

4th Grade

Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

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

Date: March 23, 2020

Content Area: Reading

Learning Target:

- I can draw conclusions about the Tunguska Event.

Standard:

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.
- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear: when reading the text to what they perceive when they listen or watch.

Duration: 50-55 minutes

Activities: Assessment on Stormalong - pages 19 and 20 (in Google Classroom)

- Journal Entry - Essential Question - How are performances similar to and different from written stories?
- Watch the Tunguska Event. (The youtube video link is in your Google classroom materials section.)
- Read The Tunguska Event article (on Google Classroom)
- Do questions 1 - 3 for the Tunguska Event - Questions are in the Invasion of Mars Activities packet. (6 pages back in the activities packet)

Turn In: March 27, 2020

Notes:

All materials can be printed off of the Google Classroom. No need to send the activities every day. Just wait until Friday to send the activities packet.

Content Area: Math

Learning Target: I can use visual models to add and subtract two fractions with the same units.

Standard: 4.NF.3a Understand addition & subtraction of fractions referring to the same whole.

Duration: 45 minutes

Activities: Lesson 16 in LEARN book

1) Application problem LEARN p. 113

2) Watch the video found in your Google Classroom- This will provide guidance on the Problem

<p>Set</p> <p>3) Problem Set pgs. 115-116</p> <p>4) Exit Ticket, p. 117- turn in</p>
<p>Turn In: Exit Ticket p. 117</p>
<p>Notes:</p>
<p>Content Area: Science</p>
<p>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.</p>
<p>Standard: <u>4-PS3-2 Energy</u> Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>
<p>Duration: 40 min.</p>
<p>Activities:</p> <ol style="list-style-type: none"> 1. Log into your science google classroom. 2. Watch the Bill Nye Science Guy video on electricity https://www.youtube.com/watch?v=dVgDcYhZUaA 3. Open the screencastify video. I will be taking you through the powerpoint and notes today :) This video is also attached on our google classroom. https://drive.google.com/file/d/1Sw5MGqniufxLKNAchCIQcVgz7LHB72Ff/view You will be taking notes on half the powerpoint today. I attached the notes page on google classroom, so you can print it and fill in the blank or you can just take notes in your notebook. Your choice! I have also attached an answer key, so you can make sure you have the correct answers at the end. 4. Write a few sentences on our google classroom feed about what you learned from the video. You can also include what you learned from the powerpoint.
<p>Turn in- Write a few sentences on our google classroom feed about what you learned from the video. You can also include what you learned from the powerpoint.</p>
<p>Notes:</p>
<p>Content Area: Social Studies</p>
<p>Learning Target: I can describe, compare, and analyze how cooperation and conflict among people impacted the colonial settlements.</p>
<p>Standard: 4.H.CE.1 Cause and Effect - Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.</p>
<p>Duration: 30 minutes 3 days this week if possible</p>
<p>Activities: Social studies weekly Week 13 - Mounting Tension - Students will study events that led up to the American Revolution *Watch the intro video for week 13 *Read the newspaper</p>

Turn In:

Notes:

Content Area: ELA (Writing)- Holt

Writing - I can use description to develop experiences and events or show the responses of characters to situations.

Grammar and Vocabulary Strategies - I can common Greek and Latin word parts.

Standard: Writing

C.4.3 e - Use concrete words and phrases and sensory details to convey experiences and events precisely.

Standard: Grammar/Vocabulary Strategies

L.4.3 - a. Choose words and phrases to convey ideas precisely.

L.4.4 - b: Use common affixes and roots as clues to the meaning of a word.

Duration: 55 min.

Activities:

Writing

- Practice specific details on IXL T.1 -T.3 (all week)
- Practice with No Red Ink - Identifying Vague Words
- Writing - Read Specific Emotions and Sensory Words in Razzle Dazzle pages (31-33). This is in your materials section.
- Read through your personal narratives and eliminate vague words. Practice using specific words.

Activities: - Grammar/Vocabulary Strategies

- Grammar and Vocabulary - Lesson 12 Assessment: Pages 21 and 22 is the Grammar Test and Vocabulary Test is pages 15 - 16.

Turn In: Friday, March 27th

Notes:

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

Writing - I can determine an appropriate response to an 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: 40 min.

Activities:

1. Log onto your ELA google classroom.
2. Complete DLR Week 28 day 1
3. Read the two articles again from Friday to prepare yourself to finish your on demand piece. Please write for another 30 minutes today. Once you are finished please turn your piece into your google classroom. (It

may be easiest to write your on demand piece on google docs and then upload it to our classroom page to turn in)

Turn In: Turn in your finished on demand piece.

Notes:

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