

4 th Grade Lesson Plans			Teacher: Charlotte Jiles			Week 27/ Qtr 3	Date: 2/21-2/25
Time	Min	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
7:00-7:30	30 bath room break	Math Bell Ringer: The students will independently work MCT 2 question and explain how they got the answer. Early Finishers: AM	Math Bell Ringer: The students will independently work MCT 2 question and explain how they got the answer. Early Finishers: AM	Math Bell Ringer: The students will independently work MCT2 question and explain how they got the answer. Early Finishers: AM	Math Bell Ringer: The students will independently work MCT 2 question and explain how they got the answer. Early Finishers: AM	Math Bell Ringer: The students will independently work MCT 2 question and explain how they got the answer. Early Finishers: AM	
7:35-7:50	15	The teacher will review the Math Bell Ringer.	The teacher will review the Math Bell Ringer and check for homework.	The teacher will review the Math Bell Ringer and check for homework..	The teacher will review the Math Bell Ringer and check for homework.	The teacher will review the Math Bell Ringer.	
7:50-8:10	20	Accelerated Math-Q 3 objectives small group with	Accelerated Math-Q 3 objectives small group	Accelerated Math-Q 3 objectives small group	Accelerated Math-Q 3 objectives small group	Accelerated Math-Q 3 objectives small	

IE	TSW practice the KASE method. We will use Activotes to answer questions. The students will practice missed objectives in small groups. <i>High Support:</i> individual interventions w/Mr.		questions. The students will practice skills: Study Island Math Objectives Multiplication Review Board Game w/teacher			<i>High Support:</i> individual interventions w/Mr. Atmore TSW will review Obj5.b Find and interpret the mean, mode, median, and range of a set of data. <i>Medium Support:</i> small group with teacher <i>Low Support:</i> small group w/Ms. Caviness; hands-on demonstration of "The	understanding. TSW practice the KA method. We will use Activotes to answer questions. The students will practice missed objectives in small groups. <i>High Support:</i> individual interventions w/Mr. Atmore; hands-on
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