

4th Grade

Daily Learning Plan

Teacher: Holt, Van Nevel, Campbell

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

Date: Monday May 4, 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: RL.4.3 Describe in depth a character's thoughts, words, and/or actions, in a story or drama, drawing on specific details to analyze over the course of the text.

Duration: 50 minutes

Activities:

1. **Read** Log into Epic and continue reading Finding Langston Chapters 5 & 6 - Page 23 - 30.

2. **Log in** to Google Classroom

Watch the video - Round and Flat characters

<https://www.youtube.com/watch?v=w3xvbODOL94>

The youtube video has been released to students.

3. **Complete Chart**

Flat characters are those characters that only appear in the story once or twice, and don't really impact the story's outcome. The reader doesn't really learn much about the flat characters.

Round characters on the other hand, are the lead characters of the story. Their words and actions greatly impact the events and outcome of the story. The reader gets to know these characters in great detail through their words, thoughts, and actions.

Name: _____ Date: _____

Flat or Round Character Analysis Worksheet

The author may develop flat and round characters throughout a story.
A flat character does not have many dynamic qualities or characteristics.
A round character has more depth, qualities, and characteristics through the character development and interaction with other characters.

Directions: Choose a flat and round character from the text. Briefly describe that character and provide textual evidence that supports whether they are flat or round.

Flat Character _____ Round Character _____

Flat Character	Round Character
Description:	Description:
Textual Evidence:	Textual Evidence:

Flat or Round Character Analysis Worksheet

Turn In: Monday, May 4 - Turn in completed chart

Content Area: Math

Learning Target: I can add & subtract mixed numbers. I can simplify fractions.

Standard: 4.NF.3c Add & subtract mixed numbers with like denominators.

Duration: 45 minutes

Activities:

Lesson 31

1. Log into Google Classroom
2. Complete MJQ
3. Watch video/attend live lesson (10:00)
4. Complete Problem Set, LEARN, pages 207-208
5. Complete Google Form Exit Ticket

Turn In: Exit Ticket, Lesson 31 in Google Forms

Notes:

Content Area: Science

Learning Target: I can describe the sounds I hear. I can define what sound is.

Standard: 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

Duration: 30-45 min.

Activities:

1. Log onto your science google classroom.
2. Complete the sound walk
3. Complete the google form exit slip.

Turn In: Submit the google form exit slip.

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.

Activities: The students will be sharing their google slide presentations during our homeroom google meets this week.

Turn In: All google slide presentations should be turned in :)

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: 40 minutes

Activities:

1. Pull up and read the "A Lucky Brake" narrative article
2. Do the Personal Narrative Analysis
3. Send the Analysis to me on 5/4/20

Personal Narrative Analysis 2

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

1. Is there a good title? not just a description and definitely not "My Personal Narrative?"

No	Yes	Sort of But Could Be Better
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2. Is the lead inviting and purposeful?

No	Yes	Sort of But Could Be Better
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3. Can you tell by reading why this piece was important for the writer?

No	Yes	Sort of But Could Be Better
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4. Are there enough thoughts and feelings to take you into the writer's mind?

No	Yes	Sort of But Could Be Better
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4.

Narrative 2

A LUCKY BRAKE

One brave act saved a whole busload of kids

Talk about a real-life hero! Ten-year-old Larry Champagne III from St. Louis, Missouri, hit the brakes on a runaway school bus. He saved himself and 20 other kids on board from disaster.

It all happened in one big, scary flash. On the way to school, the bus driver, Ernestine Blackman, suddenly blacked out and slumped over the steering wheel. The bus started swaying, hanging into the guardrails. The other kids started to scream, but Larry ran to the front and stopped the bus.

"At first I thought, 'We're gonna die,'" says Larry, "but after I pressed the brakes, I felt safe."

Larry's speedy reaction made news all over the country. He appeared on TV shows as a hero. The bus company gave Larry a \$100 gift certificate to spend at Toys R Us. And his school hung a medal of honor around his neck.

"My grandmother always tells me to do what's right," says Larry. He gives credit to his brother Jerrick, 9, who "helped me get the bus driver up" during the emergency. Now the driver, who had a circulation problem called a stroke, is recovering.

How did he know how to stop the bus? Larry is something of a mechanic. He helps his grandfather work on his old truck. "He gets his hands dirty," says his grandfather. One thing is for certain: Larry knows where to find the brakes.



Larry Champagne knew just what to do to keep the school bus safely on the road.

Turn In: Turn in Analysis to me on 5/4/20

Notes: Do DLR lesson 25.
Do grammar skills packet Lesson 16- Due Friday

*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 4-May 8