

<b>Curriculum Objectives: The teacher knows the truth or lesson.</b> <b>Highlight objectives that you will post for partnership.</b> <ul style="list-style-type: none"> <li>Understand &amp; be able to state what a prophet speaks &amp; what a false prophet speaks</li> <li>Participate in songs, chants &amp; call outs</li> <li>Grow in understanding of Bible knowledge/recognition/awe of Jesus in all of Scripture</li> <li>Read, identify &amp; describe the basic redemptive-historical events of the Major &amp; Minor Prophets</li> <li>Consistently memorize assigned Bible passages</li> <li>Memorize, recite &amp; explain the 4<sup>th</sup> grade Chapel Call Out</li> </ul>				<b>Teacher: Eilers</b> <b>WEEK 11</b>  <b>Subject/Unit:</b> <b>Bible</b>  <b>Nov 1-5</b> <u>Well done, Rebecca</u>
<b>Introduction: Gain and train student interest. Review: Unknown is explained by means of the known.</b> <ul style="list-style-type: none"> <li>Isaiah wrote about the judgement of God but he also prophesied about the coming Messiah, who would be the Good Shepherd. Much like Isaiah, Micah also prophesied about the coming Messiah who would shepherd the people. Why do sheep need a shepherd? How are we similar to sheep? Why do we need a shepherd? ☺</li> </ul>				
<b>Lesson: Common language so that the student is a discoverer.</b>				
<b>MONDAY</b>				
<ul style="list-style-type: none"> <li>Review Prophet Chants, Songs, Timeline</li> <li>Review the Key themes of the Prophets</li> <li>Introduce Micah-The Prophet of Hope (GGC pg. 129)</li> </ul>				
<b>TUESDAY</b>				
<ul style="list-style-type: none"> <li>Review Prophet Chants, Songs, Timeline</li> <li>Continue Review of Micah-Highlight Key Points from GGC WS</li> <li>Students work on GGC worksheets</li> </ul>				
<b>WEDNESDAY</b>				
<ul style="list-style-type: none"> <li>Review Prophet Chants, Songs, Timeline, MV</li> <li>Review the Themes of the Prophets: Sin, Judgement, Repentance &amp; Forgiveness</li> <li>Micah is the Prophet of Hope because his warnings come with words of hope. What was that hope that he spoke of?</li> <li>Read Micah 7-Use Sword Drill to find the passage</li> <li><b>Review the</b> theme of Micah: judgment and forgiveness. Micah promises that the enemies of God's people will see his God's righteousness and feel shame. Enemy nations will turn in fear to the Lord God. The end of Micah gives us a description of God; the one who pardons sin, does not stay angry forever and delights in showing mercy. ☺</li> <li>After review, students will work on GGC worksheets</li> </ul>				
<b>THURSDAY</b>				
<ul style="list-style-type: none"> <li>Review Prophet Chants, Songs, Timeline, MV</li> <li>Students will recite Isaiah 53 to class</li> <li>Students will complete God's Great Covenant main idea W.S. during class</li> </ul>				
<b>FRIDAY-Chapel</b>				
<b>Assessment: Require student to reproduce in his own language</b>				
<b>Monday</b>	<b>Tuesday</b> Students recite MV	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b> Students will complete quiz over the main ideas of Isaiah & Micah
<b>Review, Re-Think, Re-Know, Re-Produce:</b>				

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b> Students will complete main idea W.S. from GGC-Isaiah & Micah & Recite Isaiah 53	<b>Friday</b>
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<b>Curriculum Objectives: The teacher knows the truth or lesson. Highlight objectives that you will post for partnership.</b>		<b>Teacher: Eilers</b>
<b>Spalding</b>	Oral & Written Phonogram Review-59-70 Spelling Rule Focus 19-21 Word List R Continued-Controlled-Giant thru Lawyer (20 words)	<b>Subject/Unit: Language Arts</b>  <b>Week 11</b> <b>Nov 1-5</b>
<b>IEW</b>	Camels	
<b>Shurley Grammar</b>	Review subject-verb agreement Purpose or Use Analogy Vocabulary from Chapter 3 (ferocious, annex, legend,)	
<b>Reading</b>	Mixed up Files of Mrs. Basil E. Frankweiler	

**Introduction: Gain and train student interest. Review: Unknown is explained by means of the known.**

<b>Spalding</b>	How does knowing the phonograms and rules help you to become a better speller?
<b>IEW</b>	How does a camel hide himself? <b>Camelflounge!</b> What is a camel's favorite nursery rhyme? <b>Humpty Dumpty!</b> This week we're going to be reading a new story about camels. How does the key word outline we're making help you to understand the main ideas of the story?
<b>Grammar</b>	Why is it important that we learn how to edit a sentence? What types of sentences have we studied? What are their end marks? Is subject-verb agreement about tense or number?
<b>Reading</b>	We read about two warriors the last two weeks, Roland and Leif the Lucky. We all agreed that they were similar in many ways. The decisions they made were both brave and courageous but also could be seen as foolish. This week we're starting a new book, <i>The Mixed-Up Files of Mrs. Basil E. Frankweiler</i> . The main characters aren't warriors but 2 children, who go on an adventure that leads to a mystery that needs to be solved. What did you enjoy about solving the mystery in <i>Detectives in Togas?</i> ☺

**Lesson: Common language so that the student is a discoverer.**

	<b>Spalding</b>	<b>IEW</b>	<b>Grammar</b>	<b>Reading</b>
<b>Monday</b> <b>10:15-11:45</b>	OPR/WPR 59-65 Add 9 words- (enemy-fly) Rule Focus:19-21	Introduce Camels-Organize binder (bring new source to the front & read). Discuss the two paragraphs and vocabulary)	Review Ref 58-Vocab-Ferocious and Part-whole analogy relationship Review Prep Jingle 8, OOP Jingle 9, & Prep Phrase Jingle 10 Students complete Exercise 3, Ch 3 Test	Introduce Mixed up Files, Review the front & back cover of the book. Read the first chapter together. Choral reading & student reading

<b>Tuesday</b>	OPR/WPR 65-70 Add 11 words- (forgotten thru lawyer) Rule Focus 19-21		Practice Jingles 8-10 Classify: <i>The large brown leaves swirled quickly around the yard.</i> on the board Use Skill Builder-Noun Check to find nouns in the sentence Let's talk about this part of the flow. Many of the skill checks are wordy and cumbersome. You can teach the process used to identify nouns without adding another piece to the QA flow. ☺ Students complete Exercise 1-2, Ch. 3 Test	Begin-Students Read ORF passages in pairs. Mixed up Files- Review yesterday, Read Chapter 2 aloud. Choral reading & student reading. Students work through vocab & comprehension written review
<b>Wednesday</b>	OPR/WPR 59-70 Review List 6 R4R & R4S Write 5 sentences using spelling words	What do you call a camel without a hump? Humphrey! Camels-Key Word Outline, Finish Paragraph 1 & begin Paragraph 2		Mixed up Files- Review Main Ideas from Tuesday & students complete written review of Ch. 1-2
<b>Thursday</b>	Spelling Sparkle		Review Ref 61: Subject Verb Agreement Rules & Review Editing Process Students complete Exercise 4, Ch. 3 Test (students may finish for HW or MW to turn in on Friday)	Students begin by reading ORF passages in pairs. Mixed up Files-Read Ch. 2 aloud. Choral & student. Dictionary Detective Vocab & Comp Review
<b>Friday</b>	Spelling Quiz	Camels-Finish KWO Paragraph 2-Students test their KWO with a partner and begin constructing their rough draft, re-telling the story		Students complete Vocab & Comp Review & Read Ch. 3 aloud Listen to ORF while students complete Ch. 3 WS Review

**Assessment: Require student to reproduce in his own language**

<b>Monday</b> Students working on Ch. 3 Grammar Test throughout week	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b> Spelling Quiz Ch. 3 Grammar Test Completion & Turn In
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**Review, Re-Think, Re-Know, Re-Produce:**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b> Rough draft re-telling of Camels using KWO only	<b>Thursday</b>	<b>Friday</b> Rough draft re-telling of Camels using KWO only
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<b>Curriculum Objectives: The teacher knows the truth or lesson. Highlight objectives that you will post for partnership.</b> <ul style="list-style-type: none"><li>• Divide Tens, Hundred &amp; Thousands</li><li>• Estimate Quotients</li><li>• Understand Division &amp; Remainders</li><li>• Use Partial Quotients</li><li>• Use Partial Quotients with a Remainder</li><li>• Divide 2-Digit Numbers by 1 digit numbers</li><li>• Divide Multi-Digit Numbers by 1 digit numbers</li><li>• Divide by 1 digit numbers</li><li>• Problem Solving: Division</li></ul>	<b>Teacher: Eilers</b> <b>WEEK 11</b>  <b>Subject/Unit:</b> <b>Math</b>  <b>Ch 5</b> <b>Nov 1-5</b>
<b>Introduction: Gain and train student interest. Review: Unknown is explained by means of the known.</b> <ul style="list-style-type: none"><li>• What is a planetarium? Your grade is going on a field trip to a planetarium. How can you use division to estimate the number of people in each tour group?</li></ul>	
<b>Lesson: Common language so that the student is a discoverer.</b>	
<b>MONDAY</b> <ul style="list-style-type: none"><li>• Review Vocab: What is the answer to a multiplication problem called? Product</li><li>• Introduce Ch. 5-Vocab Words -What is a Quotient, Remainder, Partial Quotient?</li><li>• Lesson-5.1: Use place value to divide tens, hundreds or thousands</li><li>• HW: EP 5.1</li></ul>	
<b>TUESDAY</b> <ul style="list-style-type: none"><li>• Review Lesson 5.1</li><li>• Lesson 5.2-Estimate Quotients</li><li>• HW: EP 5.2</li></ul>	
<b>WEDNESDAY</b> <ul style="list-style-type: none"><li>• Review Lesson 5.2 &amp; Vocab Words What is a factor? Product? Quotient? Dividend? Divisor? Model?</li><li>• Lesson 5.3-Understand Division &amp; Quotients</li><li>• HW: EP 5.3</li></ul>	
<b>THURSDAY</b> <ul style="list-style-type: none"><li>• Review Lesson 5.3-Review Vocab Words</li><li>• Lesson 5.4-Use Partial Quotients</li><li>• HW: EP 5.4</li></ul>	
<b>FRIDAY</b> <ul style="list-style-type: none"><li>• Review Lesson 5.4 &amp; Vocab Words</li><li>• Lesson 5.5-Use Partial Quotients with Remainder</li><li>• CW: EP 5.5</li></ul>	
<b>Assessment: Require student to reproduce in his own language.</b> <ul style="list-style-type: none"><li>❖ In own words students will tell define terms, use whiteboards to answer examples in class</li><li>❖ Students will be able to demonstrate steps to solving problems on white boards &amp; on HW</li></ul>	
<b>Review, Re-Think, Re-Know, Re-Produce:</b> Homework each night to review what was discussed in class, Extra Practice WS for morning work	

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<p><b>Introduction: Gain and train student interest. Review: Unknown is explained by means of the known.</b>  We studied some of the Kings of Israel in October. Hezekiah was considered a good King, even though we know he was not a perfect king. What makes a good king? Can you recall any kings that did good things that we've studied in History? Examples: Justinian (code of Justinian), Charlemagne (return to Christianity, education, civil improvements) Who is the only completely good &amp; perfect King?</p>													
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<p><b>Review, Re-Think, Re-Know, Re-Produce:</b></p> <ul style="list-style-type: none"> <li>• After listening, students will answer open-ended comprehension questions over what they heard in the story.</li> <li>• <b>Students will reproduce a portion of the Bayeux Tapestry to display on class mural</b></li> </ul>													

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<p><b>Introduction: Gain and train student interest. Review: Unknown is explained by means of the known.</b></p> <p>Fun Fish Fact!: Did you know that Parrotfish can make sand? An adult parrotfish is capable of producing over 2000 pounds (a ton) of sand in one year. How do they do this? Parrotfish use their parrot-like beaks to scrape algae from the rocks and coral. In the process, they also break off tiny pieces of coral, which is broken down in their bodies and comes out the other end as sand? EEWV!</p>													
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