

4th Grade

Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

Office Hours: Van Nevel and
Campbell, and Holt
9:00-11:00 and 1:00-2:00

Date: March 19, 2020

Content Area: Reading

Learning Target:

- I can engage in specialized, discipline-specific literacy practices such as, determining cause and effect and compare and contrast text structures.
- I can apply high-level cognitive processes to think deeply and critically about text

Standard:

- **RL 4.5** Compare/contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.
- **RL 4.10** By the end of the year, flexibly use a variety of comprehension strategies to read, comprehend and analyze grade-level appropriate, complex literature texts independently and proficiently.

Duration: Thursday 45 minutes

Activities: Do Unit 1 in Cause and Effect, Compare and Contrast, and Drawing Conclusions. I will try to post on google classroom an answer key.

Turn In: April 6th, 2020

Notes: Thursday is SRA day - One Lesson in each book - Compare and Contrast, Cause and Effect, and Drawing Conclusions. You won't have scorecards, just make your own.

Content Area: Math

Learning Target: I can find common units or numbers of units to compare two fractions.

Standard: **4. NF.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Duration: 45 minutes

Activities: Application Problem, page 105 LEARN book Watch google slide presentation for Lesson 15 - found in Google Classroom

Complete Problem Set, pages 107-108 Exit Slip- page 111 or use link provided in Google Classroom

Turn In: Exit Slip

Notes:

Content Area: Science

Learning Target: I can tell how magnets attract or repel one another and other objects. I can also explain what static electricity is.

Standard: [4-PS3-2 Energy](#)

Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

*Review of 3rd grade magnets as well

Duration: 45min.

Activities: Log onto your google classroom for your science rotation. There will be a link to watch a generation genius video on magnets and static electricity.

Please watch the video.

Answer the questions from the worksheet attached. You also have this worksheet in your green folder. You need to take a picture of this and upload it on our google classroom page once it is complete. You then need to read the pdf packet about magnets attached on google classroom.

Turn In: Generation genius worksheet that goes along with the video on our google classroom page.

Notes:

Content Area: Social Studies

Standard: 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration of the Thirteen Colonies.

Standard: 4G.MM.1 Compare the distinctive cultural characteristics of groups who immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.

Standard: 4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods, and ideas from European Exploration to the Thirteen Colonies.

Standard: 4.H.KH.1 Identify and describe the significance of diverse groups of People in Kentucky from European Exploration to the Thirteen Colonies.

Duration: Week 16 - 20

Activities: Week 12 - Slavery in the Colonies - Students will discuss Triangular Trade and slavery in the colonies

*Read the newspaper online

Turn In: Week ending 3/20

The Notes:**Notes:****Content Area: ELA (Writing)- Campbell and Van Nevel**

Learning Target: I can determine an appropriate response to an opinion on demand. I can revise sentences.

Standard: C.4.1 Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information

Duration: 45-60min.

Activities: Complete DLR Week 27 day 3 and 4

Log into your ELA google classroom page. Read the two articles again from yesterday and complete the pre writing graphic organizer. Please upload or take a picture and turn it in to your google ELA classroom.

Turn In: Prewriting form

Notes:**Content Area: ELA (Writing)- Holt****Learning Target:****Writing -**

- I can write a personal narrative that is an account of an event or experience that has happened to the author. It is written in first person.
- I can recognize different features of personal narratives such as well-structured event sequence, first person, revealing thoughts, dialogue, and descriptions.
- I can understand that a personal narrative is written in chronological order (the order in which things happen) and shows the passage of time.
- I can practice skills that make their writing more exciting. For example, "Show, Don't Tell", using strong verbs, adding similes and metaphors, onomatopoeias, specific emotion words and sensory details.

Grammar -

- Students will use character names with proper noun capitals.
- Students will use character dialogue with quotation marks, commas, and speech tags.
- Students will use character possession with apostrophes.
- Students will use character reference with a mixture of nouns and pronouns.
- Students will use appropriate language conventions

Standard:

- L.4.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
- L.4.2 When writing: demonstrate appropriate use of capitalization rules, use commas and quotation marks to indicate direct speech and quotations for a text, use a comma before a coordinating conjunction in a compound sentence, and consult reference materials as needed to check and correct spelling.

- **L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.**
- **C.4.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.**
 - C.4.3.a - C.4.3.b - C.4.3.c -C.4.3.d -C.4.3.e -C.4.3.f -C.4.3.g

Duration: . 3/18 - 4/6

Activities: -

- View powerpoint on three narrative essay essentials
- Identifying and practicing “showing and not telling” activities - Razzle Dazzle Writing pages 18 - 19
- Show Don't Tell PDF
- DLR Week 20 and 21

Turn In: 4/6

Notes:

Please Note:Daily Learning Plans for Essential Arts, Special Education and LEAPS will be delivered directly by those teachers.