

4th Grade Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

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

Date: Tuesday April 14, 2020

Content Area: Reading

Learning Target: I can understand informational text and give facts and examples about a topic I have read about.

Standard: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Duration: 55 minutes

Activities:

1. Read pages 203 - 213 Title - Coming Distractions Questioning Movies in your Journeys Book - Go to student ebook on Think Central.
https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/ese_9780544587281_/Build/index.html
2. You do NOT need to do the questions in the activities packet today just the t-chart.
3. Print Fact and Opinion with T-Map - Projectable 7.2 (Graphic Organizer is under Reading under - Activities Packet for Reading).
<https://drive.google.com/drive/folders/1koxKbrSpjzVe7xbanTnscwr229YXt5a>
4. Complete with 3 facts and 3 author's opinions and return on Friday.

Projectable 7.2

Coming Distractions: Questioning Movies Analyze the Text Fact and Opinion

T-Map: Fact and Opinion

Fact	Opinion

Analyze the Text
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Coming Distractions
Questioning Movies

Pages 203 - 213

https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/ese_9780544587281_/Build/index.html

Fact and Opinion:
Facts: statements that can be proved to be true
Opinions: statements that tell someone's thoughts, feelings, or beliefs
Read page 205 - Focus on reasons, or details and examples, that support the opinion.

1. The overall author's opinion is: _____

2. Complete Graphic Organizer Projectable 7.2

3. Find three facts on page 204 and write them in the T-chart/T-map. As you read, continue to record facts and the author's opinions.

Explain Concepts and Ideas:
Read the Analyze Text feature box on Student Book p. 209. Explaining a selection is one way for them to be sure that they understand what they read.

Turn In: Friday, April 17

Notes:

Content Area: Math

Learning Target: I can show evidence of mastery on all fraction concepts that we have covered so far.

Standard: See Monday's DLP

Duration: 45 minutes- 1 hour

Activities: 1. Log into your Google Classroom 2. Watch assessment video 3. Complete Mid-Module 5 Fraction Assessment Part I

Turn In: Mid-Module 5 Fraction Assessment Part I

Notes: There will be no Math Lesson today at 10:00, but I will be available on Google Meet from 10:00-10:30 if students have any questions.

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 what a wave is and what two types of waves exist.

Duration: 30 min.

Activities:

1. Log into your science google classroom.
2. Watch the screencastify video.
3. Complete the sort about mechanical and electromagnetic waves attached on the google classroom.
4. Turn the sort in to your google classroom.

Turn In: Mechanical and electromagnetic sort on the google classroom.

Content Area: Social Studies

Learning Target: I can explain how the development of rules in our communities today are meeting the needs of our citizens.

Standard: 4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events
4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens.

Duration: 30 min. Monday, Tuesday, Thursday, and Friday

Activities:

1. Interview a parent, guardian, or any other adult and ask them the questions below.
*How has the recent development of rules during this pandemic improved our community? How are these rules meeting the needs of each citizen?
-Take notes during the interview and be prepared to share on Friday in our google classroom meet.
2. Think of ways you can be an active participant in our community today. Give an example of something you can do to help someone during this time in our history.

Turn In: Do not turn in anything this week. Be prepared on Friday to share your interview notes and your ideas on how you are going to or how you have helped others in the community.

Content Area: ELA (Writing) Van Nevel and Campbell

Learning Target: I can correctly use relative pronouns in sentences.

Standard: L.4.1.a. Use relative pronouns and relative adverbs.

Duration: 30-45 min.

Activities:

1. Log onto your ELA google classroom.
2. Complete DLR week 30 day 2
3. Complete IXL review for relative pronouns. Under pronouns, complete
 - #9- Identify relative pronouns &
 - #11-Use relative pronouns: who, whom, whose, which, and that
4. Complete the relative pronouns worksheet and upload it to your google classroom.

Turn In: Relative pronoun worksheet on your google classroom

Content Area: ELA (Writing) Holt

Learning Target: I understand why it is important to use my own words to restate information that I may have read or learned from another source, if I don't use quotation marks and/or footnotes.

Standard: C.4.2 I can compose informative or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

Duration: 50 minutes

Activities:

1. Print the below sheets for Restating Information pages 110 and 111 in Razzle Dazzle folder.

<https://drive.google.com/drive/search?q=Razzle%20Dazzle>

Restating Information

Name _____ Date _____

Restating means to say the same thing in different words. Authors often have to restate a point to keep it fresh in the reader's mind. This is especially true when writing a conclusion. You don't want to repeat something in the exact same way you said it before. Instead, say the same thing another way.

Consider this topic sentence:

Cycling is a great way to stay in shape and have fun, too.

You might later restate that same information as:

Give cycling a chance and I think you'll like it as much as I do.

Another topic sentence might be:

Raising earthworms to sell for bait is an interesting and profitable hobby.

You could restate that thought as follows:

I never thought I'd enjoy raising earthworms, but I think the worms and I are going to be friends for a long, long time.



You might tell your audience:

My sister Ellen and I can't wait for winter to come so we can build a snowman.

If you wish to restate that thought later, be sure to use different words and a different sentence structure to add interest:

Stop by this winter so you can see the world's most beautiful snowman!

One convenient thing about the English language is we have many different ways to say the same thing. Restating is a good skill to know because it comes in so handy in your writing. Reminding your readers of your main point is the perfect way to end your piece.



110 • *Book* *Book* *Writing*

Practicing Restating Information

Name _____ Date _____

Read the following sentences. Restate the same thoughts a different way.

- If you've never watched bungee jumping you've missed something spectacular.
- Pirates used to roam the seven seas, terrorizing sailors and passengers of ether ships.
- After school, kids should eat healthy snacks instead of junk food.
- Romeo and Juliet is the saddest play I've ever seen.
- Having a garage sale is a lot of hard work but a great way to make some money.
- Everyone should know how to read a map.
- There is no excitement to equal a close basketball game.
- Some people like clowns, but I think they're scary.
- A scarecrow is a good way to keep birds from eating your garden.

111 • *Book* *Book* *Writing*

Turn In: Friday, April 17th

Notes:

1. Do Day 2 - Week 23 in DLR

***Links to additional learning plans**

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

https://drive.google.com/open?id=1jcJSd-Tx_XRCBwnsSY_c7SIEPqdvylAhpDWIETQ1AX4

EA - ESSENTIAL ARTS WEEKLY LEARNING PLANS FOR APRIL 6-17

CLICK HERE ---> [APRIL 6-17](#)