon

