

4th Grade Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

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

Date: Friday April 24, 2020

Content Area: Reading

Learning Target: I can analyze a character's behavior and setting to determine motive.

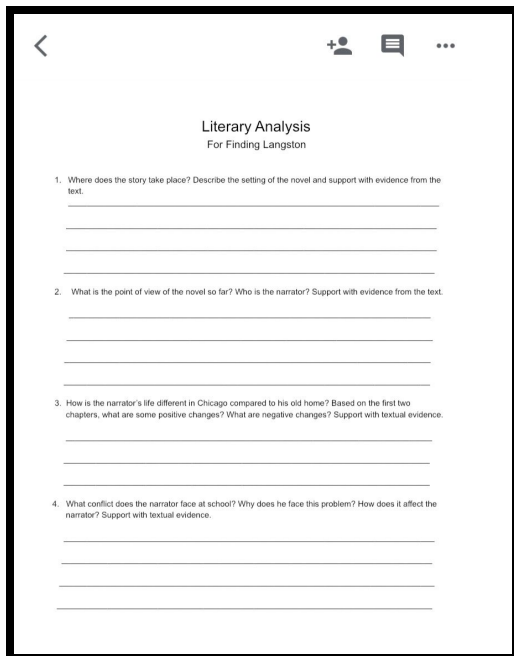
Standard: RL.4.3 Describe in depth a character's thought

Duration: 40 minutes

Activities:

1. Complete the literary analysis on Finding Langston - Chapters 1 & 2

https://drive.google.com/open?id=1aVuDYzDdw3hH8Cwy6DEwBPrm4-c_U4XLGL2NEc3GTD
[E](#)



The screenshot shows a Google Drive document titled "Literary Analysis For Finding Langston". It contains four numbered questions with blank lines for answers:

1. Where does the story take place? Describe the setting of the novel and support with evidence from the text.

2. What is the point of view of the novel so far? Who is the narrator? Support with evidence from the text.

3. How is the narrator's life different in Chicago compared to his old home? Based on the first two chapters, what are some positive changes? What are negative changes? Support with textual evidence.

4. What conflict does the narrator face at school? Why does he face this problem? How does it affect the narrator? Support with textual evidence.

Turn In: Friday, April 24 - Just turn in the analysis

Notes:

Content Area: Math

Learning Target: I can compare fractions greater than 1 by reasoning using benchmark fractions.

Standard: 4.NF. 2 Compare two fractions with different numerators and different denominators.

Duration: 60 minutes

Activities:

1. Log into your Google Classroom
2. Complete the Math Journal Question
3. Watch Lesson Video
4. Complete Problem Set, page 177 ONLY
5. Complete Review Exit Ticket

Turn In: Review Exit Ticket

Notes: Math Lesson at 10:00- once again today's Exit Ticket is found in Google Classroom, it is NOT the one from the LEARN book.

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. Watch the screencastify video. Check your work from yesterday as I go over the answers. This will be a study guide for a quiz next week. Once you are finished checking your work, turn it in.

Turn In: Your completed wave properties google docs pages. You need to turn it in after you have checked your work.

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. Work on your google slides project.

Turn In: You will turn in your completed project by May 4th

Content Area: ELA (Writing) Van Nevel and Campbell

Learning Target: I can produce clear and coherent writing.

Standard: C.4.1b- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Duration: 30-45 min.

Activities:

1. Log onto your ELA google classroom.
2. Complete DLR week 31 day 5
3. Complete the Weekly Reflection 3.8 paragraph

Turn In: nothing today :)

Notes:

Content Area: ELA (Writing) Holt

Learning Target: I can use figurative language and literary techniques to make my writing more interesting for the reader.

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. Read Writing Catchy Titles page - Razzle Dazzle page 144 - Title your personal narrative
2. Read The Bad Blunder
3. Complete the Personal Narrative Analysis #1 send back to Ms. Holt
4. Keep scrolling for copies of assignments.

Writing Catchy Titles

Name _____ Date _____

Besides the cover of a book, one of the first connections readers have with a book is its title. Does it capture their attention? Is it about a subject they're interested in? Titles are powerful tools an author uses to make readers want to read what she has written.

How do you write a catchy title? Ideally, titles should grab the reader's attention without giving away too much information. As you work on a manuscript you can have a temporary title, called a working title, if you like. Wait until your piece is finished before selecting a final title. As a rule of thumb, good titles are five words or less.



Poor Title: My Friend and I Go Camping and Are Chased by a Bear

Better Title: Terror in the Woods

Learn from the experts. Here is a list of children's book titles. If you listen to their sound and rhythm, you can get a feel for what makes a good title.

A Gate in the Wall	Looking For Home	The Bronze Bow
A Long Way from Chicago	Madeline	The Cat in the Hat
A Wrinkle in Time	Make Way For Ducklings	The Cookcomp
A Year Down Yonder	Manic Magee	The Dog Ate My Homework
Bride to Terabithia	Missing May	The Giver
Bud, Not Buddy	No, David	The Hero and the Crown
Chicka Chicka Boom Boom	Number the Stars	The Homecoming
Curious George	Onenewssie Summer	The Midwife's Apprentice
Dear Mr. Henshaw	Our Only May Amelia	The Pigman
Dicey's Song	Out of the Dust	The Secret Garden
Fourth Grade Rats	Rascal	The Star Fisher
Freedom Summer	Roll of Thunder, Hear My Cry	The Stinky Cheese Man
George and Martha	Sarah, Plain and Tall	The Upstairs Room
Hannah and the Homunculus	Seven Blind Mice	The Vandemark Mummy
Hatchet	Shiloh	The View From Saturday
Holes	Sing Down the Moon	The Whipping Boy
I Have a Dream	Soldier's Heart	Tuck Everlasting
I, Juan de Pareja	Sounder	Up a Road Slowly
Island of the Blue Dolphin	Summer of the Swans	Walk Two Moons
Jacob Have I Loved	The 101 Dalmations	Wayside School is Falling Down
Jacob's Rescue	The Bathwater Gang	We Didn't Mean To Go To Sea
		Where the Wild Things Are

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The Bad Blunder

"Slam, slam!" The side doors to the courtyard crashed against the wall as my 1st grade classmates and I darted out the side door of Anchorage School and into the courtyard for an exciting game of Hide & Seek. With no idea who was "it", I ran around searching for a hiding place. Immediately, a brilliant idea flashed through my head, I didn't know at the time it would be one of my biggest mistakes ever. I would never forget it because of how embarrassed, scared, afraid, and discouraged I would be later on that day.

In the meantime, I hurried over to an electric blue colored pickup and hopped in the back. My best friend Grant followed my lead. "What a good hiding place," he whispered. His face looked excited and glad that we had found such a magnificent hiding place. As we both tucked down on the rough black plastic, I chuckled aloud, "They will never find us here." As I laid there, I heard laughing and the pitter patter of kid's feet on the concrete. I felt confident that no one would find us here. No one would think of looking in the back of a pick up. I felt proud of the idea to hide there.

Giving away our hiding place, Jordan Shutt, one of my friends, hopped on the rear bumper of the shiny pickup. Not knowing Mr. Saylor, the janitor, saw him on his brand new pickup truck, Grant and I followed Jordan out of the truck.

With no time left to hide, I ran around trying not to get tagged. As we lined up I felt exhausted and proud that I did not get tagged "it." I managed to avoid being caught for the first time, during school recess.

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Once we had got back to the room, I was puzzled when I heard Mr. Sears call Jordan and me over to talk with him. As I approached Mr. Sears, I was surprised to find Mr. Saylor with Grant already standing next to them. Mr. Saylor looked very serious as he stood there in his tan janitor's suit. With no smile on his face he declared, "We need to go to the principal's office!" Feeling confused, I wondered what the purpose was for going to the principal's office. I pondered, *What could I have possibly done?*

As we walked down the hall, I was ashamed of myself for whatever I had done that had made me go to the principal's office. Grant, Jordan and I walked down the hall with Mr. Sears in front of us and Mr. Saylor behind us making sure that we did not try to escape, I felt like I was going to jail. There was no way out.

When we walked into the office Dr. Brook's face looked beetred and like he had just exploded. As we sat down his eyes followed us like those portraits in scary movies. He started yelling at us like we had just committed a murder or something extremely serious. His head looked like it was about to pop off. He was so red and was yelling so loudly that it scared me. This started to make me cry.

"Why did you get inside Mr. Saylor's brand new pick up truck, and did you know you scratched it?" He shouted at us as we sat there whimpering in front of him. "I need to call your parents. What's your number?"

Finally, I was sentenced to two options, getting expelled, or spending one day after school with the maintenance people. I chose time with the maintenance people. I thought it was the better choice because it meant I could stay in school. It turned out that the maintenance people were fun to be with. They allowed us to

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break every school rule we could think of. We were allowed to run threw the halls, shout from one end of the halls to another, and chew gum.

Throughout this event my feelings changed drastically from excited to scared to embarrassed, which will make it easier to remember that I should always respect other peoples property. To this day, I will never forget the lesson I learned and the emotions I had.

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Personal Narrative Analysis #1

Title of Personal Narrative: _____
Your expert opinion is needed. Circle your responses.

1. Did the writer have a creative hook/introduction?
No Yes Sort of
But Could
Be Better
 2. Did the writer include thoughts and feelings in his/her writing?
No Yes Sort of
But Could
Be Better
 3. Did the writer include strong words that enhance his/her writing?
No Yes Sort of
But Could
Be Better
 4. Did the author use dialogue with correct punctuation?
No Yes Sort of
But Could
Be Better
 5. Did the author use words to make you feel a part of the action? Did he/she include active words that created an experience. Did the writer describe the event using descriptive words and sensory details?
No Yes Sort of
But Could
Be Better
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6. Did the author have a strong ending? Were loose ends all tied up?
No Yes Sort of
But Could
Be Better

Turn In: Your best score for week 24 in DLR.

Notes:

Parents- below is the link to the video that Mrs. Wiles would like all of the students to watch:

<https://www.youtube.com/watch?v=qoME9gj9a2A&feature=youtu.be>

Mrs. Wiles, your School Counselor, would love to “see” you and talk with you about how you are doing. To connect with her, just send her an email at sara.wiles@anchorage.kyschools.us

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 20-24.

EA - ESSENTIAL ARTS

WEEKLY LEARNING PLANS FOR APRIL 20-May 1st

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