

# 4th Grade Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

Office Hours: 9-11:00 & 1-2:00

Date: Friday May 1, 2020

**Content Area:** Reading

**Learning Target:** I can apply strategies that help me better understand self, texts, others, and world connections.

**Standard:**R.I. By the end of the year, flexibly use a variety of comprehension skills to read, comprehend, and analyze grade-level appropriate, complex informational text independently and proficiently.

**Duration:** 55 minutes

**Activities:**



Class

## Making Connections

Text to Text - How did you feel reading you of another book or text?

Text to World - How did you feel reading you of something that happened in the world?

Text to Self - How did you feel reading you of something personal to you?

A text to text connection I made while reading was.

\_\_\_\_\_

\_\_\_\_\_

A text to self connection I made while reading was.

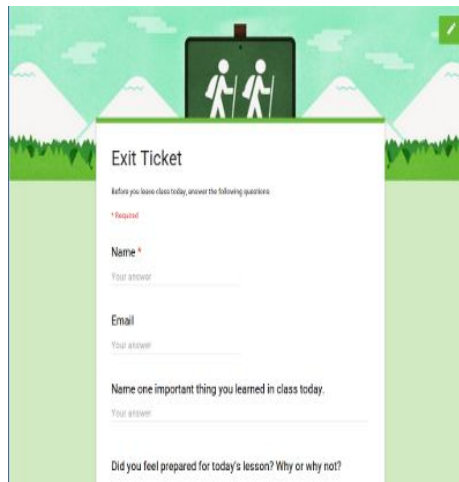
\_\_\_\_\_

\_\_\_\_\_

A text to world connection I made while reading was.

\_\_\_\_\_

\_\_\_\_\_



### Exit Ticket

Before you leave class today, answer the following questions:

**Name \***

Your answer \_\_\_\_\_

**Email**

Your answer \_\_\_\_\_

**Name one important thing you learned in class today.**

Your answer \_\_\_\_\_

Did you feel prepared for today's lesson? Why or why not?

1. Log into Google Classroom
2. Print "Making Connections"
3. Complete the "Making Connections" sheet
4. Complete Google Form - Exit Ticket

<https://forms.gle/kw6QNxBn2q7r28589>

**Turn In:** The "Making Connections sheet and google form 5/1/20

**Notes:**

**Content Area:** Math

**Learning Target:** I can add a mixed number and a fraction.

**Standard:** 4.NF.3c (see Tuesday's DLP)

**Duration: 60 minutes**

**Activities:**

Lesson 30:

1. Log into Google Classroom
2. Watch video or attend lesson (or both)
3. Complete Problem Set, LEARN, page 200 ONLY
4. Complete REVIEW Exit Ticket (Google Form)

**Turn In: Exit Ticket (Google Form format in Google Classroom)**

**Notes:** Hope to see you at 10:00!

**Content Area: Science**

**Learning Target:**

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

**Standard:** I can describe the properties of a wave.

**Duration:** 30-45 min.

**Activities:**

1. Log onto your science google classroom.
2. Take the google forms quiz.
3. Have a great weekend!

**Turn In:** Submit your google forms quiz once you are finished.

**Content Area: Social Studies**

**Learning Target:** 4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens.

**Standard:** I can explain how rules are beneficial to citizens.

**Duration:** 30-45 min.

**Activities:**

1. Log into your social studies google classroom.
2. Finish your google slides project.

**Turn In:** You will turn in your completed project Monday.

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

**Learning Target:** I can create a collage to share my time at home.

**Standard:** C.4.7 - Compose routinely over extended time frames for a variety of tasks, purposes and audiences.

**Duration:** 30-45 min.

**Activities:**

1. Log onto your ELA google classroom.
2. Complete DLR week 32 day 5
3. Be prepared to share out your Reflection Collage that you began yesterday.

**Turn In:** Google Slide Reflection Collage

**Notes:**

**Content Area:** ELA (Writing) Holt

**Learning Target:**

I can mimic a Haiku with my own words and focus on “strong verbs.”

**Standard:**

C.4.7 - Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

**Duration:** 50 minutes

**Activities:**


1. Read the definition of a Haiku and study the example of “The Fall.”
2. Brainstorm nature situations using “strong verbs”
3. Practice a Haiku using the “strong verbs” you brainstormed
4. Write two Haiku poems dealing with nature and turn in.

**WRITING**

Name \_\_\_\_\_

**Haiku**

Haiku is a form of unrhymed Japanese poetry. Haiku have three lines. The first line has five syllables, the second line has seven syllables and the third line has five syllables.

**Example:**  **The Fall**  Leaves fall from the trees.  
Do they want to leave their homes?  
They float on the breeze.  

**Directions:** Write a haiku about nature. Write the title on the first line. Then illustrate your haiku.

Nature \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Turn In:** Turn in two Haiku on Friday, May 1st

**Notes:**

1. Complete day 5 - Week 25
2. Finish up activities packet for Lesson 15 - Vocabulary Strategies and turn in.

**\*Links to additional learning plans**

-LEAPS Enrichment: Gifted & Talented/ Primary Talent Pool Weekly Plan

Click [here](#) for the Enrichment image/link for your DLPs for next week, April 27-May 1.

**EA - ESSENTIAL ARTS**

**WEEKLY LEARNING PLANS FOR APRIL 20-May 1st**

**[CLICK HERE ---> April 20-May 1st](#)**