

4th Grade Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

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

Date: Monday April 13, 2020

Content Area: Reading

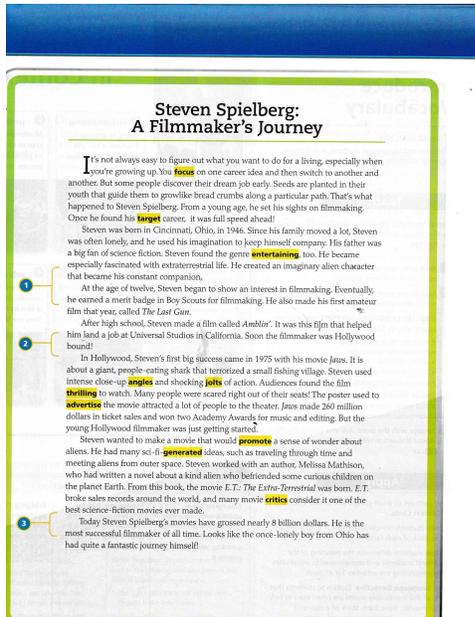
Learning Target: I can read informational text and interpret graphic features.

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: 45 minutes

Activities:

1. Print the news article entitled, Steven Spielberg: A Filmmaker's Journey
2. <https://drive.google.com/open?id=1a7ReX3IbROkt-hu-gHZS--34Q6wMCVgo>



**Steven Spielberg:
A Filmmaker's Journey**

Student Read Aloud

Name: _____

Homeroom Teacher: _____

1. Why did Spielberg have an imaginary alien as his childhood companion?
Give two reasons.

a. _____

b. _____

2. What did Spielberg do when he was young that showed he was interested in filmmaking?

3. Read the article
4. Do the questions 1-3 entitled, Steven Spielberg: A Filmmaker's Journey.

https://drive.google.com/open?id=12-SsUgR3sFYUUh7zj0y4wO79B1a_gyiz

Turn In: Friday, April 17

Notes:

Content Area: Math

Learning Target: I can analyze the fraction learning targets to determine what concepts I need to practice in order to prepare for tomorrow's assessment.

Standards: **4.NF.1** Explain why a fraction is equivalent to a fraction. **4.NF.2** Compare two fractions & justify the comparison **4.NF.3** Understand addition & subtraction of fractions. **4.NF.4** Multiply a fraction by a whole number.

Duration: 45-60 minutes

Activities: 1. Log into Google Classroom 2. Complete MJQ 3. Watch MJQ Video 4. Go to IXL, Math take 2-3 quizzes to prepare for assessment

Turn In: nothing

Notes: Live Math Review Lesson at 10:00 - there will be no live Math Lessons Tuesday-Thursday due to the Mid-Module 5 Assessment.

Students will receive the first 10 questions of the Math Assessment on Tuesday morning. It should take 45 minutes- 1 hour to complete. The students will receive the second 7 questions on Thursday. It should also take 45 minutes to 1 hour to complete.

* See Google Classroom for more details.

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 into your science google classroom.
2. Watch the screencastify video.
3. Watch the brainpop video about waves. Log in information should be in your planner.
4. Read the article about mechanical and electromagnetic waves attached on the google classroom.
5. Answer the questions about what you have learned.

Turn In: You do not need to turn in anything today. Happy Monday!

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.Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- c. Provide reasons that are supported by facts and details.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.

Duration: 30-45 min.

Activities:

1. Log onto your ELA google classroom.
2. Complete DLR week 30 day 1
3. Complete Daily Learning Prompt 3.8 paragraph

Turn In: Daily Learning Prompt 3.8 paragraph

Notes:

Content Area: ELA (Writing) Holt

Learning Target: I can develop and compose a narrative using different authors techniques.

Standard: C.4.3 Compose narratives, using writing and digital resources to develop real or imagined experiences or multiple events or ideas, using effective techniques, descriptive details and clear sequences.

Duration: 45

Activities:

1. Watch Brainpop (login is on Google Classroom) video on plagiarism
<https://www.brainpop.com/english/writing/plagiarism>

BrainPOP Plagiarism Quiz

Name: _____
Date: _____
Class: _____

1. On its own, which of the following is most likely an example of plagiarism?
a. Consulting an online resource when you write a research paper.
b. Putting a quote from a magazine article in an essay.
c. Forgetting to put quotation marks around a quote.
d. Paraphrasing the author of a published book.
2. Why is plagiarism similar to fraud? Choose the best answer.
a. Because you're not paying to use a source's ideas or words.
b. Because you're passing off a source's ideas or words as your own.
c. Because you're making money off of a source's ideas or words.
d. Because plagiarism wastes your teacher's valuable time.
3. In school, what is the punishment for plagiarism?
a. You receive an "F" on the assignment.
b. You receive a failing grade in the class.
c. You get expelled from the school.
d. It depends on the teacher and school.
4. Which of the following is a verbatim repetition of the sentence, "The cat jumped over the lazy brown fox"?
a. The cat said it "jumped over the lazy brown fox."
b. The lazy fox was leapt over by the cat.
c. The cat jumped over the lazy brown fox.
d. According to the lazy brown fox, the cat jumped over him.
5. How are endnotes different from footnotes?
a. They only list the name of the original author.
b. They list sources in a different place.
c. They are only used in books.
d. They are not universally accepted.
6. To find out whether a specific source was used in a research paper, the reader should consult the:
a. Table of contents.
b. Introduction.
c. Bibliography.
d. Conclusion.
7. How does attribution for online sources compare to attribution for offline sources?
a. The same rules apply for both.
b. Attribution is optional for online sources.
c. Online sources require more detail.
d. Offline sources are more commonly used.
8. What can you conclude from the fact that people often plagiarize without meaning to?
a. Plagiarism is not a serious offense.
b. The rules about plagiarism are far too strict.
c. Most teachers aren't aware of what plagiarism is.
d. Plagiarism is not always obvious.
9. Why is paraphrasing not a guaranteed way to avoid plagiarism?
a. Paraphrasing often changes the original idea.
b. Even restated ideas need to be properly attributed.
c. Some ideas are not easily paraphrased.
d. Paraphrased sentences are identical to the originals.
10. Plagiarizing is like cheating yourself because:
a. You'll probably get kicked out of school.
b. You'll most likely get caught and receive a failing grade.
c. It's a synonym for "cheating."
d. You'll lose the chance to practice your writing skills.

2. Do the quiz on Google Classroom.
3. Print quiz and take plagiarism test
4. Tomorrow we will work on restating information so as to not plagiarize work.

Turn In: Monday, April 13th.

Notes:

1. Print vocabulary strategies packet on Suffixes - "able," and "ible" 14.3, 14.4, and 14.5

*Links to additional learning plans

-Essential Arts weekly plan

-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](#)

