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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  |