

4th Grade

Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

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

Date: March 18, 2020

Content Area: Reading

Learning Target:

- I can 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.
- I can explain 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 read a tall tale, "Stormalong" and identify figurative language such as metaphors, similes, and hyperboles. Additionally, they will complete a graphic organizer and thinking strategies map on the character Stormalong. As students read the story, they will record key ideas of his actions, thoughts, relationships, and words. Finally, they will analyze the characteristics of this tall tale and make generalizations of features all tall tales have.

Turn In: April 6th, 2020

Notes:

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: 30 minutes

Activities: Lesson 14 We already completed the Application Problem on Friday. Review the attached googleslides <https://embarc.online/mod/page/view.php?id=4418>
In your Learn book, complete page 101
Complete Exit Slip, page 103

Turn In: Lesson 14 Exit Slip- upload and submit through email or google classroom

Notes:

Content Area: Science

Learning Target: I can explain what static electricity is and I can show how energy travels through static electricity.

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 static electricity as well

Duration: 45min.

Activities: Happy first day of distance learning!!

Click the link to go noodle and get your body moving by dancing to this fun, Think Like a Scientist video!!
<https://app.gonoodle.com/activities/think-like-a-scientist?s=category&t=Science&sid=11>

Log into your google classroom for your rotation. On there you will open the static electricity worksheet. You also have this in your green folder. You need to also open the powerpoint on there. Go through the powerpoint and take notes on your worksheet. Watch the brainpop video attached. Then complete part 1 and part 2 using your balloon and string I gave you last week. When you are finished you need to upload a picture of you testing out one of the materials you found around your house with your balloon.

Turn In: Upload a picture of you testing out a material with your balloon.

Notes: Have fun!!

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 of March 16 - 20th -- 30 min.

Activities: Log into Social studies weekly

-You should have your log in code - or you can find it in your SS google classroom

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

***Watch the intro video in the top right hand corner.**

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: 30-45 min.

Activities: Complete DLR Week 27 day 1 and 2

Log into homeroom ELA google classroom.

-Download the two articles, and the opinion on demand writing prompt.

-Read the articles and the prompt. Begin thinking about how you would respond to the prompt.

Turn In:

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.