

Fourth Grade

Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

Office Hours: Van Nevel and Holt
Campbell

9:00-11:00 and 1:00-2:00

Date: March 20, 2020

Content Area: Reading

Learning Target:

- Students will describe in-depth the main character's words and/or actions, and the setting so they can draw conclusions such as motive and hidden agendas. They will provide text evidence to back up their thinking.
- Students will understand how the author's use of exaggerations and hyperboles help portray the "larger than life" hero. They will analyze the value of tall tales during dark and tough times in American history. They will follow the ways in which the main character resolves issues or problems.

Standard:

- R.L.4.3 Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.
- R.L 4.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

Duration: 3/16-3/20

Activities: Students will do page 49 and 50 in Reader's Notebook. It is on the materials section of Google Classroom. Then read Mighty Joe Magarac and answers the questions on the Google Classroom, there is a graphic organizer for Joe Magarac just like the one you need to do for Stormalong. Submit when all activities are completed.

Turn In: April 6th, 2020

Notes:

Content Area: Math

Learning Target: I can compare fractions and justify my comparisons using numbers & words.

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.

Duration: 45 minutes

Activities: REVIEW DAY: Go to IXL Math, and take the quiz Y.6 - Comparing Fractions Complete the Comparing Fraction Practice Sheet found in your Google Classroom. *My profuse apologies for all of the confusion surrounding submitting work.* **PARENTS : from now on, please use the method that Amber Elder walked us through with her video, - just submit any work through google classroom- I will no longer be using the GoFormative website. THANKS!**

Turn In: Comparing Fractions Practice Sheet

Notes:

Content Area: Science

Learning Target: I can define what an electric current is. I can give examples of how electrical energy can be used to produce light, heat, sound, and motion.

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.

Duration:

Activities: Log into your google classroom science page.

1. Watch a video on electricity. <https://www.youtube.com/watch?v=Uf76pThNXZc>
2. Read p. 24 and 25 in the Exploring Science book. You do not have this book at home so I have taken pictures of the pages to read.
3. Answer the wrap it up questions. These are also located on a worksheet you have in your science folder. If you cannot find the worksheet, read the questions on page 25 and just answer them in your science notebook.
4. Do the fill in the blank worksheet attached. This is another worksheet that can be found in your green science folder. If you do not have this, write the answers in your notebook. Do not turn this or the questions in to me.
5. How do you use electrical energy everyday? Write your answer on our google classroom feed. Just make a comment.

Turn In: How do you use electrical energy everyday? Write an example on our google classroom feed. Just make a comment.

Notes:

Content Area: Social Studies

Learning Target: I can describe how Africans were forced into migration and enslaved by colonists. Furthermore, I can explain how groups of people impacted, both positively and negatively, economy, trading, values, and traditions.

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.

Duration: 30 min.

Activities: Week 12 - Slavery in the Colonies

***Complete the crossword puzzle online**

Turn In:

The Notes:

Content Area: ELA (Writing)

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:

Activities: Complete DLR Week 27 day 5

Log into your ELA google classroom page. Read the two articles again from yesterday to prepare yourself to write some of your on demand piece. Please write for 30 minutes today. If you do not finish your piece that is okay! You will have time on Monday.

*Once you are finished with your 30 minutes, you will be writing a short reflection (2-3 sentences) on our google classroom page about your week. Write about something you accomplished this week that you are proud of.

Turn In: Weekly reflection.

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.