

<p>Week of: April 29, 2024 *for additional curriculum information, please visit the district's resource Elementary Reading Resources or Georgia Standards of Excellence</p>	<p>READING</p>	<p>WRITING</p>	<p>PHONICS K-2 Only</p>	<p>Grammar</p>
<p>Monday</p>	<p>Standard(s) :</p> <p>LT: SC:.</p> <p>Unit 10 Week 1 Lesson 1 pg. 24 Lesson/Activity</p> <p><u>Guided Practice (Work With Your Thinking Partner)</u></p> <p>.</p> <p><u>Independent Work</u></p>	<p>Standard(s) :</p> <p>LT: SC:</p> <p>Pre Assessment Unit 7 Lesson 1</p> <p>Lesson/Activity Try Writing on the Spot (30–40 MIN.) Give students time to try out the genre by completing this Writing on the Spot task in their Writer’s Notebook or on a separate piece of paper.</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LT: I will learn how to identify adding endings with spelling changes.</p> <p>SC: I can Spell and sort words that have added endings and spelling changes.</p> <p>Unit 10 Week 1 Lesson 1 pg. 140 Pre-Spelling Test</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>LT: I am learning to use hyphens. SC: I can identify the syllables of a word to use hyphens.</p> <p>Unit 5 Lesson 21</p> <p>Session Description:</p> <p>Show students how to hyphenate words that do not fit on one line and must be split, between syllables, between lines.</p> <p>State the Purpose:</p> <p>Writers use hyphens to divide words. We will learn how to hyphenate words that do not fit on one line and must be carried over to the next line.</p> <p>Teach: Say the strategy, model the strategy, then say the strategy again.</p>

				<p>Strategy: Use a Hyphen to Divide Words:</p> <ol style="list-style-type: none"> 1. Identify the syllables of the word. 2. Divide the word between syllables. 3. Write the first part of the word on one line. 4. Write the rest of the word on the next line. <p>Guided Practice:</p> <p>Share a sentence. Pick a word you want the students to hyphenate. Ask partners to use the strategy to hyphenate.</p> <p>Alternate Approach:</p> <p>Students may write the sentence on a dry-erase board.</p> <p>Bridge to transfer:</p> <p>When you write by hand, use this strategy to divide a word that doesn't fit at the end of a line.</p>
<p>Tuesday</p>	<p>Standard(s) : SS4H1 Explain the causes, events, and results of the American Revolution b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments</p> <p>SS4H2 Analyze the challenges faced by the framers of the Constitution</p>	<p>GMAS ELA PART 1</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LT:</p> <p>SC:</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>GMAS TESTING</p>

a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).

SS4H4 Examine the main ideas of the abolitionist and suffrage movements.

a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

SS4H5 Explain the causes, major events, and consequences of the Civil War.

d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.

Due to GMAS testing, students will be working on a Social Studies Project. Students will conduct research on a historical figure that they have learned about this school year in Social Studies. Afterwards, students will create a presentation to present to the class.

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<p>Wednesday</p>	<p>Standard(s) : SS4H1 Explain the causes, events, and results of the American Revolution</p> <p>b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments</p> <p>SS4H2 Analyze the challenges faced by the framers of the Constitution</p> <p>a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p> <p>SS4H4 Examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.</p> <p>SS4H5 Explain the causes, major events, and consequences of the Civil War.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.</p> <p>Due to GMAS testing, students will be working on a Social Studies Project. Students will conduct research on a historical figure that they have learned about this school year in Social Studies. Afterwards, students will create a presentation to present to the class.</p>	<p>GMAS ELA PART 2</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LT: I will learn how to identify adding endings with spelling changes.</p> <p>SC: I can Spell and sort words that have added endings and spelling changes.</p> <p>Unit 10 Week 1 Lesson 2 pg. 142</p> <p>Lesson/Activity</p> <p>Review spelling changes made to words when endings are added using the Adding Endings with Spelling Changes Chart. Then write the words wipe and wiped on the board.</p> <ul style="list-style-type: none"> ● Ask students what they notice about how the word wiped is formed. (The silent e in wipe is dropped and -ed is added.) ● Continue with the remaining words. ● Emphasize that in verbs ending with a consonant and y, the y does not change to i when -ing is 	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>GMAS TESTING</p>
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			<p>added (hurrying). Point out that dairies is a plural noun.</p> <ul style="list-style-type: none"> • Use a similar routine to guide practice. • Have students pronounce each pair of words. Then have them turn to a partner, identify the ending added to each word, and tell how the spelling of the word changed. • Discuss word meanings. Reinforce that moving, wagged, spied are verbs, and cherries is a plural noun. • Have students use the words in sentences. 	
<p>Thursday</p>	<p>Standard(s) : SS4H1 Explain the causes, events, and results of the American Revolution b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments</p> <p>SS4H2 Analyze the challenges faced by the framers of the Constitution a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p> <p>SS4H4 Examine the main ideas of the abolitionist and suffrage movements. a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick</p>	<p>GMAS ELA PART 3</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LT: I will learn how to identify adding endings with spelling changes.</p> <p>SC: I can Spell and sort words that have added endings and spelling changes.</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>GMAS TESTING</p>

Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

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Unit 10 Week 1 Lesson 3 pg. 144

Lesson/Activity

- Remind students that they have been learning about words that change spelling when endings are added.
- Place the words ponies and bakeries in a pocket chart, one above the other. Say the words aloud. Ask students what they notice about the words.
- How are these words similar? Do they name things or do they show action?
- Point out that ponies are young horses and bakeries are places where bread and cakes are made. Both words are nouns. Place the Noun card in the pocket chart above ponies and bakeries. Then place cried and dimming in the pocket chart next to the Noun cards and pronounce the words.
- What part of speech are these words? Do they name things, or do they show action?

			<ul style="list-style-type: none"> ● Point out that both cried and dimming are action words. They are verbs. Place the Verb card in the chart above cried and dimming. ● Have students draw a two-column chart with the heads Noun and Verb. Then have students sort the remaining words and write them in their chart. If they have difficulty, have them use a dictionary to find the meaning of the word. ● For students needing more support, read the Sort Cards aloud. Have them repeat the words before beginning the sort. ● After the sort is complete, have students identify the ending (-es, -ed, or -ing) that is added to each word and state the spelling change that was needed. 	
Friday	<p>Standard(s) : ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</p> <p>LT: I am learning to explain what happened and why based on specific information in the text.</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LT:</p>	<p>Standard(s) : ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p>

LT: I will be able to interpret text and graphic features such as photographs and diagrams in a text.
SC: I can understand information presented in visual resources.
I can connect information from photographs and diagrams to information presented in a text.

Unit 10 Week 1 Lesson 5 pg. 40

Lesson/Activity

Model how to connect the photographs on page 8 to the text.

Show students the Text and Graphic Features Anchor Chart

Summarize the strategy you modeled.

Guided Practice (Work With Your Thinking Partner)

Ask students to reread page 9 and answer the question, “How do these other diagrams support your understanding of the text?” Students will work together to answer this question as partners.

Independent Work

Unit 10 Week 1 Benchmark Assessment

SC: I can take notes, recognizing the difference between important facts and details from extraneous ones.

I can use details from the text to summarize what happened and why events, procedures, ideas, and concepts occurred.

Unit 7 Lesson 2

Lesson/Activity

Part 1

State the Focus and Purpose

To help you figure out how to write like a reporter, we’ll study a mentor text. We’ll think about the ways the writer presents facts, describes what happens, and uses images to report on the effects of a hurricane.

Analyze a Mentor Text

Offer guiding questions to help students focus as they begin their study of “Shelter from the Storm.” They can annotate their copies of the text or make notes and observations in their notebooks. They can work in pairs or in small groups.

Guiding Questions for Mentor Text 1 “Shelter from the Storm”

What features of a news article did you notice?

What kind of language did the writer use?

What facts did the writer include?

Why do you think the author used this personal account to write about Hurricane Maria?

Share and Reflect (2–3 min.)

You may want to pose questions to encourage reflection:

What did you learn about article writing?

What did the author do that you might do in your own writing?

How do you think analyzing an article will help your writing?

Invite students to discuss their ideas with the rest of the class.

Part 2

State the Focus and Purpose

Today students will study their own writing to get more familiar with the unit goals. They’ll reflect on their strengths and weaknesses and think about the next steps, what they want to learn, and what they want to improve upon. Writers who

SC:

Lesson/Activity

LT: I am learning to write using apostrophes and commas.

SC: I can write using commas and apostrophes.

Unit 5 Lesson 22

**Lesson/Activity
Session Description**

As a whole group, start a shared writing with a sentence about a familiar topic. You will challenge students to compose and share additional sentences that require commas and possessives.

Alternate Approach:

Provide students with several sentences. Have them work as a group to punctuate them. Remind them that writers use punctuation to add information about ownership using apostrophes. Have them take turns reading their punctuated sentences aloud.

Explore:

Give students sentence starters, such as Weather affects everyone, doesn’t it?

Students will:

		<p>completed Writing on the Spot can look at each goal in relation to their writing samples. Other writers can think about writing they have done in previous units.</p> <p>Think About Writing Goals</p> <p>Take a look at your draft article and the goals. Ask yourself: “What did I do well? What do I want to learn more about? How can I grow as a writer?”</p> <p>Share and Reflect</p> <p>Give students the opportunity to talk with a partner about what they learned today. You may want to pose the following questions for discussion:</p> <p>Which goal do you feel the most confident about in your writing?</p> <p>Which goal do you think will be most useful to you?</p> <p>Which goal do you think you’ll need to work on the most?</p>		<ul style="list-style-type: none">● Orally compose sentences.● Punctuate the sentences with commas and apostrophes. <p>Observe and Support</p> <p>Pose questions that invite deeper exploration, such as</p> <ul style="list-style-type: none">● What can we do to make our meaning clearer?● What do you notice about the questions?● Is there any other punctuation we can use in this sentence.
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