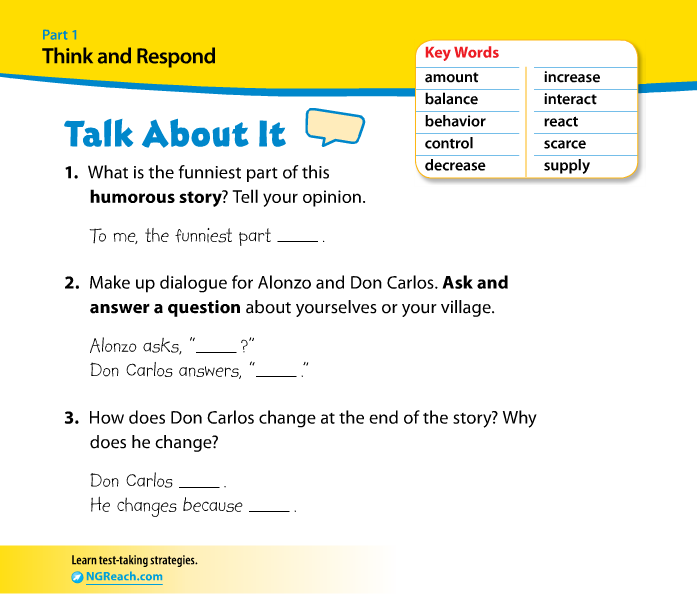
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| Day 30 - May 4, 2020 |
| **OBJECTIVE: What happens when nature loses its balances?**  **SWBAT:**  **\*Use word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**  WIDA 1,2, 4:   Social & Instructional Language, The Language of Language Arts, The Language of Science |
| **TIME FRAME: 20 minutes** |
| **Activity Directions:**  Students will identify the following vocabulary words:   1. Amount 2. increase 3. behavior 4. supply 5. decrease   Students will use google translate to:  ~ Listen & repeat word 3 times   ~ Write definition and a sentence for each vocabulary word either in your notebook or send a Word document to your ESL teacher in TEAMS.  Learning Materials: Google translate, Reach Level D ~ Teacher’s Edition  Assessment: WIDA Writing Rubric |

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| **Days 31& 32 - May 5-6, 2020**  (2 day assignment) |
| **OBJECTIVE:**  \* u**se word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
| **STANDARD(S):**    **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**    WIDA 1,2, 4:   Social & Instructional Language, The Language of Language Arts, The Language of Science |
| **TIME FRAME:  20 Minutes.** |
| **Activity Directions:  Students will read story “When the Pigs took Over” by Arthur Dorros.**  <https://drive.google.com/file/d/1UE8uFcbicqu1j0_AIeZb9_lPB53mwuGB/view> (Part 1)  <https://drive.google.com/file/d/1gRHuWvQSO1c2uK7lPKQI27gavebsFLOM/view> (Part 2)  **Students will practice reading skills.**Students use Reach textbook page 94 # 1-3. Talk About It.  Students build comprehension skills. Students answer questions #1-3. Students write complete sentences using proper capitalization, spelling & punctuation.  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.    Learning Materials:  Reach Level D, Google translate as needed.  Assessment: WIDA Writing Rubric |

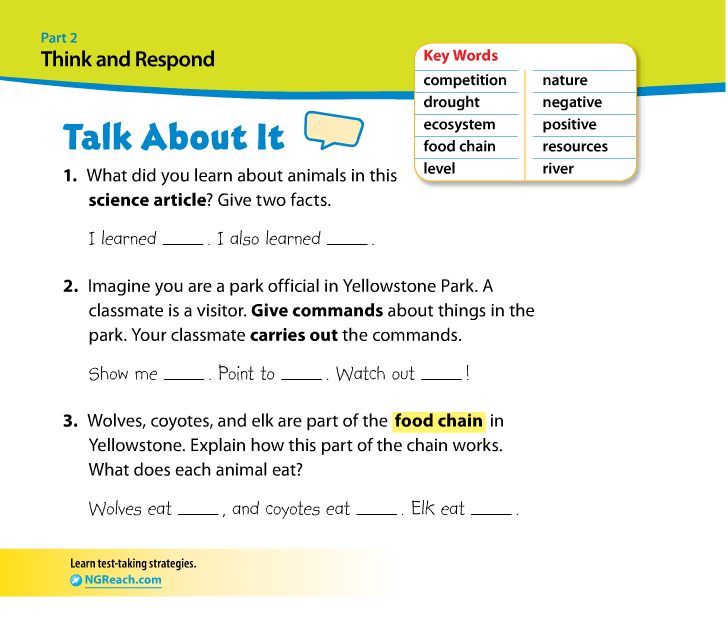


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| **Day 33 - May 7,2020** |
| **OBJECTIVE:  Students practice listening skills. Students will be able to read the text with purpose and understanding, and write information.**  **SWBAT:**  **\*Use word structure to determine word meaning.** |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**  WIDA 1,2, 4:   Social & Instructional Language, The Language of Language Arts, The Language of Science |
| **TIME FRAME: 20 minutes** |
| **Activity Directions:**  Students watch video about our food chain “Natures Balance Video”.  <https://drive.google.com/file/d/1TcLvNyqc0PvegGAqHWD2n3weoDYqUFHh/view>  Students write a paragraph about video using vocabulary words: amount, increase, behavior, supply & decrease.  Learning Materials: Google translate, Reach book    Assessment: WIDA Writing Rubric |

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| **Day 34 - May 8, 2020** |
| **OBJECTIVE:  Practice fluency skills**  \* u**se word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.** |
| **STANDARD(S):**    **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**    WIDA 1,2, 4:   Social & Instructional Language, The Language of Language Arts, The Language of Science |
| **TIME FRAME:  20 Minutes.** |
| **Activity Directions:  Students will answer the following questions:**  **Imagine that your own community gets out of balance. What could make it get out of balance? How would people react? Write 4-6 sentences.**  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.  Learning Materials:  Google translate if needed.  Reach Level D- Volume 1  Assessment: WIDA Writing Rubric |

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| Day 35 - May 11, 2020 |
| **OBJECTIVE: Scarcity & Plenty in Nature**  **SWBAT:**  **\*Use word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**  WIDA 2,4:  The Language of Language Arts, The Language of Science |
| **TIME FRAME: 20 minutes** |
| **Activity Directions:**  Students will identify the following vocabulary words:   1. Drought 2. Ecosystem 3. Level 4. River 5. Food Chain   Students will use google translate to:  ~ Listen & repeat word 3 times   ~ Write definition and a sentence for each vocabulary word either in your notebook or send a Word document to your ESL teacher in TEAMS.  Learning Materials: Google translate, Reach Level D ~ Teacher’s Edition  Assessment: WIDA Writing Rubric |

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| **Days 36& 37 - May 12-13, 2020**  (2 Day assignment) |
| **OBJECTIVE:** Practice reading skills  \* u**se word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
| **STANDARD(S):**    **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**    WIDA 2, 4:  The Language of Language Arts, The Language of Science |
| **TIME FRAME:  20 Minutes.** |
| **Activity Directions:  Students will orally read story, “When the wolves returned”.**  <https://www.youtube.com/watch?v=7jxTv0o4xSM>  **This is a science article found on page 110- 124.**    Students use Reach textbook page 126.  Students build comprehension skills. Students answer questions #1-3. Students write complete sentences using proper capitalization, spelling & punctuation.  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.    Learning Materials:  Reach Level D, Google translate as needed.  Assessment: WIDA Writing Rubric |

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| **Days 38& 39 - May 14-15, 2020**  (2 Day Assignment) |
| **OBJECTIVE:  Students practice listening skills.Students will be able to read the text with purpose and understanding, and write information.**  **SWBAT:**  **\*Use word structure to determine word meaning.** |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**  WIDA 1,2, 4:   Social & Instructional Language, The Language of Language Arts, The Language of Science |
| **TIME FRAME: 20 minutes** |
| **Activity Directions:**  Students use YouTube to watch video and take a virtual Field Trip to Yellowstone National Park:<https://www.youtube.com/watch?v=2QtdEq2tsh8>  Students will explore various animals that live in Yellowstone National Park.  **Students will write question:**  **Would you like to visit Yellowstone National Park & why? Please list your favorite animals & describe them. Please write 2 paragraphs.**  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.  Learning Materials: Google translate, Reach book    Assessment: WIDA Writing Rubric |