

4th Grade Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

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

Date: Friday April 17, 2020

Content Area: Reading

Learning Target: I can differentiate between a fact and an opinion

Standard: RI.4.8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text.

Duration: 40 minutes

Activities:

1. Read pages 218 - 220, "How Did They Do That?" by Allan Giles
Think Central - Under "Materials"
https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/ese_9780544587281_/Build/index.html
2. Complete the comprehension questions under "Reading Activities Packet"
3. Complete the two forms - How Do They Do That? and "Finding Fact and Opinion I"

How Do They Do That?
Pages 218 - 219

1. Name some examples of special effects used in the movies.

2. Why do you think it took the makers of Jurassic Park three years to develop special effects?

3. Reread the second paragraph on page 220. What is the process for motion capture?

4. Reread the caption on p. 220. How does it help you to understand the text?

<https://drive.google.com/drive/my-drive>

Name _____



Finding Facts and Opinions I

A fact is a statement that can be proven true. An opinion is what someone thinks or believes about something.

Directions: Write an F in front of sentences that are facts. Write an O in front of sentences that are opinions.

1. The Conestoga wagon was first used to pull the farmer's heavy load to market.
2. This wagon could carry a load that weighed 16,000 pounds.
3. Today, it would be impossible to cross the country in this wagon.
4. Some Africans believed that the hair from a giraffe's tail would bring good luck.
5. Anyone who wears a bracelet made from a giraffe's hair will live healthy and safe.
6. Years ago some people believed witches could turn themselves into black cats.
7. If a black cat crosses your path, you will have bad luck.
8. The first zoo in the world was built in Egypt.
9. Putting animals in zoos is inhumane.
10. Some zoos attempt to create the animals' natural habitats.
11. There are too many zoos in the world today.
12. Whales are mammals.
13. People should not be allowed to hunt whales.
14. The hunting of all animals is cruel and unjust.
15. Some species of whales are in danger of becoming extinct.

28 News Reports

Turn In: Friday, April 17

Notes:

Content Area: Math

Learning Target: I can add or subtract a fraction less than 1 from a whole number.

Standard: 4.NF.3 Understand addition & subtraction of fractions as joining and separating parts referring to the same whole.

Duration: 45 minutes

Activities: EUREKA LESSON 22 : 1. Log into Google Classroom 2. Watch video 3. Complete Problem Set, LEARN pages 153-154 4. Complete & turn in Exit Ticket, available in Google Classroom OR in LEARN book, page 149

Turn In: Exit Ticket Lesson 22

Notes:

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: 45 min.

Activities:

1. Log onto your science google classroom.
2. Watch the screencastify video.
3. Read the google docs and complete the sort.
4. Turn the sort in to your google classroom.

Turn In: Google docs sort

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 produce a clear and coherent 3.8 paragraph.

Standard: C.4.1.abcde (Refer to Monday DLP)

Duration: 30-45 min.

Activities:

1. Log onto your ELA google classroom.
2. Complete DLR week 30 day 5
3. Complete the paragraph prompt on the google classroom.

Turn In: 3.8 paragraph

Content Area: ELA (Writing) Holt

Learning Target: I can use dialogue effectively and substitute words other than said.

Standard: C.4.3.c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Duration: 45 minutes

Activities:

1. Print form Dialogue With Special Tags (Words other than said)
2. Complete and return page 43

Dialogue With Special Tags Target Skills

Name _____ Date _____

Sometimes writers replace ordinary tags with special tags to give the reader more information. **Special tags are always strong verbs.** They change the meaning of the sentence. Notice the difference between ordinary tags and special tags.

"Please don't scratch your fingernails on the board again," he said.
 "Please don't scratch your fingernails on the board again," he begged.

"I'm not going to eat the rest of my dinner," she said.
 "I'm not going to eat the rest of my dinner," she whined.

Marvin said, "Get out of my stuff! How many times do I have to tell you?"
 Marvin demanded, "Get out of my stuff! How many times do I have to tell you?"

Practice adding special tags to the following sentences:

- "Be careful. They might hear us," _____ Bill.
- "Try saying that again to my face," _____ Eva.
- "Stop, Dad. There's an injured dog on the side of the road." _____ the boy. 
- The principal _____, "Come into my office."
- The little girl _____, "Will I ever see my mommy again?"
- "Uh...I want to...ask you something," _____ Kevin.
- "Don't cry. Everything's going to be okay," she _____.

Razak Dazzle Writing • 43

Turn In: April 17th

Notes:

***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](#)