

# 4th Grade Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

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

Date: Monday May 11, 2020

**Content Area:** Reading

**Learning Target:** I can describe in-depth a character's thoughts, words, and/or actions by his/her reaction to others.

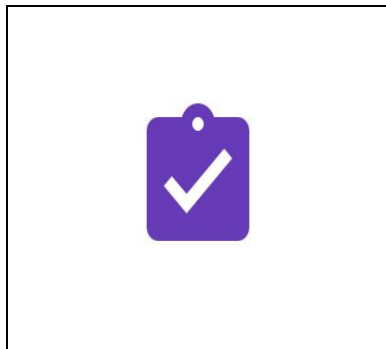
**Standard:** I can describe in-depth a character's thoughts, words, and/or actions by his/her reaction to others.

**Duration:** 50 minutes

**Activities:** Log onto your Google Classroom for Reading.

1. Review Chapters 7 & 8
2. Go to Google Form under Reading Activity Packet and Do Reading Check #4 (Google Form) for chapters 7 & 8.

<https://forms.gle/XmpQ3pxsjYaV7a3J9>



3. Complete exit ticket for chapters 7 & 8 - Exit ticket #4

<https://forms.gle/6C6ioNXFGEZuaVMV8>

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?**

**Turn In:** I will get your results after you submit. Look for it in you reading check and the exit ticket results after I release the scores

**Notes:**

**Content Area: Math**

**Learning Target:** I can multiply a whole number by a fraction.

**Standard:** 4.NF.4 Apply & extend previous understandings of multiplication to multiply a fraction by a whole number.

**Duration:** 45 minutes

**Activities:**

Lesson 36

1. Log into Google Classroom
2. Complete the Math Journal Questions
3. Watch video/attend 10:00 lesson
4. Complete Problem Set, LEARN, page 238 ONLY
5. Complete Exit Ticket (Google Forms)

**Turn In:** Exit Ticket

**Notes:** Please note that we skipped Lesson 35

**Content Area: Science**

**Learning Target:** I can describe what light is.

**Standard:** 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

**Duration:** 30-45 min.

**Activities:**

1. Log onto your science google classroom.
2. Read the article about light
3. Answer the questions on the google docs page and turn it in when you are finished.

**Turn In:** Google docs page with questions.

**Content Area: Social Studies**

**Learning Target:** I can explain the relationship between supply & demand.

**Standard:** E: Microeconomics  
~ 4.E.MI.2 Investigate the relationship between supply & demand.

**Activities:**

1. Log onto your google classroom.
2. Read the directions for the supply and demand project on the attached page.
3. You have all week to work on this. You will present your project next week.

**Turn In:** Project needs to be turned in by Monday May 18th. You will share your project in our homeroom google meet.

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

**Learning Target:** I can write a letter to share an opinion.

**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 33 day 1
3. Complete the pen pal prompt located on the google classroom page.
4. Using the Friendly Letter Format, write a letter to your Pen Pal (based on the prompt)
5. Submit a copy of your letter to your homeroom teacher on google classroom.
6. Mail a copy of your letter to your pen pal.

**Turn In:** Copy of Pen Pal Letter

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

**Learning Target:** I can break down the elements of an effective personal narrative.

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

**Duration:** 55 minutes

**Activities:** Read the personal narrative "A Remarkable Performance"

- Complete the #3 personal narrative analysis - #1 Writing Activity Descriptive Words and Strong Verbs.

**A Remarkable Performance**

The time of "Sonata Primavera" was dancing through my head as I prepared for my biggest debut. When I practiced yesterday, I remembered how the bass and white keys seemed to fly over the grand piano. Following back, I noticed the concert piano below lit was filled up in the air as the back row could enjoy the concert. I recalled looking down at the golden pedals shimmering in the spotlight. They looked like they were worth a million dollars. Hoping for a remarkable performance, I had a quick prayer.

It was a very important day for me because the day was my very first piano recital. Looking in the mirror, I looked like a grown up with my darkening pencils shining in the light. I was dressed in my very blue dress with a white sash and flower on it. My hair was pulled back in curls with a navy blue headband on, and I was wearing my white sandals with heels. Feeling like an adult, I was nervous, nervous, and excited all at the same time.

Even though I had only a few minutes away, it seemed like it took forever to arrive at the church since I was feeling eager to play. My heart

At that moment, I noticed that Sarah was finished and soon it would be my turn to perform. Being nervous, butterflies filled my stomach while I shuffled toward the piano. Remembering what my piano teacher suggested at rehearsal, I now made a mistake. Keep going and don't make a big deal about it. I convinced myself that I would play fine. I reached for words of wisdom as I adjusted the piano bench. I tried to gain my composure, while pondering the thought of my *Angelo Allegro* will be overwhelming. But I was not going to let that thought take over me.

When I sat on the piano bench, I glanced at my Mom. Is my *Allegro* getting like I was? I wondered to myself. She had on a shiny salmon short sleeve blouse and black pants. Her straight grin let me know that I could do it and that she had faith in me. I heard the audience whispering while I stared at the shining black and white keys that seemed to be twinkling profusely. I felt like I needed a drink of water because of a lump in my throat. Placing my shaking hands on the keyboard, I gracefully started to pick out my piece.

In the middle of my piece, the movement of the piano business distracted me. I noticed when I pressed down on the keys the hammer vibrated and made a sound. All of the sudden, a noise of sadness went

was pumping faster than ever as I entered Ascension Presbyterian Church. I had to tell myself to relax and take a few deep breaths.

Looking down the aisle, I saw the red carpet leading up to the grand piano. As I slowly walked down the red carpet, I felt like a royal princess. My mom, dad, and brother like followed behind me as I nervously shuffled to the front row. The safety net outside me while we was very easy. Frank blue cover draped throughout the church for decoration. I could smell their sweet scent.

While I perfectly smiled, I glanced through the program. I noticed I was second to perform. This made me happy to be near the beginning of the performance so it would be over with quickly.

My piano teacher appeared on the altar. "Can I have your attention please?" she asked. Immediately, all eyes looked up at the front and the few whispers ceased. "Thank you for coming and we are going to begin now." As she was speaking, I thought it was the first time I have ever seen her so dressed up. Her navy dress made her look like a flight attendant.

After a few minutes Sarah began the concert. As she played, I noticed the difficulty in the piece she selected. In my opinion, she was doing a great job. This made me feel like I had to do as good a job as she did. This concert seemed more excitement in me than I already felt.

through me and I forgot about the audience. Enjoying myself while I played, the piece was finished before I knew it.

As I stepped the last note, the audience excitedly clapped for me. To my surprise, I made no mistakes at all. I felt like the shining star on a beautiful spring day. Feeling proud, I grinned and continued.

After the applause that died, I returned to my seat. My Mom proudly cheered in a whisper, "You did great!" I felt overwhelmed with excitement. All the anxiety I went through before the recital was worth all the glory and praise I received from my family and friends. I truly had a remarkable performance.

**Personal Narrative Analysis 3**

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

1. Can you see the story happening?  
No Yes Sort of But Could Be Better

2. Is there any information the writer left out that you needed to know?  
No Yes Sort of But Could Be Better

3. Is there any information that should be cut because it doesn't add anything to the story?  
No Yes Sort of But Could Be Better

4. Are the verbs & nouns strong?  
No Yes Sort of But Could Be Better

5. Is the verb tense consistent - all in past tense or all in present tense?  
No Yes Sort of But Could Be Better

**#1 Writing Activity Descriptive Words and Strong Verbs**

1. Name: \_\_\_\_\_

2. When Ronnie saw the puppy, he said, "I'm going to name him Buddy." Choose the best descriptor to show that Ronnie is certain.  certain  
Mark only one oval!  
 when Ronnie saw the puppy he said, "I'm going to name him Buddy."  
 Ronnie shook his head when he saw the puppy, talking with the business on his coat.

3. Choose the best descriptor to show that Jake is not well behaved.  misbehaved  
Mark only one oval!  
 Jake waved his arms and shouted, "Come on, start the show!"  
 When the curtain was raised, Jake clapped his hands excitedly along with everyone else.

4. Choose the best descriptor to show that Tanya is tough and determined.  determined  
Mark only one oval!  
 Tanya laughed in the sitting on the back long, even sliding down the track.  
 Tanya's chest heaved from breathing so hard but she sat on the ground the first day.

- Do google form below.

<https://forms.gle/94Bne6cu1m4mYoKX8>

**Turn In: Do DLR Week #27 - Day 1**

- Do Vocabulary Strategies - Lesson 17 (3 pages)
- Turn in analysis and Writing Activity Descriptive Words and Strong Verbs on 5/11/20

Google Form

**Notes:**

**\*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, May 11-15.

\*This will be the last set of Enrichment plans for this school year.