

Helpful Planning Resources

[2.3 FWISD Instructional Framework](#)

[FWISD Curriculum](#)

[lead4ward](#)

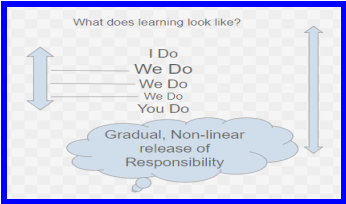


Teacher(s): Talley

Grade Level: 4

RP Literacy Unit

Week of: 06/07/2021	Learning Objective (Know and Show)	Activation of Learning (≈10%)	Teach/ Model "I do" (≈25%)	Interactive Practice "WE do" (≈25%)	Practice Independent of Teacher "YOU do" (≈25%)	Closure/Check for Understanding (≈15%) "DID we?"
Monday TEKS 4.6G Evaluate details to determine key ideas 4.6F Make inferences and use text evidence to support understanding	TLW formulate the main idea of a paragraph while reading a novel.	Review main idea and details.	Read Aloud "Because of Winn Dixie" (BoWD) Chapter 14-16 While reading, TTW think aloud how to determine the main idea of a paragraph for a narrative text.	Core5 TLW read chapter 17-18 of BoWD		
Tuesday TEKS 4.8B Explain the interaction of characters and the changes they undergo 4.6F Make inferences and use text evidence to support understanding	TLW demonstrate an understanding of proper care and use of a school issued electronic device.	Ask students the proper use of their Chromebook at home and at school.	Read Aloud BoWD Chapter 19-21	Chromebook Lesson TLW read chapters 22-23		
Wednesday TEKS 4.7A Describe a personal connection to a variety of sources including self selected texts 4.12A Compose literary texts such as personal narratives and poetry using genre, characteristics, and craft	TLW write a reflection and personal narrative using words to describe how they felt at a particular moment in time.	Thesaurus race: TLW write 3 synonyms for words "happy, sad, and excited"	Read Aloud BoWD Chapters 24-26 Teacher will demonstrate writing a reflection and how it reminds of something. They must not use the words, happy, sad, or excited.	TLW discuss in groups what they feel about the book and if there was anything they would like to know or change. Predict what happens next.	Composition Writing: Write a personal narrative telling about a time they met a new friend.	
Thursday	TLW use correct	Sick sentences	TTW	The class will	Core5	



TEKS 4.11D Edit drafts using standard English conventions	end punctuation at the end of a sentence.	Review types of sentences	demonstrate how to determine if a sentence is interrogative, declarative, and exclamatory.	turn declarative sentences into both interrogative and exclamatory sentences.	
Friday TEKS 4.6G Evaluate details to determine key ideas	TLW demonstrate comprehension of a text by answering comprehension questions.	Review main idea/details and context clues	TTW present a paragraph and model how to determine the meaning of a multiple meaning word using the context clues	Reading Assessment	



Week of: June 7th--11th	Learning Objective 10-26 to 10-30 (Know and Show)	Activation of Learning (≈10%)	Teach/ Model “I do” (≈25%)	Interactive Practice “WE do” (≈25%)	Practice Independent of Teacher “YOU do” (≈25%)	Closure/Cheek for Understanding (≈15%) “Did WE?”
Monday 7th Reading TEKS .8(A)* infer basic themes supported by text evidence TEKS 4.8(B)* explain the interactions of the characters and the changes they undergo Writing TEKS 4.2(C) write legibly in cursive to complete assignments	TLW show how the main character solves a problem by explaining specific actions taken The student uses newly acquired vocabulary expressively	Our goal is to find out why some of the characters' decisions are justified, reasonable. Use “agil” in a Significant Sentence Use “persistencia” in Significant Sentence	Chpt. 7: Read Aloud to students: Printed pages : Check for understanding	What does Grandpa show Billy when he asks him how to catch a coon? .	2. How do Billy's parents react to his desire to hunt?	Did Billy's efforts to train his dogs pay off eventually? Think about it and Explain in your Red Fern journal.
Tuesday 8th Reading TEKS 4.7(C)* use text evidence to support an appropriate response 4.8(A)* infer basic themes supported by text evidence The student uses newly acquired vocabulary expressively	TLW determine characters' traits by using text evidence as support. <u>Chapter 8</u> <u>Pages 1-9</u> The student uses newly acquired vocabulary expressively	Our goal is to find out what Billy does to show that he is a persistent person, what the rewards can be. Use “obstaculo” in a Significant Sentence Use “peculiaridad” in a Significant Sentence	Chapter 8: Teacher read aloud: <u>pages 1-6</u>	Why doesn't Billy want to help the dogs out?	Student pairs read aloud, <u>pages 7-9</u> <u>Journal Entry:</u> <u>What makes Billy change his decision about giving up on cutting down “the big tree”?</u>	“Regrettably, he decides, he will have to leave the raccoon in the tree and hunt elsewhere. However, his puppies have other plans.” What are those other plans? How do you know?



Wed. 9th TEKS .7(C)* use text evidence to support an appropriate response Writing TEKS 4.2(C) write legibly in cursive to complete assignments	Chapter 9: Pages 9-17 4.8(B)* TLW <u>make inferences by explaining the interactions of the characters and the changes they undergo</u> The student uses newly acquired vocabulary expressively	We want to find out what we can infer about Billy and his two dogs, Old Dan and Little Ann. Use “flacido” in a Significant Sentence Use “obstaculo” in a Significant Sentence	Chapter 9: Teacher read aloud-- Pages 9-14	Why do coon hide prices go up?	Student pairs read aloud, pages 15-17 Journal Entry: <u>What makes Billy change his decision about giving up on cutting down “the big tree”?</u>	“His grandfather reassures him that it will take days before the raccoon realizes that the scarecrow is inanimate.” What is the benefit of having the scarecrow by the tree?
Thursday 10th 4.8(C)* analyze plot elements, including the rising action, climax, falling action, and resolution Writing TEKS 4.2(C) write legibly in cursive to complete assignments	Where the Red Fern Grows Video: Students watch the first make of the movie (June 21, 1974) ‘ 1992 version of movie, Where the Red Fern Grows: Part Two to follow next week TLW analyze characters and events in a movie by comparing the primary events to the actual novel being read in class. Students practice writing this week’s vocabulary words in cursive, as well as sentences with embedded new words for this week.					
Friday 11th TEKS	Core --35 minutes Reading--Teacher Created Assessment: Comprehension and Vocabulary focus					



Chromebook Lesson Here: See lesson provided (attached)

****Note--Vocabulary:** **obstaculo**--dificultad--**peculiaridad**--caracteristica rara; **persistencia**--tenacidad

Agil--flexible; **flacido**--caido; **impulso**--velocidad

Writing
TEKS
4.2(C) write
legibly in cursive
to complete
assignments

Practice/Assessment

1. Madison was able to untie the tight knot with a little (persistence / limber).
2. The gymnast was so (momentum / limber) she could bend backwards and touch her feet!
3. Jake's broken wrist was an (peculiarity / obstacle) when it came to writing.
4. The skateboarder had gained a lot of (momentum / persistence) going down the hill.
5. The old pillow was (flabby / obstacle) because most of its feathers were gone.
6. My aunt's cat actually likes to have baths – what a (peculiarity / flabby)!

1. Madison pudo desatar el nudo apretado en sus tenis con un poco de (persistencia / flexibilidad).

2. ¡La gimnasta estaba tan (impulso / ágil) que podía doblarse hacia atrás y tocarse los pies! A que la canción!

3. La muñeca rota de Jake fue un (peculiaridad / obstáculo) a la hora de escribir. No pudo.

4. El patinador había ganado mucho (impulso / persistencia) bajando la colina y iba gritando con miedo!

5. La almohada vieja estaba (flácida / obstáculo) porque la mayoría de sus plumas habían desaparecido.

6. Al gato de mi tía realmente le gusta bañarse, ¡qué (peculiaridad / flácido)!



Teacher(s): Davis and Soto

Grade Level: 4th

MATH Unit:

Week of:	Learning Objective (Know and Show)	Activation of Learning (≈10%)	Teach/ Model “I do” (≈25%)	Interactive Practice “WE do” (≈25%)	Practice Independent of Teacher “YOU do” (≈25%)	Closure/Check for Understanding (≈15%) “Did WE?”
Monday TEKS 4.4F Use strategies and algorithms, including the standard algorithm, to divide up to a four digit dividend by one digit divisor.	TLW use a the standard algorithm to divided by a one digit number.	Problem of the Day (Talk It Out) Each day the teacher will post a word problem and students will complete and discuss ways to solve it in the whole group. Teachers will review TEKS, strategies, and anchor charts for Dividing.	Teacher will model division up to a four digits dividend by one digit number using the standard algorithms and strategies. The teacher will also review clue words to help students determine the operation.	Activity 1) Teacher will guide students through the process of division with sample problems. Activity 2) Find Someone Who: Multiplication and Division p. 139 Engaging Mathematics		Pathblazer Formative Assessment 4596/4 284/8 8542/6
Tuesday TEKS 4.4F Use strategies and algorithms, including the standard algorithm, to divide up to a four digit dividend by	TLW use a the standard algorithm to divided by a one digit number.	Teachers will review TEKS, strategies, and anchor charts for Dividing.	Teacher model using D.M.S.B	Students practice problems on paper and write their answer on the white board	Division/multiplication fact game	Formative assessment: whiteboard.

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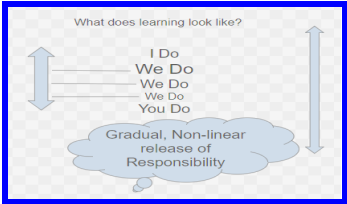
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one digit divisor						
Wednesday TEKS 4.4F Use strategies and algorithms, including the standard algorithm, to divide up to a four digit dividend by one digit divisor.	- TLW use a variety of strategies to divide by a one digit number. - TLW use the standard algorithm to divide by a one digit number.	Problem of the Day: Estimation Subtraction Introduce Vocabulary: algorithm, decompose, divide, dividend, divisible, divisor, equation, factor, quotient, remainder	4.4F Teacher will model steps of long division. Slide Presentation Introduce the anchor chart: 	Teacher and students will complete Performing Math 4.4F together	Students will practice independently Division Pathblazers Soto--Origo Lesson 12.3 and 12.4, and 12.5 Pages 278-281	Kahoot assessment
Thursday TEKS: 4.4G Round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers divisor.	TLW use strategies to estimate answers to whole number operations	Review vocabulary and anchor chart	4.4G Teacher will model estimating quotients on slides presentation. Introduce Anchor Chart	Students will break out in groups and solve: Jimmy swam a total of 173 minutes during 3 days. He swam the same number of minutes each day. Which of the following is the best estimate of the number of minutes Jimmy swam each day?	Practice independently Compatible Numbers Pathblazers	Kahoot assessment
Friday TEKS 4.4H Solve with fluency one- and two-step problems involving division, including interpreting remainders	- TLW multiply and divide to solve one or two step problems - Recognize that some questions require ignoring the remainder - Recognize when the remainder	Problem of Day: Multiplication 2 digit by 2 digit Review and discuss division Vocabulary	4.4H Teacher will model two step problems involving interpreting remainder on slides presentation. Introduce Anchor Chart	Students will break out in groups and solve: The coaches at Xavier Elementary School bought cases of sports drinks for a field day. They bought 76 cases of drinks. Each case contained 2 drinks. All the drinks were given out to students. Each student received three sports drinks. How many students received sports drinks?	Practice Independently Pathblazers	Kahoot assessment

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	r answers the question in the problem					
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Teacher(s):

Grade Level:

SCIENCE Unit:

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Monday TEKS 5.6B	I will be able to explain how electricity moves.	Measuring up- How does electricity move? Vocab: Circuit--electric current--electromagnet--magnetic field				
Tuesday TEKS 5.6C	I will be able to explain how light travels.	Measuring up- How does light travel? Vocab: reflect--transmit--absorb--refract--lens				
Wednesday TEKS 5.6D/3.6B	I will be able to explain what makes an object move.	Measuring up- What makes an object move? Vocab: Inertia--force--gravity--friction				
Thursday TEKS 5.7A	I will be able to explain how sedimentary and fossils form.	Measuring up: How do sedimentary and fossils form? Vocab: sedimentary rock--strata--fossil--fossil fuel				
Friday TEKS 5.7B	I will be able to explain the effects of weathering and erosion?	Measuring up: What are the effects of weathering and erosion? Vocab: delta--weathering--erosion--deposition--canyon--sand dune--landslide--tectonic plate				



Teacher(s):

Grade Level: 4

SOCIAL STUDIES

Conceptos/Temas: El conflicto lleva a la revolución – 4 días La batalla de El Álamo – 4 días La victoria en San Jacinto – 3 días La República de Texas – 3 días 4.3ABCD, 4.13A, 4.14AD, 4.15AB, 4.16B, 4.19BC, 4.20A

Week of: June 6th to 11th	Learning Objective (Know and Show)	Activation of Learning (≈10%)	Teach/ Model “I do” (≈25%)	Interactive Practice “WE do” (≈25%)	Practice Independent of Teacher “YOU do” (≈25%)	Closure/Check for Understanding (≈15%) “Did WE?”
Monday June 7th	Identify the details about a cause of the Battle at the Alamo	Batalla de El Alamo Pages 191--195 Students list the causes of the Battle at the Alamo				
Tues. June 8th TEKS 4.3(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto	Identify the details about a cause of the Battle at the Alamo	Batalla de El Alamo Pages 191--195 Students list the causes of the Battle at the Alamo				
Wed. 9th TEKS Objective Repeats	TLW	Batalla de El Alamo Summarize the contributions of Susanna Dickinson, and Enrique Esparza. Write briefly about what they did. Then explain why you think their contribution was important.				
Thurs. 10th Objective RepeatsKS	TLW	Batalla de El Alamo Summarize the contributions of Susanna Dickinson, and Enrique Esparza. Write briefly about what they did. Then explain why you think their contribution was important.				
Friday 11th TEKS Objective Repeats	TLW and contributions of colonists.	Analyze the given diagram on page 193. Bring the Alamo theme to its conclusion by asking students for their interpretation on what its importance was.				

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