

8:30 – 9:00	Morning Routine/Announcements		
9:15 – ?	SOL Math Released Test		
11:00 – 12:00	If time permits... TSW review dictionary skills by exploring the dictionary and answering various questions verbally.		
READING			
12:05 – 12:30 12:30 – 12:50 12:50 – 12:55	Lunch Recess Bathroom/Water		
12:55 – 1:40	<p>SOL: 3.10 (natural disasters) & 3.11 (energy) Focus Lesson/Strand: Force, Motion, Energy, & Matter DI: <input type="checkbox"/> Content <input checked="" type="checkbox"/> Process: energy books <input checked="" type="checkbox"/> Product: What is Energy questions Materials: Energy Books, energy study guide AS: TTW review natural disasters. TTW ask, what is energy? Model: The class will take turns reading What is Energy? (energy book) GP: TTW model how the questions should be answered on the What is Energy sheet. IP: TSW complete What is Energy questions Closure: TTW ask key questions about energy. Assessment: What is Energy? questions Instructional Strategies that Work: T/H, S/NT, CQ/AO Instructional Strategies that Engage the Brain: discussion Reflection: Homework: study for test</p>		
SCIENCE			
LESSON/STRANDS			
Scientific Investigations, Reasoning & Logic			
Force, Motion, Energy & Matter			
Life Processes & Living Systems			
Earth/Space Systems & Cycles			
1:40 – 2:20	Monday – Art, Tuesday – P.E., Wednesday – Art, Thursday – Computer, Friday – Library		
RESOURCE			
2:20 – 3:00	<p>SOL: 3.20 (transformations) Focus Lesson/Strand: Measurement & Geometry Preassessment: DI: <input type="checkbox"/> Content <input checked="" type="checkbox"/> Process: brainpop <input checked="" type="checkbox"/> Product: p.452-453 Materials: Brainpop video “transformation,” textbook p.452-453 AS: TTW ask the students if they know what a flip, a slide, and a turn are? TTW ask the students to use their hands to show what a flip looks like. TTW call on a student volunteer to stand up and model what a slide and a turn look like. TTW explain that we will talking about shapes that slide, flip, and turn. Model: TTW introduce the following vocabulary: transformation (the movement of a figure), translation (a slide), a rotation (a turn), and reflection (a flip). On the board, TTW draw an example of each type of transformation and label each one. GP: TTW show TS the brainpop video on transformations. IP: TSW complete 1-19 on textbook pages 452-453 Tiered Practice:</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Intensive</td> <td style="text-align: center;">Strategic</td> </tr> </table> <p>Closure: TTW review the new vocabulary Assessment: textbook p.452-453 Instructional Strategies that Work: S/D, H/P, YH, R/PR Instructional Strategies that Engage the Brain: visual, technology Reflection:</p>	Intensive	Strategic
Intensive	Strategic		
MATH			
LESSON/STRANDS			
Number & Number Sense			
Computation & Estimation			
Measurement & Geometry			
Probability & Statistics			
Patterns & Functions			
3:00 – 3:10	D.E.A.R		
3:10 – 3:45	Dismissal		

Instructional Strategies That Work

Similarities/Differences (S/D)

Testing Hypothesis (TH)

Nonlinguistic Representation (NR)

Cooperative Learning (CL)
Homework and Practice (H/P)

Summarizing/Note Taking (S/NT)
Cues, Questions, and Organizers (CQ/AO)

Reinforcing/Providing/Recognition (R/PR)
Setting Objectives/Providing Feedback (SO/PF)

Instructional Strategies That Engage the Brain

Writing
Role Playing
Graphic Organizers
Games
Manipulatives/Experiments

Storytelling
Visualization
Drawing/Artwork
Projects
Word Study

Mnemonic Devices
Cooperative Grouping
Humor
Fieldtrips
Metaphors/Similes/Analogies

Movements
Music
Brainstorming/Discussion
Technology
Visuals