

<b>Week of:</b> <b>8/15-8/19</b> *for additional curriculum information, please visit the district's resource <a href="#">Elementary Teaching Resources</a> or <a href="#">Georgia Standards of Excellence</a>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>READING</b>	<p><b>Standard(s):</b> ELAGSE4RL3: 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).</p> <p><b>LT:</b> We are learning about understanding characters.</p> <p>We are learning how to identify the setting of a story.</p> <p><b>SC:</b> I am successful when I can use details to describe characters' feelings, thoughts and actions.</p> <p>I am successful when I can identify the setting of a story and describe its importance.</p> <p><b>Lesson/Activity:</b></p>	<p><b>Standard(s):</b> ELAGSE4RL3: 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).</p> <p><b>LT:</b> We are learning about understanding characters.</p> <p>We are learning how to identify the setting of a story.</p> <p><b>SC:</b> I am successful when I can use details to describe characters' feelings, thoughts and actions.</p> <p>I am successful when I can identify the setting of a story and describe its importance.</p> <p><b>Lesson/Activity:</b></p>	<p><b>Standard(s):</b> ELAGSE4RL3: 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).</p> <p><b>LT:</b> We are learning how to describe a story's plot.</p> <p><b>SC:</b> I am successful when I can identify the problem and resolution in a story.</p> <p><b>Lesson/Activity:</b></p> <div data-bbox="976 993 1289 1382" data-label="Diagram"> </div> <p><b>Lesson/Activity:</b> Stage Fright Achieve Article</p>	<p><b>Standard(s):</b> ELAGSE4RL3: 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).</p> <p><b>LT:</b> We are learning how to describe a story's plot.</p> <p><b>SC:</b> I am successful when I can identify the problem and resolution in a story.</p> <p><b>Lesson/Activity:</b></p> <div data-bbox="1331 993 1644 1382" data-label="Diagram"> </div> <p><b>Carver's Class (4 Groups) - Each group gets one teacher group and 20 minute segment of independent</b></p>	<p><b>Standard(s):</b> ELAGSE4RL3: 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).</p> <p><b>LT:</b> We are learning how to describe a story's plot.</p> <p><b>SC:</b> I am successful when I can identify the problem and resolution in a story.</p> <p>Freckle Assignment</p> <p><b>Whole Group Assessment</b></p>

## Understanding Characters

-Who is the character? (name, age, history)	-What does the character look like? -What feelings does the character express?
-What does the character think about?	-What does the character do?
-What does the character talk about?	-How does the character interact with others?
-How do others describe this character?	-How does the character describe others?

## Identify the Setting

- Look for time or date words:
    - "... in the morning..."
    - "... in the year 1850..."
  - Look for details in the text:
    - "... a house on the hill..."
    - "... in the darkest reaches of the ocean..."
  - Look at the pictures:
    - details in illustrations and photographs
  - Make inferences:
    - what do you already know about the year? location?
- How does setting influence the story?*
- Setting helps readers visualize the story.
  - Story clues show changes in setting (shifts in time and place).
  - Setting indicates how a character might act or what a character might say.
  - Setting affects the overall mood of the story.

**Carver's Class (4 Groups) - Each group gets one teacher group and 20 minute segment of independent reading**

**Grp 1: Kelso Group (Coach Digital on Setting, characters and plot)**

**Grp 2: Crumley Group - character traits**

**Grp 3 & 4 - Independent reading when not with a teacher**

**Kelso's Class (5 groups): Added technology group on IXL/Freckle**

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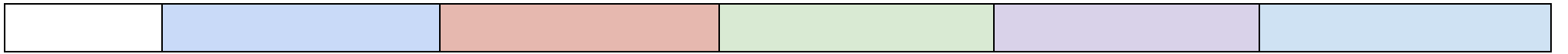
## reading

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**Grammar**

**Standard(s): ELAGSE4L1:**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

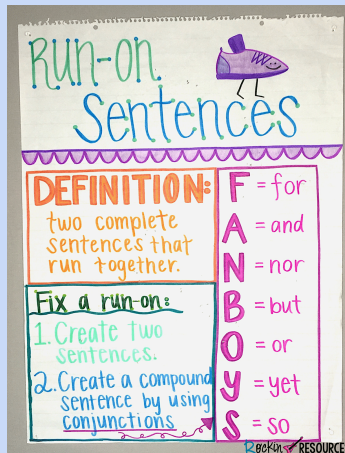
**LT:** We are learning about complete sentences.

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**Lesson/Activity:**

Grammar workshop worksheets pgs. 32-35

IXL: JJ5, JJ6, JJ7



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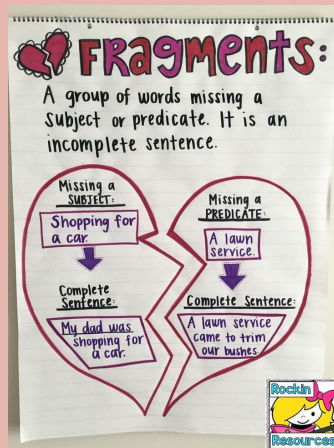
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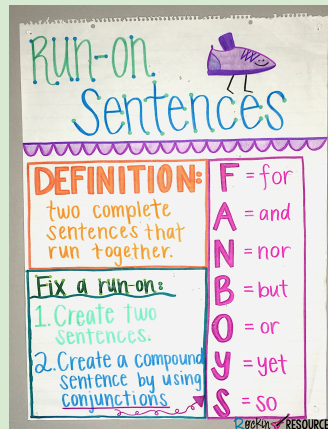
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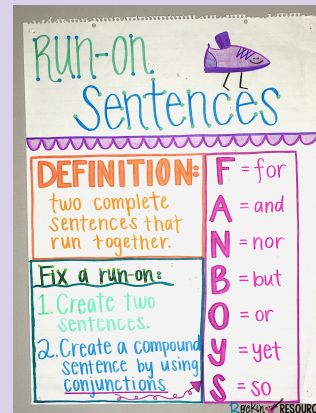
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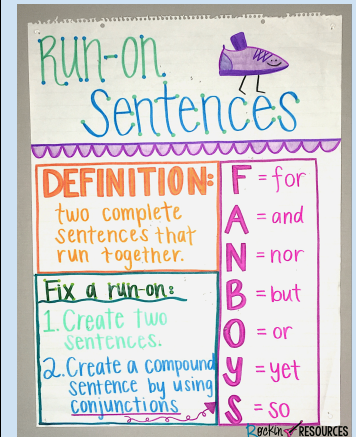
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## FRAGMENTS:

A group of words missing a Subject or predicate. It is an incomplete sentence.

Missing a SUBJECT

Shopping for a car.

↓

Complete Sentence:

My dad was shopping for a car.


Missing a PREDICATE

A lawn service.

↓

Complete Sentence:

A lawn service came to trim our bushes.




## Run-on Sentences

**DEFINITION:** F = for  
A = and  
N = nor  
B = but  
O = or  
Y = yet  
S = so

two complete sentences that run together.

**Fix a run-on:**

- Create two sentences.
- Create a compound sentence by using conjunctions.



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
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### WRITING

Standard(s): ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

LT: We are learning about Informational writing.

SC: I am successful when I can introduce an informational topic clearly.

Lesson/Activity: Dolphins

Standard(s): ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

LT: We are learning about Informational writing.

SC: I am successful when I can create a body paragraph with details and quotes.

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LT: We are learning about Informational writing.

SC: I am successful when I can create a body paragraph

Standard(s): ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

e. Provide a concluding statement or section related to the information or explanation presented.

LT: We are learning about Informational writing.

SC: I am successful when I can provide a conclusion to my informational writing.

Lesson/Activity: Dolphins

	Passage	Lesson/Activity: Dolphins	Lesson/Activity: Dolphins	with details and quotes Lesson/Activity: Dolphins	
<b>MATH</b>					
<b>SCIENCE/ SOCIAL STUDIES/Inter cession</b> Science and Social Studies instruction alternates between weeks					